



White Ribbon Day

Every Day

Professional learning for the prevention of gendered bullying & violence

Conference | **Saturday 21 May, 2011**

Brisbane Convention & Exhibition Centre
Southbank | Brisbane | Queensland



See the AWE website for further details

www.awe.asn.au

This national conference, hosted by the Association of Women Educators at the Brisbane Convention and Exhibition Centre, Southbank, Brisbane, is expected to attract 100 delegates from across Australia. It is open to everybody interested or involved in the primary prevention of gendered violence. Educators from relevant community organisations and primary and secondary schools are encouraged to attend.

Violence against women and girls is a complex and broad social problem associated with unequal gender and power relations and harmful constructions of masculinity.

Anywhere from one-quarter to one-third, and even up to one-half, of Australian women will experience physical or sexual violence by a man at some point in their lives. In the last year, between five and ten percent of Australian women experienced at least one incident of physical and/or sexual violence by a man. **White Ribbon Day** is highly positive and significant in raising awareness about this global problem and its devastating social, health and economic effects. However, as the resources associated with this Day attest, effective approaches to addressing violence against women—that promote healthy, equal relationships among boys and girls—require more than consciousness-raising on a single day.

The conference program will include the following speakers and organisations:

Dr Amanda Keddie & Professor Martin Mills

Teaching Boys: Developing Classroom Practices that Work

Dr Debbie Ollis

A respectful relationships approach to the prevention of gender-based violence in secondary school

Dr David Corlett & Maree Crabbe

Reality & Risk: Pornography, young people and sexuality

Centre Against Sexual Assault

The Sexual Assault Prevention Program for Secondary Schools (SAPPSS) and Prevention of Gender-Based Violence Demonstration Project

The National Association for the Prevention of Child Abuse and Neglect (NAPCAN)

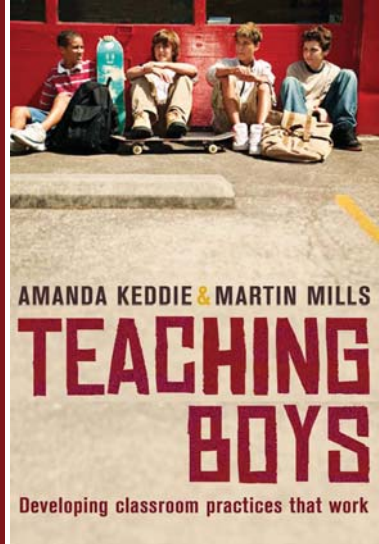
Growing Respect Program for primary and secondary schools

Centre for Non-Violence

Solving the Jigsaw Program for primary and secondary schools

This program is about prevention with the aim of teaching boys from a young age that bullying and violence are completely unacceptable. It is an opportunity for committed schools and organisations to be supported beyond consciousness-raising and short-term fixes.

See the AWE website for further details: **www.awe.asn.au** or contact Maria Delaney: **delaneymt@gmail.com**



CONFERENCE PROGRAM

8:15am—9:00am

Registration, tea and coffee

Session 1

9:00am—9:10am

Welcome

Maria Delaney, Association of Women Educators

Session 2

9:10am—9:45am

Keynote

Teaching Boys: Issues of masculinity, violence and gender justice

Dr. Amanda Keddie and Professor Martin Mills

Why schools should be concerned about the relationship between masculinity and violence and how schools and teachers can work to disrupt this relationship.

Session 3

9:45am—11:00am

Program reports—2 Concurrent sessions

Middle and senior years educators

Reality & Risk: Pornography, young people and sexuality

Dr. David Corlett and Maree Crabbe

The Sexual Assault Prevention Program for Secondary Schools (SAPPSS) and Prevention of Gender-Based Violence Demonstration Project

Emma Price

A respectful relationships approach to the prevention of gender-based violence in secondary school

Dr. Debbie Ollis

Primary and middle years educators

Growing Respect

The National Association for the Prevention of Child Abuse and Neglect (NAPCAN)

Solving the Jigsaw

Centre for Non-Violence, Bendigo

11:00am—11:20am

Morning Tea

Session 4

11:20am—12:00pm

Panel Discussion

Presenters respond to questions from delegates

Facilitated by Dr. Jenny Naylor, Association of Women Educators

Session 5

12:00pm—1:00pm

Workshop

Teaching Boys: Developing Classroom Practices that Work

The session will present a framework for supporting educators to teach in gender just ways and consider differences between boys in the schools in which they work and how such differences are associated with the social construction of masculinity.

1:00pm—2:00pm

Lunch

Session 6

2:00pm—3:30pm

Workshop

Teaching Boys: Developing Classroom Practices that Work

Examination of the ways in which particular processes within schools and classrooms can perpetuate, but also challenge, harmful constructions of masculinity. Discussion of successful and innovative teacher strategies to encourage or constrain boys' social behaviours.

3:30pm—4:30pm

Workshop

White Ribbon Day Every Day: Practices of persistence and hope

Beyond consciousness-raising and short-term fixes—group discussion and planning for the initiation and support of a long-term project within school communities. Facilitated with the support of conference speakers.

4:30pm—5:00pm

Facilitator summation and close.



PROUDLY SUPPORTED BY





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Registration form and Invoice

ABN 24 716 975 369 (GST is not applicable to AWE invoices)

Please complete one registration form per person:

First name _____ Family name _____

School/Organisation _____

Position _____

Address _____

Suburb _____ Postcode _____

Phone/s _____ Fax _____

Email _____

Are you willing to have your details published in a participants' list? Yes ☐ No ☐

Special Requirements: Dietary _____ Access _____

Costs:

Early bird registration before 1 April, 2011	Early bird	After 1 April, 2011
AWE members	\$180	\$200
Non-members	\$200	\$220

Cost includes conference pre-readings to be distributed upon registration:

Teaching boys and gender justice, Keddie, A. & Mills, M. (2007) International Journal of Inclusive Education

Teaching for gender justice, Keddie, A. & Mills, M. (2007) Australian Journal of Education

Cancellations and refunds:

Cancellations accepted prior to 1 April, 2011, to be provided in writing via email. NO refunds are possible after this date.

Method of payment: Mail to address below or fax to AWE on (07) 3869 3436

Amount: \$

☐ Cheque (made payable to Association of Women Educators), PO Box 229, Sandgate, Queensland, Australia, 4017

or

☐ Debit my: Visa ☐ Mastercard ☐

Card number: / /

Expiry date: _____

Cardholder's name: _____

Signature: _____



CONFERENCE PRE-READING

Conference pre-reading to be distributed upon registration

Articles

TEACHING BOYS AND GENDER JUSTICE

Keddie, A. & Mills, M. (2007)

International Journal of Inclusive Education

TEACHING FOR GENDER JUSTICE

Keddie, A. & Mills, M. (2007)

Australian Journal of Education

Our approach is one that claims that boys as a social group do need to change. Here we draw on social justice and feminist principles to highlight the imperative of problematising elements of traditional masculinity (Alloway et al., 2002; Lingard et al., 2002; Martino & Pallotta-Chiarolli, 2003; Keddie, 2006). Such principles are framed within broader conceptualisations of justice that acknowledge how gender intersects with social processes in ways that produce cultural domination, non-recognition and disrespect within an enduring patriarchal world that continues to associate successful masculinity with power, domination and non-emotion and to devalue and demean activities connoted as feminine (Fraser, 1997; Kenway & Fitzclarence, 1997; Connell, 2000; Keddie, 2005). In schools we see this cultural domination and disrespect in the unacceptably high levels of violence, sexual harassment and homophobia perpetrated by boys and the overwhelming domination of boys in terms of disciplinary measures (eg. Mahony, 1985, 1998; Salisbury & Jackson, 1996; Mills, 2001; Skelton, 2001).

This paper explores issues in the teaching of boys within a gender just framework. It identifies the productive pedagogies model as an appropriate means by which the specifics of boys' education can be considered. It avoids essentialist accounts of boys' pedagogies to suggest that pedagogies directed towards boys have to foreground issues of gender justice and privilege (Mills, Martin and Keddie, A., 2007 "Teaching boys and gender justice", *International Journal of Inclusive Education*, 11:3, 335-354).



Professor Martin Mills



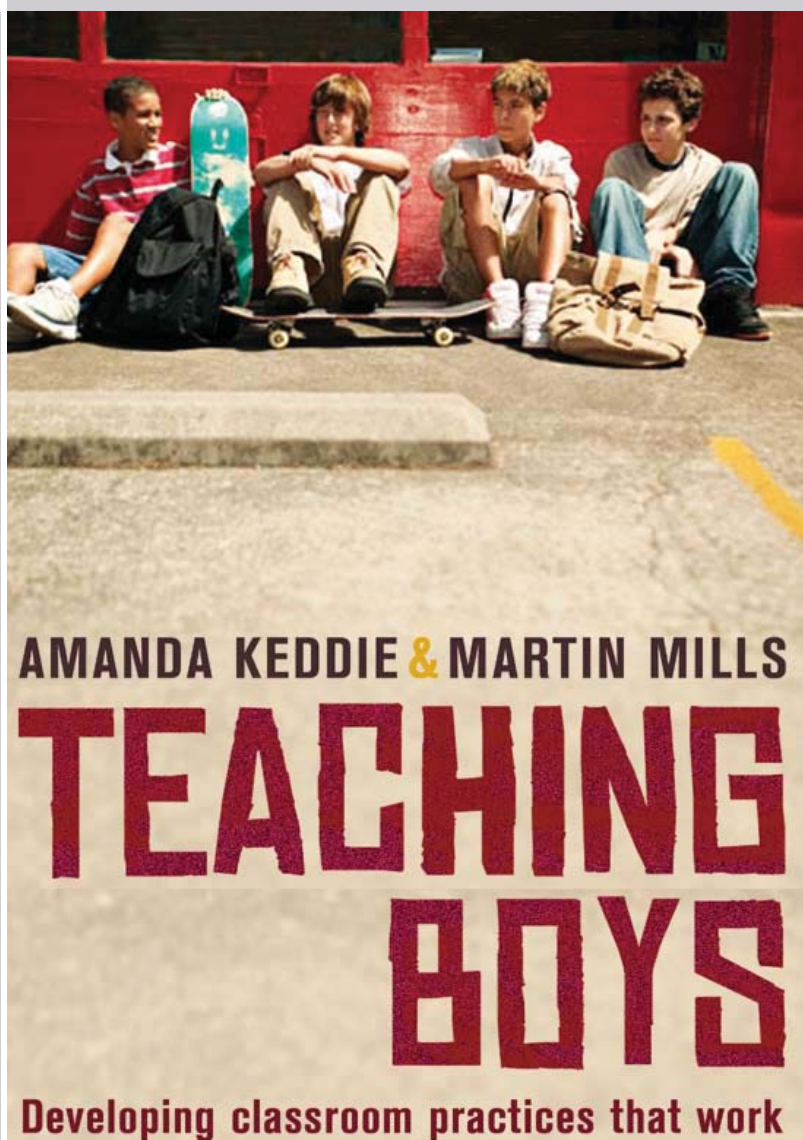
Dr Amanda Keddie

Book

TEACHING BOYS: DEVELOPING CLASSROOM PRACTICES THAT WORK

Keddie, A. & Mills, M. (2007)

Allen & Unwin





CONFERENCE SPEAKERS & ABSTRACTS



Professor Martin Mills



Dr Amanda Keddie

TEACHING BOYS

Professor Martin Mills

Martin is a Professor at the University of Queensland in the School of Education, where he is Director of Research and Graduate Studies. He is the author of seven books (one single-authored, six co-authored) and numerous articles in leading international and high impact journals. Aside from *Teaching Boys: Developing Classroom Practices that Work*, these include *Challenging Violence in Schools: An issue of masculinities* and *Boys and Schooling: Beyond structural reform*. He also has four co-authored social science textbooks for schools. Martin has also been involved with significant and high impact commissioned research projects. He is a member of the executive of the Australian Association for Research in Education, an editor of the international journal, *Discourse: Studies in the cultural politics of education* and an International Editorial Consultant on the leading international journals *Gender and Education* and *British Educational Research Journal*. Martin is co-author of *Teaching Boys: Developing Classroom Practices that Work* which examines the complex factors that produce particular forms of harmful masculinity associated with physical strength, prowess and domination that need to be acknowledged and challenged with boys. Their research examines how the celebration of dominant masculinity endorses a broad spectrum of harmful behaviours including violence and aggression but also sexual harassment and homophobia as well as many boys' risk-taking, disruptive and disengaged classroom behaviours. The book is available through the following url:

<http://www.allenandunwin.com/default.aspx?page=305&book=9781741752427>.

Dr Amanda Keddie

Amanda is a Research Fellow within the Griffith Institute for Educational Research, Griffith University, Australia. She is a leading scholar in the field of gender, schooling and social justice. Her more recent work focuses on issues of globalisation, gender policy and cultural diversity. Amanda has published widely in these areas in leading international journals. Her distinctive contributions have been her theorising of gendered identities and schooling and processes and her articulation of pedagogical frameworks towards gender justice. Amanda has worked as a consultant and adviser to many schools. She has presented her work in the area of gender identity and pedagogy to teachers at various professional development workshops and conferences. This has taken the form of focused work with particular schools in terms of investigating, and presenting, professional reports in the areas of gender and schooling. In this capacity she has worked with professional organisations such as the Association of Women Educators and the Australian Education Union. Amanda is on the editorial board of *Curriculum Perspectives*, *The Journal of Boyhood Studies* and *Discourse: Studies in the Cultural Politics of Education*. Amanda is co-author, with Martin Mills, of *Teaching Boys: Developing Classroom Practices that Work*.

In 2010, Amanda was awarded the *Pam Gilbert Award for Gender Equity* by the Association of Women Educators.

Michael Flood's report associated with the annual White Ribbon Day campaign is a disturbing snapshot of an enduring problem—violence against women. Referring to recent national surveying, he reports that: *Anywhere from one-quarter to one-third, and even up to one-half, of Australian women will experience physical or sexual violence by a man at some point in their lives...* In the last year, between five and ten percent of Australian women experienced at least one incident of physical and/or sexual violence by a man.

White Ribbon Day was initiated by a small group of Canadian men in 1991 in response to one man's massacre of fourteen women in Montreal a year earlier. The group began the White Ribbon Campaign to encourage men to speak out against violence against women. In 1999, the United Nations declared 25 November the International Day for the Elimination of Violence Against Women and the White Ribbon has become the symbol for the day. White Ribbon Day is highly positive and significant in raising awareness about this global problem and its devastating social, health and economic effects. However, as the resources associated with this Day attest, effective approaches to addressing violence against women—that promote healthy, equal relationships—among boys and girls require more than consciousness-raising on a single day. As social commentators, researchers and educators point out, violence against women is a complex and broad social problem associated with unequal gender and power relations and harmful constructions of masculinity. Schools play a crucial role in supporting such awareness through gender just education.

The program is about prevention with the aim of teaching boys from a young age that violence is completely unacceptable.

Supporting respectful and gender-just relations is central to Amanda Keddie and Martin Mills' book, *Teaching Boys: Developing Classroom Practices that Work*. These authors contend that the complex factors that produce particular forms of harmful masculinity associated with physical strength, prowess and domination need to be acknowledged and challenged with boys. Their research examines how the celebration of dominant masculinity endorses a broad spectrum of harmful behaviours including violence and aggression but also sexual harassment and homophobia as well as many boys' risk-taking, disruptive and disengaged classroom behaviours. Martin's earlier book, *Challenging Violence in Schools: An issue of masculinities*, foregrounded the clear relationship between the social construction of 'successful' masculinities and violence in schools. *Teaching Boys* disrupts this relationship. It integrates the best research on boys and schooling with the best research on pedagogies to foreground teacher practice that challenges, and provides alternatives to, harmful constructions of masculinity.

Amanda and Martin do not work with negative images of boys however; they contend that the complex factors that produce and celebrate particular forms of harmful masculinity need to be acknowledged and challenged. Such challenges, they suggest, will be beneficial to both boys and girls, and their teachers. Their research foregrounds the work of teachers who have been successful in undertaking these challenges.

CONFERENCE SPEAKERS & ABSTRACTS

REALITY & RISK: PORNOGRAPHY, YOUNG PEOPLE AND SEXUALITY

Maree Crabbe and David Corlett

Maree and David are project workers for *Reality & Risk: Pornography, young people and sexuality*. Crabbe developed this project with Corlett as a result of her observations of the growing influence of pornography on young people's sense of sex and gender.

Over the past decade or so, pornography has become both more mainstream and more hardcore. Technology has played a significant role in these shifts. For young people growing up in this era of ever-new and accessible technology, it is almost impossible to avoid exposure to pornography. Consumption, particularly for young men, has become normalised. And the ways young people understand and experience gender and sex are being influenced by what they—or their partners or peers—observe in porn. In this world, we need to find ways to equip and to encourage young people to critique the images and the meanings they see in porn. Significantly, this is about teaching young people critical literacy. We need to help young people to think well about gender, power and consent.

THE SEXUAL ASSAULT PREVENTION PROGRAM FOR SECONDARY SCHOOLS (SAPPSS) AND PREVENTION OF GENDER-BASED VIOLENCE DEMONSTRATION PROJECT

Emma Price

Emma is SAPPSS Project Co-ordinator (Federal), CASA House (Centre Against Sexual Assault), Royal Women's Hospital Melbourne.

Over the past 10 years CASA House has been working in partnerships with schools and other agencies to deliver sexual assault prevention and respectful relationships education programs. In 2004 CASA House developed the *Sexual Assault Prevention Program for Secondary Schools* (SAPPSS)—a holistic, whole-school approach to sexual assault prevention. More recently, based on our extensive experience and the success of the SAPPSS program, CASA House was commissioned by the Victorian Department of Education and Early Childhood Development to develop and implement the *Prevention of Gender-Based Violence Demonstration Project*. This project aimed to build the evidence base for effective school-based prevention programs and build a framework for secondary schools to develop a whole-school approach to the prevention of gender-based violence. In this paper, the similarities and differences of these two programs will be examined with a view to understanding their varying aspects and approaches as well as exploring the issue of sustainability of violence prevention and respectful relationships education in secondary schools.

A RESPECTFUL RELATIONSHIPS APPROACH TO THE PREVENTION OF GENDER-BASED VIOLENCE IN SECONDARY SCHOOL

Dr Debbie Ollis

Debbie is currently a Senior Lecturer in Health Education at Deakin University.

She has been working in the sexuality education field for the past 23 years as a secondary school teacher, curriculum consultant, government policy officer, teacher educator, writer and researcher. She has a national reputation for her work in health and sexuality education. Her significant contributions to the research field have been the impact of curriculum on young women's resilience and understanding of gender and violence; doctoral research on sexuality education and improving teacher practice; and in her work on disengaged young women and their experience of school-based health and sexuality education. In addition, Debbie has been the principal author of two Australian government funded national frameworks in the field, *The Gender and Violence Position Paper* (1993) and *Talking Sexual Health National Framework for Education about STI's, HIV/AIDS and Blood-Borne Viruses in Secondary Schools* (1999). Her other important contribution has been in translating research in the field into practice in the development of teacher professional development materials and programs, and school-based curriculum resources in sexuality education. This paper reports on her current work on a new approach for secondary schools developed under the framework of 'respectful relationships' focusing on addressing gender-based violence.

GROWING RESPECT

The National Association for the Prevention of Child Abuse and Neglect (NAPCAN)

A one-year trial of a whole-of-school approach to the prevention of relationship violence funded by the NSW Government.

This trial was conducted in two schools in Sydney's inner-west, a primary and a secondary school, with the aim of developing a co-ordinated approach throughout the school, curriculum and broader community for the prevention of relationship violence. *Growing Respect* will build on the successful LOVE BiTES program to develop young people's capacity to create and enjoy respectful relationships. The program will be based on the two best practice standards published in 2009, *Respectful Relationships Education*, released by the Victorian Department of Education and Early Childhood Development, and the *Framing Best Practice: National Standards for the primary prevention of sexual assault through education* report released by the National Association of Services Against Sexual Violence.

SOLVING THE JIGSAW

Centre for Non-Violence, Bendigo

Solving the Jigsaw is an early intervention program that supports and resources teachers and schools to challenge and change a culture of violence to one of well-being. *Solving the Jigsaw* provides a prevention framework for teachers which is strongly influenced by resilience research, understandings of violence, bullying and domestic violence and frameworks for developing emotional health and well-being at an individual, group and community level. The Centre provides nationally accredited *Solving the Jigsaw* facilitator training programs, professional development and classroom programs.



LOCATION & ACCOMMODATION

**For information on Brisbane city,
location and accommodation, visit:**

www.discoverbrisbane.com/brisbane/southbank.html

www.bcec.com.au/destination/brisbane/accommodation.aspx



For further information, contact Maria Delaney: delaneymt@gmail.com