

Reclaiming Feminism: EnGendering Change

The Association of Women Educators' national biennial conference 2014

<http://www.awe.asn.au/drupal/content/reclaiming-feminism-engendering-change>



Presenter biographies and abstracts

(in first name alphabetical order)

Educating for diversity and social justice (Presentation)

Amanda Keddie is a Research Fellow at The University of Queensland. Her research interests and publications are in the field of gender, cultural diversity, social justice and schooling. Her fellowship project is entitled: Socially just schooling: a cross-cultural analysis of gender, cultural diversity and social change within Australia and the UK. She has published extensively in these areas. She is the author of *Teaching Boys: Developing classroom practices that work* (2007), *Educating for diversity and social justice* (2012) and *Leadership, ethics and schooling for social justice* (forthcoming, 2015).



This presentation will draw on material from Amanda's recent book *Educating for Diversity and Social Justice*. The book foregrounds the personal stories of educators who are engaging the space of schooling as a site of possibility for realising the goals of social justice. Through practical examples from one of the case studies in her research; a Queensland school set up to support Indigenous girls, the seminar will highlight the significance of a comprehensive social justice approach to supporting the schooling and social needs of marginalised girls.

Gender and multiculturalism at school - The NESB girls' voices (Presentation)

Ana Borges is a Brazilian born feminist psychologist and educator who migrated to Australia in 2008 and has worked with migrant women and children in therapy and community education. Currently she is finishing her Masters degree at the University of Queensland, exploring the complex intersection of multiculturalism and gender equality.



Over the last 30 years the globalised capitalism has worsened social issues while social justice movements and theories, such as multiculturalism and feminism, have struggled to build a common agenda. In Australia, since the 1970s, gender equality and multiculturalism have been government aims in policies, particularly in education, but with no combined initiatives and considerable limitations. Additionally, there is still much unknown about the educational experience of girls from non-English speaking backgrounds in Australia. Seven NESB girls were interviewed about their schooling experience regarding multiculturalism and gender in Australia. Their stories brought up the girls overwhelming satisfaction with their current schools but also the limitations of school projects input in the girls' experiences of multiculturalism and gender, distance between the girls perception and the schools description of their engagement in both agendas and finally an ongoing understand that settling in the new country negotiating culture and gender are private matters.

Feminism for the early years: a diffractive analysis (Presentation)

Bronwyn Davies is an independent scholar based in Sydney and a professorial fellow at the University of Melbourne. She is a writer, scholar and teacher and has been a visiting professor in the last few years in the US, Sweden, Denmark, Belgium, Finland and the UK. She is well known for her work on gender, literacy and pedagogy, and for her critique of neoliberalism. Her most recent books are, *Listening to Children. Being and Becoming*, published by Routledge, and her first work of fiction for children, a new version of Pixie O'Harris's classic story *The Fairy who Wouldn't Fly*, published by the National Library of Australia, both released in 2014.



Drawing on my work with children in Sweden, Australia and Japan, and my re-writing of a classic Australian fairytale, I explore what feminist thinking and action is relevant to children in our current space-time. At the heart of that analysis are the concepts emergent listening, and intra-action. Feminism now must take into account the forces of normalization that hyper-individualize (fostering narcissism, anxiety, moralism and paranoia) while producing those hyper-individualized selves within generic models of the human subject. Those hyper-individualized subjects are simultaneously convinced that their location in binary categories (male-female etc) is both natural and a matter of their own personal choice, while being robbed of the capacity to critique the forces that are manifestly shaping them in order to turn them into productive workers maintaining the flow of capital. The feminist challenge now is to work *with* these current normalizing forces and *beyond* them toward the possibility of ethical coexistence, toward recognition of the co-implication of all beings (both human and non-human), and toward ongoing differentiation/becoming.

Backward Mapping: A Case Study of Pedagogical and Assessment Practices to Support Equitable and Sustainable Improvement (Double session presentation and discussion)

Christine Ludwig has worked in the education sector for over 35 years, with a particular focus on curriculum development for English, language and literacy. She has worked on projects for, among others, the Australian Curriculum, Assessment and Reporting Authority, the Curriculum Corporation, the Queensland Studies Authority, the Queensland School Curriculum Council, the Queensland Department of Education, and international bodies such as AusAid and NZAid. Much of her work has been focused on international, national and state research, curriculum and professional development initiatives from preschool to post-compulsory years of schooling.



Kay Boulden has a long history in public education, both as a teacher and in education policy development and implementation in the area of social justice policy, with a particular focus on gender equity and Aboriginal and Torres Strait Islander education. Kay currently works for the Montessori Children's Foundation, managing MCF's commitments to early childhood projects in Aboriginal and Torres Strait Islander communities in Australia in partnership with public schools and community organisations.



The purpose of this session is to continue furthering Maree Hedemann's doctoral thesis. Maree was a much beloved and respected member of the feminist educator community who passed away shortly after submitting her thesis in 2013. Maree's thesis examined the ways in which instructional leaders in a state-wide assessment project articulated the link between equity, curriculum alignment and sustainability of improvement. Using a federally-funded assessment project as a case study, the thesis explored issues of equity in a changing policy context in Australia. Conducted in marginalised school communities, the project featured the interplay between practice at the micro level, and policy and practice at system level. Rather than only emphasising what school-based educators need to do in order to improve practice and outcomes, the thesis examined the system's role in improvement, sustainability, and spread.

The session will outline the key findings and implications of this significant research and explore the implications for practice in relation to the three research questions that drove Maree's study:

- What classroom practices (including assessment) are most likely to lead to *sustained* improvement in equity and social justice across a school and for *all* students?
- What school leadership practices are necessary to support such sustained improvement?
- What is the nature of system policies and practices that will support such sustained improvement across a whole system?

Stepping Up: The YWCA Women's Leadership Pathway (Presentation) **Leadership for Community Change: YWCA Classroom Activities** (Workshop)

Chelsea Winskill is Program Manager at YWCA Queensland. Her role primarily involves overseeing the operations and strategic development of programs for women and girls. Working with YWCA Australia and other state-based YWCAs as part of the Women's Leadership Pathway initiative, Queensland's programs cater for students as young as 10 years through to adult emerging leaders entering their first management role.



Stepping Up: The YWCA Women's Leadership Pathway: Women are significantly under-represented in formal leadership positions across most spheres of our community including in politics, business, academia, sporting and the arts. YWCA Australia has developed The Women's Leadership Pathway to address both structural and individual barriers to leadership. The YWCA challenges the conventional definitions of leadership and the traditional coding of leadership characteristics as masculine and feminine, which often sees feminine defined traits as a negative for leadership. The Womens Leadership Pathway enables individuals to see themselves as leaders, develop their own leadership identity, and to strengthen their leadership skills to act for community change. Our leadership definition is grounded in authentic, transformational leadership development. This paper will include a case study on the classroom tools that have been developed within the Women's Leadership Pathway.

Leadership for Community Change: YWCA Classroom Activities: This session will focus on example of the practical classroom activities from the YWCA Women's Leadership Program, which aims to challenge structural and individual barriers to women's leadership. The focus will be on human rights education, community, leadership and civic engagement. The theory behind the development of the school based activities, focusing on the strengths based approach, which recognises young women's strengths for leadership and works from these will be covered before completion of the activities by the attendees. Theories of self esteem and its development in young girls will also be covered in relation to the development of the activities and how self esteem development fits within the women's leadership pathway.

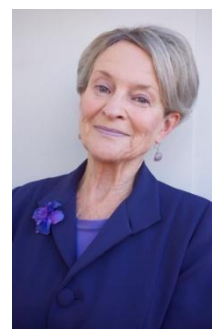
Conference dinner address

Clementine Ford is a freelance writer, broadcaster and public speaker based in Melbourne. She writes on feminism, pop culture and social issues. She has been a panellist on the ABC's *Q & A*, a guest on Channel Ten's *The Project* and Channel Nine's *Mornings*, and has spoken at the Wheeler Centre, at the Australian Centre for the Moving Image, at the Sydney Opera House, Adelaide Writers Week, the Ubud Readers and Writers Festival in Bali, the Brisbane Writers Festival, the Emerging Writers Festival, the Melbourne Writers Festival, the Newcastle Young Writers Festival, Woodford Folk Festival and performed four times at Adelaide Fringe.



Is there an app for where we are at? (Conference opening address)

Dale Spender wrote her PhD on women and men talking (published as *Man Made Language*), astonished to discover that men talked more, interrupted and 'corrected' more (98%) and defined the topic, in both the spoken and the written word! (And teachers spent more time talking with boys than girls), and has been talking and writing and teaching about the role that language plays in creating and maintaining power ever since - writing and editing 30 books, and giving more than 300 international keynote addresses. Dale has been an Adjunct Professor at James Cook University and the University of Queensland, a consultant on the digital revolution (and the education lag) and in the education of girls, the deputy chair of the Australian Society of Authors and of the State Library of Queensland, and has served on a variety of boards, currently of Second Chance – a charity which raises money for homeless women.



Many of the women's libbers of the 1970s and 80s who actively campaigned for equal educational opportunity, entry to the workplace, and more political power, thought we had to start from scratch. Much time, effort and heartache would have been avoided if the work, writing and wisdom of the countless women who had for centuries been pushing open the doors, had been readily available to us. If we knew more about our history – the alarm bells would be ringing. Of the hundreds of girls I have interviewed not one has made an app; we are still doing the economic 'housework' while men hold the seats of power. An education revolution for girls is now more necessary than ever.

Feminist practice in sexuality education: The importance of the 'gender lens' in the history of transformative practice (Presentation)

Debbie Ollis is a Senior Lecturer in Education at Deakin University. Her teaching and research interests intersect in the area of gender, sexuality education, sexual diversity, respectful relationships education (gender-based violence education), and health and student wellbeing. Debbie has a long history in the translation of her own and others research into practice through policy, teacher professional learning, teacher education and school-based curriculum in gender and sexuality education. She has been principal author of a number of gender and sexuality education policies and resources (*Gender and Violence Position Paper 1995; Talking Sexual Health 2001; Catching On 2004; Sexuality Education Matters 2103; Respectful Relationships 2014 forthcoming*).



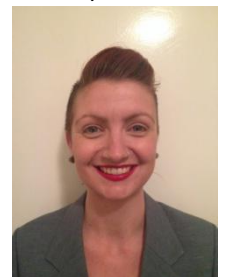
It is impossible to ignore the crucial role that feminist activism has played in the development of sexuality education in Australia. Early pioneers fought for women's access to contraception and safe abortion. In the 1980's the focus on the education of girls brought recognition that sexuality issues such as pregnancy, sexual harassment and violence impacted on educational opportunities of girls (CSC1993). A decade later the emphasis shifted to gender, power and sexual diversity as schools grappled with homophobia (ANCARD 2000).

In more recent times we have seen the focus shift back to an agenda around violence against women using a respectful relationships approach as a way of incorporating a broader approach around gender (DEECD 2009, 2014), and a call for the inclusion of pleasure and desire (Allen 2009). Historically consistent in transforming practice has been the importance of a feminist's analysis in the development of policy and programs in sexuality education. At times there have been tensions in the 'feminisms' being enacted, however recent research conducted with undergraduate Health and Physical education teachers would suggest that the important factor and hope of continued transformation is the 'gender' lens.

The challenge of systematisation in respectful relationships education (Presentation)

Emily Maguire is the Policy and Project Manager, Children and Young People at the Foundation to Prevent Violence against Women and their Children.

Emily has worked in the violence prevention field and on the development of state-wide education policy at a range of community organisations and government departments, including the Australian Human Right Commission, VicHealth, CASA House, the DVRCV, the Office of Women's Policy and the Department of Education and Early Childhood Development.



Across the country, feminist organisations have been working in partnership with schools to more effectively prevent and respond to violence against women for decades. Evidence suggests that schools are an important setting for this work as secondary school aged students are beginning to form sexual and romantic relationships, and schools offer the opportunity to engage with large numbers of students on a daily basis. However, despite this evidence base and the success of many community led programs, we are yet to have a national, systematised approach to gender equality and violence prevention in our schools.

This presentation will focus on understanding the drivers and barriers of system-wide change to promote gender equality and prevent violence against women in school settings through an examination of an evidence-based, whole school model for primary prevention currently being trialled in Victorian schools.

'The power of Women telling their difficult stories through the Personal Documentary Form'

(Presentation and discussion)

Ginene Humphrey has a Masters Honours (1st Class) in Fine Art [Film] and is now in her final year of completing a Doctorate [Film] via the Griffith University Film School. In order to independently release 'Dandelions', she completed the NEIS programme and gained a Certificate IV in Small Business and set up 'Conscious Films'. Ginene freelances as a scriptwriter and documentary maker, predominantly working for the award winning 'Soul Vision Films' group on multiple projects and has become a Human Rights Activist through pro-bono work released through Conscious Films own YouTube channel.



1. Screening of documentary trailer 'DANDELIONS' - a rare personal Documentary Feature Film geared to make a powerful impact into the globally rife issue of Child Abuse, neglect and abandonment (foster homes) through Ginene's own family's jaw-dropping true story. This film aims to trigger serious discussion into the long-term realities faced by often 'silenced' survivors, its effect upon families and thus society as a whole).
2. Discussion regarding awareness and vigilance as educators. Followed by a talk about how to utilize the power of film as a medium to: educate, explore, express and generate greater exposure of feminine related trauma-based issues.
3. Example Screening of Trailer 'Orchids' – My Intersex Adventure by Pheobe Hart.
4. Success and impact of 'Orchids' and how 'Dandelions' will follow suit, as films of 'Service' that are used as educational resources.
5. Q and A session.

Skin pedagogies and female bodies (Presentation)

Jane Kenway is a Professorial Fellow with the Australian Research Council, a Professor in the Education Faculty at Monash University and an elected Fellow of the Academy of Social Sciences; Australia. Her research expertise is in socio-cultural studies of education in the context of wider social and cultural change. Her more recent jointly written books are *Masculinity Beyond the Metropolis* (2006), *Haunting the Knowledge Economy* (2006) and *Consuming Children: Education-Advertising-Entertainment*, (2001). Her more recent jointly edited books are (2009) *Globalising the Research Imagination*, (2009) Routledge, *Innovation and Tradition: the Arts and Humanities in the Knowledge Economy* (2004) and *Globalising Education: policies, pedagogies and politics* (2005) both Peter Lang. She has published numerous book chapters and journal articles including in *British Journal of the Sociology of Education*, *Gender and Education*, *Journal of Education Policy*, *Social and Cultural Geography*, *Globalisation, Education and Societies*, *Emotion, Space and Society*, *Discourse: Studies in the Cultural Politics of Education*.



How does the beauty industry 'narrate the skin'? What does it teach girls and women from different cultural groups about the female body? How does skin function as a site where female subjection and abjection are produced and reproduced? In this paper we examine the skin industry pointing to its extreme commodification of the female body and to the inexcusable pressure this places on females of most age and cultural groups but sometimes in different ways. We focus on two examples. Firstly, we show what the skin industry teaches girls and women about both their skin colour 'problems' and desirable practices of whitening and, secondarily, tanning. Secondly, I consider what the cosmetic surgery industry teaches us about female bodily 'imperfections' linked to certain ethnic and racial groups and the necessary 'remedies'.

Skin pedagogies are about the socio-cultural normalization of perfect skin and bodies. They are a product of a range of contemporary and enduring social and cultural forces overlain by complex pedagogies of power, expertise and affect. These will be elaborated as we lay out alternative skin pedagogies for girls and women.

Whither women in leadership? Debunking some of the myths of gender equity in Australian education (Presentation)

Jane Wilkinson began her working life as an English and ESL secondary teacher, English curriculum consultant, education consultant for girls and women, and then Deputy Principal of a large rural secondary school in Victoria. She is currently Associate Professor of Educational Leadership at Griffith University and has published widely in the fields of women and academic leadership, practice theory and refugee education. Jane is co-author of *Changing practices, changing education* (Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer and Bristol) (Springer, forthcoming) and with Tanya Fitzgerald of *Travelling towards a mirage? Gender, leadership and higher education* (Post Pressed, 2010).



Why should the education sector bother with gender equity work given there seems to be a sentiment amongst some members of our media, politicians and the general public that there is no problem when it comes to representation of women in the public sphere and the education sector? What is the case?

Drawing on a major comparative study of gender equity policies and practices in Australia and New Zealand universities (Fitzgerald & Wilkinson, 2010) and a more recent public lecture (Wilkinson, 2013), I will delve beneath the surface of apparently favourable figures which suggested a feminisation of education is occurring throughout Australia. I will trouble prevailing gender myths, suggesting the struggle for gender equity has been won and girls and women are now 'over-advantaged' when it comes to educational success and future outcomes.

I will conclude with suggestions for how to move the debates forward in ways that embed sustainable, long term social change in education policies and practices.

"Grow a Pair" How to make friends, raise funds, while creating awareness (Performance and activist story)

Janine Aitken first got involved with Red Pavilion through her connection with Dr Carole Ford, when in 2005 she founded the Cairns Women's Network. She was studying Law, never considered herself a 'feminist', and didn't really understand the word (truth be told). Her Dad had told her she could be anything she wanted, growing up, but it wasn't until her late 20s that she realised this isn't the case for everyone



Juanita Van Dam used to say she's not a performer but likes to just get things done in the background. Then In 2011 at a Queensland Council of Unions meeting Janine Aitken mentioned the Red Pavilion project. Juanita wasn't keen on being up front performing, but agreed to come along and help backstage. After one meeting of cast and crew she had taken on *The Vagina Monologues* and hasn't looked back.

Red Pavilion is a Collective based in Cairns that is interested in presenting the issues that matter to women and saying the things that need to be said.

Red Pavilion Network came together with a humble plan to present the renowned play, *The Vagina Monologues* by Eve Ensler (<http://www.randomhouse.com/features/ensler/vm/>) for V-Day 2012 and raise some funds for the local DV shelter (Ruth's Shelter). Then we all got to chatting, as women sometimes do, and we realised we weren't done.

Three reviews, thousands of dollars and hundreds of conversations later, I'd like to share with you how we got started and how you can make a difference in your community.

Leaderism, edu-capitalism and gender (Presentation)

Jill Blackmore is Alfred Deakin Professor in the Faculty of Arts and Education, Deakin University; and Director of the Centre for Research in Educational Futures and Innovation. Her research interests include globalisation, education policy and governance across all sectors of education – universities, TAFE, schools and community; educational leadership and reform; local/global articulations of internationalisation; organisational change and innovation; teachers' and academics' work; and the changing relations between education and the individual, community, family and the state.



Her recent work has focused on redesigning schools and leadership, focusing on issues of spatiality, networking and inequality. Publications include *Performing and Re-forming Leaders: gender, educational restructuring and organisational change* (with Judyth Sachs 2007); and forthcoming *Feminists theorising social justice in educational administration and leadership* (forthcoming, Routledge). Blackmore is past president of the Australian Association of Research in Education and currently Managing Editor of the *Australian Educational Researcher* and on the Editorial Boards of six international journals.

Increasingly there is an awareness that context matters more than individual leadership capacities, the focus of much 21st C leadership research. This presentation explores what has been called leaderism as the solution to contemporary educational (and political) problems. It considers gender factors and how equity is construed as a form of social capital, an asset, in the context of the rise of edu-capitalism.

Feminism, memory and histories of education: Revisiting gender equity narratives (Presentation)

Julie McLeod is a Professor at the Melbourne Graduate School of Education, University of Melbourne. She is Deputy Director of the Melbourne Social Equity Institute and co-Editor of the international journal *Gender and Education*. Her research projects and publications encompass theoretical and empirical studies of gender and youth, history and sociology of schooling, curriculum and subjectivity, equity and difference, and feminism and educational reform. Publications include *Making Modern Lives: subjectivity, schooling and social change* (with Lyn Yates).



Women's history was vital to the intellectual and political project of second-wave feminism and was also at the forefront in developing an institutional presence for feminist scholarship. Reflections on the direction of contemporary feminist history, following the earlier recovery history and the more recent discursive and performative turns, underscore shifting political and theoretical agendas (Roper 2010). These shifting agendas are evident too in histories of gender and education and, building on these shifts, this paper explores how memory and history play out in contemporary scholarly and policy debates as well as reform efforts in the field of gender and education (Skelton and Francis 2009).

The paper is sparked by histories and current developments in Australia, while also looking further afield to recent scholarship in the history of feminist theory (e.g. Hemmings 2011) and revisions of feminist history itself (Scott 2011). Oral history interviews with former school-teachers and secondary students from the 1970s, along with documentary research and policy review serve as a prompt to consider approaches and questions that might be helpful for revisiting and renewing histories of feminism in education.

The Demolition of Gender Bias in Trade Careers: an action agenda for schools

(Presentation)

Karen Struthers is a former Member of Parliament, Queensland and Minister for Community Services, Housing and Women; Assistant Director, Queensland Council of Social Services and Director, Domestic Violence Resource Centre. She is currently a PhD student at Griffith University. Her research project aims to improve economic opportunities for young women through reduced gender segregation in the manual trades.



The entrenched gender segregation in the manual trades has social and economic costs for Australia and for girls and women. Manual trade courses in electrical, automotive and construction are almost exclusively male¹. In my research, educators say: "Students are encouraged, not influenced in their career choices" and "schools are inclusive". Female students say they feel they have options and are free to choose their career. Yet, they both also say: "More girls would do the trades, if they knew more about them" and "if they weren't seen as jobs for boys or for students who can't do academic." By the time students are in year 10 their career choices are gender stereotyped and low numbers of girls enrol in higher level Maths - an essential subject for a non-traditional career path². Staff and students have ideas for 'demolishing' this gender segregation. Girls we need a plan. Have your say.

The Case for a Transformative Feminist Curriculum in Legal Education (Presentation)

Kate Galloway is senior lecturer at James Cook University Law School in Cairns. Her principal interests are legal education, property law and legal theory, in particular feminist legal theory. Kate is on the editorial committee of the Alternative Law Journal and the Legal Education Review.



Melissa Castan is senior lecturer at Monash University Law Faculty, a Deputy Director of the Castan Centre for Human Rights Law and National Editor for the Alternative Law Journal. Melissa teaches, researches and publishes in legal education, constitutional law, Indigenous legal issues and blogs on women in law.



Three decades ago the Australian Law Reform Commission reported into gender (in)equality before the law. Since then gender in the undergraduate law curriculum has come and gone in the wake of a growing neoliberal agenda. The consequences can be seen in the culture of legal practice in which 50% of women lawyers report experiencing sex discrimination or harassment. Recommendations for dealing with this pervasive sexism fail to grapple with structural factors, instead adopting individualistic recommendations. This session critiques the omission of feminist perspectives in the discourse around this institutionalised sexism. It suggests that there is an expectation gap between young men and women law graduates and that feminist responses to legal education are necessary to bridge this gap. The speakers invite discussion on effective, transformative, feminist-informed curriculum strategies in the face of resistance, and what level of understanding tertiary educators should expect from entry level (school-leaver) students.

Exploring emotion work in education: What is its value? (Presentation)

Kay Bishop has worked as a teacher in state primary and secondary schools in Queensland and in a number of literacy and English curriculum roles. Kay is currently completing a PhD on the emotion work of literacy reform at The University of Queensland.



The past two decades have seen a growth in the number of women taking up leadership roles in education. This however, has coincided with the adoption of neoliberalist policies by governments that have enforced change focused on accountability, performativity, and management. Evidence shows that demand to do more with less has impacted on the work and careers of women in education in negative ways and that, because of historic practices reinforced through the hegemonic masculinity of bureaucracies, the critical factor of emotion work fails to be recognised in change management. In this presentation I will draw from my study of the emotion work of

literacy reform undertaken by Education Queensland during the first years of the new millennium to raise awareness of the cultural, economic, and political dimensions of gender injustice that confirm Nancy Fraser's fear that the gains of second-wave feminism are being lost.

Where is Feminism for Early Childhood Educators? (Presentation)

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



Kate Alexander is a Senior Administrator in the Melbourne Graduate School of Education and supports staff in the Youth Research Centre in the areas of research, teaching and engagement. Previously, Kate worked as a Research Assistant on a variety of projects within the Centre for Equity and Innovation in Early Childhood. Her Master of Education research focused on gender and early childhood.



Early childhood is a highly feminised field yet feminism is absent in many early childhood educators' experiences. Discussion of gender identities for educators and children is all but invisible in Australian policy documents, early childhood frameworks, professional development and early childhood research and professional development literature. The effects of this are that as neoliberal policies continue to increase workloads and demand increased qualifications, educators are leaving the field or questioning their capabilities rather than pushing back on a system that operates within pervasive maternalistic discourses. This paper will argue the need to make feminist theories accessible to early childhood educators to support women to resist discourses that place them as low-grade labour where they are poorly paid, overworked, and their knowledge and skills are seen as inferior. Further, we argue that feminist theories can support educators to create change and advocate for more equitable discourses in early childhood.

Using cogenerative dialoguing to build equitable relations and engage educational stakeholders (Presentation)

Linda Willis currently coordinates The University of Queensland's Master of Teaching (Primary) program. Her research uses cogenerative dialoguing to create and sustain engagement among educational stakeholders. She is presently using cogenerative dialogues to research what as well as how experiences of preservice teachers contribute to their professional learning and development.



In exploring the phenomenon of cogenerative dialoguing, this presentation responds to the conference question: Where are the spaces and opportunities for feminist influence on policy and practice in Australian education systems? Cogenerative dialoguing is an innovative educational approach that invites participants into shared relational spaces to learn about ways to improve learning and teaching. The phenomenon has been shown to give voice to typically marginalised participants (e.g., parents), promoting trusting equitable relationships that generate a culture of engagement. The approach theorises emotions during participant interactions as catalysts for capital exchange. Ongoing positive exchanges are seen to enhance participants' agentic pedagogy - individually and collectively - for producing beneficial changes in their particular educational context. This presentation describes and explains cogenerative dialoguing and discusses the benefits and challenges of the approach in light of two case studies involving 1) a teacher and two parents and 2) a university and school.

Does curriculum still matter? (Presentation)

Lyn Yates is Foundation Professor of Curriculum at the University of Melbourne. Her books include *The Education of Girls, Feminism and Education* and (with Julie McLeod) *Making Modern Lives: subjectivity, schooling and social change*. She has written widely on matters of Australian education policy and politics, gender, inequalities, and curriculum. Her current interests are in the changing environment for and commonsense about both feminism and education - in schools and universities and in research.



In the early days of gender-related EO policies (and notably in the landmark *Girls, School and Society* report) there was an enormous amount of emphasis on curriculum. Changes in the curriculum followed, but also greater recognition of student subjectivity and identity – and that putting something in the curriculum doesn't necessarily mean that students take up the values or the outcomes this is meant to convey. Later again moves to national curriculum have produced some interesting dynamics about what should be learnt, and about the overarching value of test scores. I will introduce this interactive session by reflecting on some of these changes and the dilemmas of curriculum and gender equity today, as a prelude to a discussion with teachers about their own experiences on this. How should we now see the dynamic between what the curriculum sets out to do, and how students react to that? Has playing the game to get the best score emptied out students involvement with what they are actually learning (and what does this mean longer term)? What do students really retain from the curriculum? Is a values agenda counter-productive? Where are we with the girls and science issue?

Erotising Inequality: Why schools need to address the influence of pornography and a feminist analysis is crucial (Double session workshop)

Maree Crabbe has developed and delivered programs focusing on sexual violence prevention, sexual diversity and prevention of STIs. She is coordinator of *Reality & Risk: Pornography, young people and sexuality*, co-producer of the documentary *Love and Sex in an Age of Pornography*, and author of *In The Picture*, a secondary school resource addressing the influence of explicit sexual imagery.



Pornography has moved from the brown paper bag to smartphones, computer screens and popular culture. For young people growing up in this era of ever-new and accessible technology, it is almost impossible to avoid exposure to pornography. At the same time, pornography has become rougher; it commonly portrays male aggression towards women, eroticising violence and inequality.

Pornography is more than fantasy on a screen. The ways young people understand and experience gender and sex are influenced by what they – or their partners or peers – observe in porn. This has serious implications for young people's capacity to negotiate free and full consent, for mutual respect between partners, and for gender equality. Porn undermines feminism's gains. Its influence is powerful evidence of the ongoing need for feminism-informed education that challenges gender norms and inequalities and equips students with the knowledge and skills they require for a healthy, fulfilling life in the twenty-first century.

Social media as a site for feminist education activism (Presentation)

Margaret Clark headed up the Gender Equity Policy Unit during the 90s when the engagement between feminist research, theory and educational practice was at its height. She also wrote 'The Construction of Gender in the Primary School' in the late 80s which was used as a key reference for gender equity policies in Australia. She is currently a retired tweeter and blogger.



Sexting, selfies, sexualisation and sexual harassment: these are the negatives commonly associated with girls and social media. But social media is just a tool and it has also opened up new spaces and processes for feminist analysis, awareness raising and activism. This presentation looks at what is happening on this front and suggests potential ways forward for feminist educators in Australia.

"It's not as easy as just come out": How do feminist educators Support multicultural multifaith LGBTIQ young people? (Presentation)

Maria Pallotta-Chiarolli is Senior Lecturer in the School of Health and Social Development at Deakin University, Melbourne, Australia. Her primary areas of interest are cultural diversity, gender diversity, sexual diversity and family diversity. She is also Founding Member of AGMC Inc. (Australian GLBTIQ Multicultural Council). Her books include *Someone You Know* (Australia's first AIDS biography); *When Our Children Come Out: How to Support Gay, Lesbian, Bisexual and Transgender Young People*; and co-edited with Bob Pease, *The Politics of*

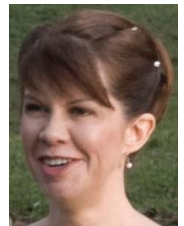


Recognition and Social Justice: Transforming Subjectivities and New Forms of Resistance; two collections of young people's voices, writing and art called *Girls Talk* and *Boys Stuff* (with Wayne Martino). *So What's a Boy: Addressing Issues of Masculinity and Schooling*; and *Being Normal Is the Only Way to Be: Adolescent Perspectives on Gender and Schooling* were also written with Wayne Martino.

Given the intricacies and complexities of LGBTIQ young people living multiple identities in multiple communities, and experiencing multiple marginalities such as racism, homophobia, misogyny and religious bigotry, how do we make feminism relevant and empowering to young people, parents, educators and policy leaders in schools in relation to these young people? Where are the sites of conflict and spaces of connection at these intersections? Using the work of AGMC (Australian GLBTIQ Multicultural Council Inc), this presentation will explore the issues as well as offer strategies and resources.

Bullying girls and workplace Queen Bees: Are there new criteria for success? (Presentation)

Maureen Owen has taught English, Drama and FTV in secondary schools in Brisbane for over 16 years and taught Curriculum, Pedagogy and various Education subjects at Griffith University for over 10 years. After working at DETE as Principal Education Officer in English/Literacy, she completed a PhD in Education based on her research with the Acting Against Bullying Project.



Kay Bishop has worked as a teacher in state primary and secondary schools in Queensland and in a number of literacy and English curriculum roles. Kay is currently completing a PhD on the emotion work of literacy reform at The University of Queensland.



Bullying is a significant issue for girls and women in our society where culture and media naturalise patriarchal stereotypes of masculinity and femininity. Girls who resist by performing hegemonic masculinities are regularly ostracised and become victims of bullying. Ironically, in the current competitive political and educational climate where successful leadership values image, performance, and efficiency; many girls and women have adopted, or feel pressured to adopt, masculinised behaviours in order to succeed. Feminist analyses of this phenomenon provide contemporary understandings of what constitutes violation in relation to the ways in which particular behaviours are constructed and policed. These feminist theories include those drawing on Bourdieu's notion of symbolic violence and practices of oppression, exploitation, discrimination, and social exclusion. This presentation, drawn from a research project into school bullying and another that identified practices which sustain the exploitation and oppression of women in a government bureaucracy, explores the relationship between gender, bullying, and institutional culture.

Gender, schools and social justice: feminism in education for the twenty-first century (Final address)

Raewyn Connell is University Professor at the University of Sydney, and one of Australia's leading social scientists. Her most recent books are *Southern Theory* (2007), about social thought beyond the global metropole; *Gender: In World Perspective* (2009); and *Confronting Equality* (2011), about social science and politics. Her other books include *Masculinities, Schools & Social Justice*, *Ruling Class Ruling Culture*, *Gender & Power*, and *Making the Difference*. Her work is widely cited internationally, and has been translated into eighteen languages. She has taught at universities in Australia, Canada and the USA, in departments of sociology, political science, and education, and is a long-term participant in the labour movement and peace movement.



Policymakers' attention to gender questions in education has faded. But gender problems have not vanished from the real world – as we learned from the experience of Julia Gillard. In an educational world re-shaped by new managerialism and a masculinized culture of competition, private interest and entrepreneurship, how do we work with girls and boys towards gender justice? This talk will consider new ideas in feminist theory; educational issues about knowledge and power; and questions arising from Australia's position in the postcolonial world.

Women and girls into non traditional occupations: the work of eS4W, a national women's alliance (Presentation and discussion)

Sally Jope is the Executive Officer and Policy Advisor for economic Security4Women and will be reporting on work the alliance commissioned from WAVE. eS4W is one of six National Women's Alliances funded by the Australian Government. Sally has a background in policy and applied social research and has worked in the community sector and other non-government organisations.



Economic Security4Women is a national alliance of women's organisations united in the belief that economic wellbeing and financial security are essential for women and will enable women of all ages to have an equal place in society. Our main concern is women's economic security through workforce participation and we have maintained a focus on increasing the proportion of women and girls into non traditional occupations and industries in order for them to receive higher incomes and more secure work. The presentation will locate the National Women's Alliances in general and eS4W in particular and the findings of recent work in a response to the questions guiding the conference. The recent work is the report on career exploration activities aimed at increasing girls' take up of STEM subjects, and considering alternative careers. The presentation will involve the audience in a discussion of how best to engage AWE members in the next steps of this area of work.

Supporting Gender Diversity and Sexual Diversity in Schools: Lessons from the Safe Schools Coalition (Double session presentation and discussion)

Sally Richardson is the national Program Director for Safe Schools Coalition Australia at FYA. Experienced in policy development and research, she is overseeing the national implementation of this new Australian Government funded program across Australia. Sally is a member of the transgender and intersex health working group of the Victorian Ministerial Advisory Committee on GLBTI health and wellbeing. She is also a board member at the Victorian Foundation for Survivors of Torture.



Joel Radcliffe is a teacher, researcher, and community advocate, who has been working with Safe Schools Coalition Victoria since 2012. He is passionate about social justice in education and has significant experience delivering education, training, resources and professional support across a diverse range of teaching and learning environments. He is deeply committed to supporting sexual and gender diversity in schools and across the wider community.



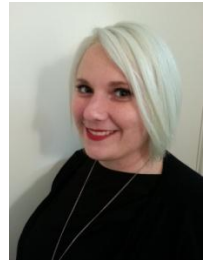
One of the major factors impacting on the mental health and wellbeing of same sex attracted, intersex and gender diverse (SSAIGD) young people is systemic discrimination within schools. This includes not only more overt forms of homophobic and transphobic abuse but also a lack of understanding on the part of educators of the lived experiences and needs of this population.

This presentation will draw on current national and international research, and the collective practice wisdom of both presenters, to discuss the ways in which schools can build safer, more inclusive learning environments for SSAIGD young people. The presenters represent both Safe Schools Coalition Victoria (SSCV) and Safe Schools Coalition Australia. SSCV has been a national leader in supporting sexual and gender diversity in schools and has been running out of La Trobe University since 2010. The coalition currently has 137 member schools across the state. Safe Schools Coalition Australia was launched by FYA in June this year.

This Australian Government funded national program is building on the highly successful Victorian model and will have a staged roll out into every state and territory in the country by June 2015.

White Ribbon Australia's Breaking the Silence Schools Program: A primary prevention program for cultural change (Presentation)

Samantha Murray has over ten years' experience as an academic in the higher education sector, with a PhD in Gender and Cultural Studies. Samantha has been working with White Ribbon Australia since 2012 across the Schools, Ambassador and Workplace Programs, specialising in program content development and delivery.



White Ribbon began in Australia in 2003 as part of UNIFEM (now UN Women). It is now Australia's only national, male-led, violence prevention campaign. White Ribbon Australia is part of a global campaign for greater recognition of the issue of violence against women, and actively works to change community attitudes that perpetuate violence and gender inequality. The Campaign is underpinned by feminist work that increases recognition of the rights of women and works for cultural change regarding rigid social constructions of gender. We implement a national campaign through a grass-roots approach involving community awareness, engagement and normative change. This informs our commitment to working with young people regarding their understandings of gender, respect and relationships. White Ribbon Australia's award-winning Schools Program is a leadership program which embeds models of respectful relationships within primary and secondary schools to prevent the perpetration of violence against women and girls.

This presentation discusses the feminist approach of the Program, and demonstrates its unique approach to facilitating and embedding respectful relationships within school cultures through to drive sustainable long term social change.

Unsettling Research: Creating spaces for transformative thinking around issues of gender in a Western Queensland community (Presentation)

Sherilyn Lennon is a lecturer in the school of Educational and Professional Studies at Griffith University. She shares her life between the city and a sheep, wheat and cattle farm in Western Queensland. Prior to her appointment at Griffith (in 2014) Sherilyn had spent twenty-five years living and working in an isolated rural community. She is passionate about issues relating to gender and education and the potential of transformative and activist pedagogies for initiating long term social change.



Sherilyn tells the story of her unsettling research journey as she worked to disclose, disrupt, transform and transcend power asymmetries linked to patriarchal exclusions and ideological hegemony in a traditional rural Queensland community. Her unpredictable – and sometimes confronting – research was initially prompted by a desire to understand and address boys' schooling (under)performances. However, as Sherilyn's study evolved, the links between student performances and community discourses, beliefs and practices around gender became visible.

Sherilyn drew on aspects of radical (Giroux, 2001, 2003) and public pedagogy (Ayers, 2010; Hill, 2010; O'Malley & Roseboro, 2010) to publish a letter in the local newspaper problematising what she considered to be a phallocentric discourse of white male entitlement being perpetuated by a revered local icon. The community dialogue triggered by her interventionist act was documented and analysed for its long term transformative potential.

Hearing Young Women's Voices: The Equality Rights Alliance Young Women's Advisory Group policy position on sexuality and respectful relationships education (Presentation)

Sienna Aguilar (pronounced "Shenna") is based in Canberra and a member of the Equality Rights Alliance (ERA) Young Women's Advisory Group (YWAG). She has a Master of Applied Social Research, completing a thesis on community sector professionals in sexuality and relationships education. Sienna currently works for a women's organisation providing support on impact evaluation.



Safa Rahbar is currently serving as the National Discourses Officer for the Australian Baha'i Community and as a member of the Equality Rights Alliance (ERA) Young Women's Advisory Group (YWAG). She has a background in Psychology and Community Development with years of experience in community education.



The feminist movement has been a key voice for Australian public policy reform, from equal pay to access to quality education. Today, Equality Rights Alliance (ERA) is Australia's largest network advocating for women's equality, leadership, and recognition of women's diversity. Its Young Women's Advisory Group (YWAG) is a space for young women to inform ERA projects, grounded in a feminist agenda that applies a gender lens to public policy. This process not only assesses if policies disproportionately affect women, but seeks opportunities to address gender inequality in policy and practice.

Currently, YWAG is contributing to ERA's position on sexual and reproductive health rights (SRHR) in Australia, particularly sexuality education. This presentation will outline YWAG's policy position based on an overview of the state of sexuality and respectful relationships education, identified gaps, and recommendations to strengthen sexuality and respectful relationships education. In doing so we aim to inform policy that will effectively respond to the needs of young women and young people.