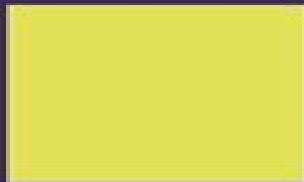
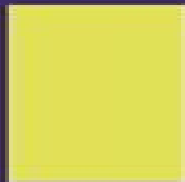


Reassessing Gender and Achievement

Questioning contemporary
key debates



BECKY FRANCIS
and CHRISTINE SKELTON

Reassessing Gender And Achievement Questioning Contemporary Key Debates

**Christine Skelton, Becky Francis, Lisa
Smulyan**



Reassessing Gender And Achievement Questioning Contemporary Key Debates:

Reassessing Gender and Achievement Becky Francis, Christine Skelton, 2005 This text draws together the findings and arguments from the vast array of material available on this topic in order to provide a comprehensive and clear overview of the various debates about and explanations for gender and achievement

Reassessing Gender and Achievement Becky Francis, Christine Skelton, 2005-11-22 Challenging current theories about gender and achievement this book assesses the issues at stake and analyses the policy drives and changing perceptions of gender on which the gender and achievement debates are based This new topical book guides the reader through the different theories and approaches drawing together and reviewing work on gender and educational performance The authors also highlight the continuing problems experienced by girls in terms of achievement and classroom interaction The subjects covered include perspectives on gender and achievement the construction of gender and achievement in education policy evaluating boys underachievement the future for boys and girls raising achievement What works in the classroom Teachers education professionals and students engaged in teacher training will welcome the editors objective yet critical expertise

Encyclopedia of Gender and Society Jodi O'Brien, 2009 Provides timely comparative analysis from internationally known contributors

The SAGE Handbook of Gender and Education Christine Skelton, Becky Francis, Lisa Smulyan, 2006-10-23 The Handbook of Gender and Education brings together leading scholars on gender and education to provide an up to date and broad ranging guide to the field It is a comprehensive overview of different theoretical positions on equity issues in schools The contributions cover all sectors of education from early years to higher education curriculum subjects methodological and theoretical perspectives and gender identities in education Each chapter reviews syntheses and provides a critical interrogation of key contemporary themes in education This approach ensures that the book will be an indispensable source of reference for a wide range of readers students academics and practitioners The first section of the Handbook Gender Theory and Methodology outlines the various feminist perspectives on researching and exploring gender and education The section critiques the notion of gender as a category in educational research and considers recent trends evident especially in the gender and underachievement debates to locate gender difference solely within biology This section provides the broad background upon which the issues and debates in the other sections can be situated Section two Gender and Education considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils students teachers and other adults in the different sectors of education It also includes a chapter on single sex schooling Section three Gender and School Subjects comprises chapters that cover gender issues within the teaching and learning of particular school subjects for example maths literacy and science It also includes topics such as sex education and assessment The chapters in section four Gender identity and educational sites address up to date issues which have a long history in terms of explorations into gender and educational opportunities More recent inclusions in the debates such as disability sexuality and masculinities are discussed

alongside the more traditional concerns of race social class and femininities The final section Working in Schools and Colleges illuminates the working lives of teachers and academics The chapters cover such topics as school culture career progression and development and the gendered identities of professionals within educational institutions The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community

Educational Inequalities Kalwant Bhopal,Uvanney Maylor,2013-11-07 While there is considerable literature on social inequality and education there is little recent work which explores notions of difference and diversity in relation to race class and gender This edited text aims to bring together researchers in the field of education located across many international contexts such as the UK Australia USA New Zealand and Europe Contributors investigate the ways in which dominant perspectives on difference intersectionality and institutional structures underpin and reinforce educational inequality in schools and higher education They emphasize the importance of international perspectives and innovative methodological approaches to examining these areas and seek to locate the dimensions of difference within recent theoretical discourses with an emphasis on race class and gender as key categories of analysis *Routledge International Handbook of Schools and Schooling in Asia* Kerry J. Kennedy,John Chi-Kin Lee,2018-05-11 This comprehensive handbook is the ultimate reference work providing authoritative and international overviews of all aspects of schools and schooling in Asia Split into 19 sections it covers curriculum learning and assessment private supplementary tutoring special education gender issues ethnic minority education and LGBTQI students in Asian schools The volume displays the current state of the scholarship for schools and schooling in Asia including emerging controversial and cutting edge contributions using a thematic approach The content offers a broad sweep of the region with a focus on theoretical cultural and political issues as well as identifying educational issues and priorities such as curriculum assessment teacher education school leadership etc all of which impact students and learning in multiple ways The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge providing a multidimensional and rich view of the issues confronting the region s school and education systems Chapters 34 35 36 37 and 38 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Boys and Their Schooling John Whelen,2011-04-28 This book presents an ethnographic study of the experiences of teenage boys in an Australian high school It follows a group of thirteen to fifteen year olds over a period of more than two years and seeks to understand why so many boys say they hate school yet enjoy being with one another in their daily confrontations with the formal school The study acknowledges the ongoing significance of the boys debate to policy makers and the media and therefore to teachers and parents but moves it on from issues of gender construction and the panic about achievement to the broader question of what it is to experience being schooled as a boy in the new liberal educational environment

Gender in Learning and Teaching Carol

Taylor, Chantal Amade-Escot, Andrea Abbas, 2019-04-30 *Gender in Learning and Teaching* brings together leading gender and feminist scholars to provide a unique collection of international research into learning and teaching. Through dialogues across national traditions and boundaries, the authors provide new insights into the relations between feminist scholarship of pedagogy, gender and didactics, and offer in-depth accounts that critically investigate how gender relations are enacted, contested and analysed at the level of the classroom, the curriculum and the institution. Drawing on original research, the chapters explore gender dynamics in relation to student-teacher interactions, gendered classroom practices, curriculum content and knowledge formation in different subjects. The book includes accounts of innovative approaches to curriculum development to address gender inequality. It includes new theoretical frameworks and methodological approaches which provide fresh insights into gendered practices, including intersectionality, new material feminism, epistemic gender positioning and cultural anthropology. The chapters span all education phases from early years to higher education. This book makes a compelling case for the continuing relevance of feminist pedagogy and the urgent need for strategies to address gender inequalities in the classroom and beyond. It will be of great interest to academics and postgraduate students in the fields of theory, philosophy and feminist politics of learning and teaching, education and didactics, feminism and pedagogy, sociology and the arts.

International Studies in Educational Inequality, Theory and Policy Richard Teese, Stephen

Lamb, Marie Duru-Bellat, 2007-06-03 Inequality is a marked and persistent feature of education systems both in the developed and the developing worlds. Major gaps in opportunity and in outcomes have become more critical than in the past thanks to the knowledge economy and globalization. More and more populations, both rich and poor, depend on successful use of school and on gaining post-school qualifications. But access to high quality schooling, success at school and chances of higher education all remain socially divided, with implications for economic opportunities, personal growth and civic and community development. What causes these divisions in how education systems work? Have decades of public investment brought about at least some improvements, even if major gaps remain? If not, what are the barriers, the social processes which have frustrated the efforts of government? The pursuit of equity as a goal of public policy is examined in this book through a series of national case studies covering many different global contexts, from the wealthiest to some of the poorest nations on earth. What have we learnt from the policy experience globally? Do we know more today than yesterday about the origins of social inequality? Are our policies better framed, better designed to tackle inequality? And which way forward? What does the evidence suggest in terms of future approaches and emphasis? This work is published in three volumes which together form a 3-volume set.

Equality in the Primary School Dave Hill, Leena Helavaara, Robertson, 2011-11-24 Drawing on a wealth of knowledge from a diverse group of contributors, this volume addresses the importance of going beyond equal opportunities. The contributors provide a compelling argument for promoting equality in primary schools. Issues covered include social class, race, gender, sexual orientation, disability and special educational needs, with reference to all subjects taught at primary school.

level **Australian Sociology** David Holmes, Kate Hughes, Roberta Julian, 2014-09-01 Australian Sociology 4e provides a concise and current introduction to the field of Sociology through an analysis of Australian society. In doing so it draws on a diverse range of perspectives as well as a myriad of topics that go to issues at the core of Australian social life. Our ever-changing society presents continuing challenges to sociological analysis. This new edition of Australian Sociology sets out to document these many changes while retaining an organised analysis required of an introductory overview of Australian society.

Education, Equality and Human Rights Mike Cole, 2011-11-18 Education Equality and Human Rights addresses the issue of human rights and its relationship to education in the 21st century. Each of the five equality issues of gender, race, sexuality, disability and social class are covered as areas in their own right and in relation to education.

Achieving Gender Justice through Education Arpan Tulsyan, 2025-03-05 This book delves into the uncharted territories of how gender dynamics subtly shape educational experiences in Indian schools. While traditional educational reforms focus on increasing enrolment and making textbooks more inclusive, this book highlights the overlooked yet powerful influence of hidden curriculum—the implicit lessons that subtly shape students' views on gender, caste, class and religion. Positioned in a feminist cultural reproduction perspective and informed by a capability approach, this book explores education as an object of demand, a conduit for diffusion of ideas and a site for gender activism. It provides a critical analysis of how schools can be transformed into spaces of empowerment, negotiation and resistance for all students. Drawing on immersive research that challenges ordinary interactions and processes, it expands our understanding of what constitutes curriculum and knowledge. Particularly useful for educationists, educators, policymakers, academics, curriculum developers, teacher training institutes, gender studies departments and university centres offering educational studies courses, this book offers a captivating read for anyone interested in examining their own educational experiences.

Love Lives Carol Dyhouse, 2021 This book is about the reshaping of women's lives, loves and dreams. It tells the story of how expectations and emotional landscapes have shifted since 1950 when marriage was a major determinant of female life chances and teenage girls dreamed of Mr Right and happy endings.

Equality in the Secondary School Mike Cole, 2009-12-22 Draws together a wealth of knowledge from a varied list of contributors, all of whom recognise the importance of promoting equality in secondary schools.

Postfeminist Education? Jessica Ringrose, 2012-08-21 This book challenges a contemporary postfeminist sensibility grounded not only in assumptions that gender and sexual equality has been achieved in many Western contexts but that feminism has gone too far with women and girls now overtaking men and boys positioned as the new victims of gender transformations. The book is the first to outline and critique how educational discourses have directly fed into postfeminist anxieties, exploring three postfeminist panics over girls and girlhood that circulate widely in the international media and popular culture. First it explores how a masculinity crisis over failing boys in school has spawned a backlash discourse about overly successful girls; second it looks at how widespread anxieties over girls becoming excessively mean and/or violent have positioned female

aggression as pathological third it examines how incessant concerns over controlling risky female sexuality underpin recent sexualisation of girls moral panics The book outlines how these postfeminist panics over girlhood have influenced educational policies and practices in areas such as academic achievement anti bullying strategies and sex education curriculum making visible the new postfeminist sexual politics of schooling Moving beyond media or policy critique however this book offers new theoretical and methodological tools for researching postfeminism girlhood and education It engages with current theoretical debates over possibilities for girls agency and empowerment in postfeminist neo liberal contexts of sexual regulation It also elaborates new psychosocial and feminist Deleuzian methodological approaches for mapping subjectivity affectivity and social change Drawing on two UK empirical research projects exploring teen aged girls own perspectives and responses to postfeminist panics the book shows how real girls are actually negotiating notions of girls as overly successful mean violent aggressive and sexual The data offers rich insight into girls gendered raced and classed experiences at school and beyond exploring teen peer cultures friendship offline and online sexual identities and bullying and cyberbullying The analysis illuminates how and when girls take up and identify with postfeminist trends but also at times attempt to re work challenge and critique the contradictory discourses of girlhood and femininity In this sense the book offers an opportunity for girls to talk back to the often simplistic either wildly celebratory or crisis based sensationalism of postfeminist panics over girlhood This book will be essential reading for those interested in feminism girlhood media studies gender and education

Students' Experiences and Perspectives on Secondary Education Emer Smyth, 2016-08-18 This book explores the experiences of young people as they move through the Irish secondary educational system Drawing on a rich study which combines survey data with in depth interviews with students it addresses the key facets of schooling which influence young people s experiences With chapters organised thematically including ability grouping school climate and the impact of high stakes examinations the central dimensions of school structure and process is explored Placing young people s voices centre stage it explores how they respond to the school context and make decisions that will profoundly affect their future This book contrasts different types of school settings and examines how gender and social class play out at the school level *Boy Culture* Shirley R. Steinberg, Michael Kehler, Lindsay Cornish, 2010-06-17 In this two volume set a series of expert contributors look at what it means to be a boy growing up in North America with entries covering everything from toys and games friends and family and psychological and social development *Boy Culture* An Encyclopedia spans the breadth of the country and the full scope of a pivotal growing up time to show what a boy s life is really like today With hundreds of entries across two volumes it offers a series of vivid snapshots of boys of all kinds and ages at home school and at play interacting with family or knocking around with friends or pursuing interests alone as they begin their journey to adulthood *Boy Culture* shows an uncanny understanding of just how exciting confusing and difficult the years between childhood and young adulthood can be The toys games clothes music sports and feelings they are all a part of this remarkable resource But most

important is the book's focus on the things that shape boyhood identities the rituals of masculinity among friends the enduring conflict between fitting in and standing out the effects of pop culture images and the influence of role models from parents and teachers to athletes and entertainers to fictional characters

Black and Ethnic Minority Achievement in Schools Feyisa Demie, 2025-03-31 This eminently timely volume explores the successful practice and effective intervention strategies in schools to drive school improvement and close the achievement gap for Black and minority ethnic students Representing a seminal publication in the literature this book collates 20 years of original research into race achievement and educational equality in schools in England to find out what's really working in education and identify the key areas for improvement Looking at leading issues such as the curriculum school exclusions and language barriers chapters focus on the lived experiences of headteachers teachers parents pupils and other school staff obtained through focus groups and interviews Presenting longitudinal evidence from school surveys and the National Pupil Database the book considers The scale of the achievement gap and educational inequality The barriers to learning for Black and ethnic minorities The experience of raising achievement in successful multicultural schools Strategies and success factors to drive improvement in schools Targeted intervention to tackle inequality The international experience to close the achievement gap Lessons learned from successful schools to inform policy and practice Ultimately tackling educational inequality head on the book demonstrates concrete strategies for how to close the achievement gap for Black and ethnic minority students and will therefore be essential reading for academics policymakers and school staff involved with multicultural education education policy and politics and school improvement and effectiveness as well as race and ethnicity studies more broadly

The Problem with Boys' Education Wayne Martino, Michael D. Kehler, Marcus B. Weaver-Hightower, 2009-08-03 This book offers an illuminating analysis of the theories politics and realities of boys education around the world an insightful and often disturbing account of various educational systems successes and failings in fostering intellectual and social growth in male students Examining original research on the impact of implementing boys education programs in schools the book also discusses the role of male teachers in educating boys strategies for aiding marginalized boys in the classroom and the possibilities for gender reform in schools that begins at the level of pedagogy Complete with case studies of various classrooms school districts and governmental policy programs the detailed essays collected provide a look into education's role in the development of masculinities paying special attention to the ways in which these masculinities intersect with race class and sexuality to complicate the experience of boys within and outside of a classroom setting

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