

Equality In The Secondary School Promoting Good Practice Across The Curriculum

"The education of girls and women is important not only as a matter of respecting a basic human right for half the population but as a powerful force for economic development and achieving social goals such as enhanced health, nutrition and civic involvement. This Atlas presents the latest data from the UNESCO Institute for Statistics on trends in educational access and progression, from pre-primary through tertiary levels and adult literacy, with special attention to the all-important issue of gender equality. These trends are depicted through colour-coded maps that make it easy for readers to visualize global and regional trends and to understand how they are shaped by factors such as national wealth and geographic location." -- P. [4] of cover.

Education, Equality and Development: Persistent Paradoxes in India Women's History

Case Studies from England, Hungary and Italy

Grading Goal Four

Equality, Education, and Physical Education

Education, Equality and Development: Persistent Paradoxes in Indian Women's History

Aptitude, Behaviour, Confidence

World Atlas of Gender Equality in Education

Contributors discuss some key challenges in achieving gender equality in education, give examples of initiatives in a range of contexts, and make recommendations for action. They suggest that there is a more substantive goal to aim for than gender parity, for an equitable education system which allows all individuals to develop their potential.

Seminar paper from the year 2005 in the subject English Language and Literature Studies - Culture and Applied Geography, grade: 1,3, University of Potsdam (Institut für Anglistik/Amerikanistik), course: Cultural Studies Great Britain, language: English, abstract: The last year I spent abroad as a foreign language assistant in England where I was teaching German from year 7 to 13 at a grammar school for girls. As a result of my time there I decided to write a paper about the educational system in Great Britain because there are some differences between the German and British education. Teaching only girls offered me something that I will never experience in a German school. Single-sex schools are non-existing here or just to a rare amount and although I experienced the teaching as positive, there are also disadvantages of single-sex learning. "One positive effect of being at a girls school" most of my girls said last year, is "that you are not distracted by the classroom-behaviour of the boys". If this very common way in England of separating the genders in different schools is

supportive for the school results is a question which I am going to talk about in my work. Besides that I'd like to find out if the so called "gender gap" is really existing and what is meant by that. As a basis for my paper I'd like to give a short introduction to the English school system. Following that I will deal with the education politics during the period of Thatcherism and New Labour to find out which role education played in the past years in British politics and which reforms were made recently. It is obvious that the political dimensions of education are broad, and for that reason I am going to name only the main important changes. In the main part of my work I will consider the problems of inequalities in English secondary schools with special regard to the "gender gap". The literature I have worked with is taken from the internet especially the one about the politic parties and their policies. I also used certain books about British culture and society which will be listed on page 14. It is important to mention that the names (Great) Britain and UK stand in my work for the entire country including Scotland, England, Wales and Northern Ireland. If I am talking about England it will be named like that.

Persuasive evidence demonstrates that gender equality in education is central to economic development. Despite more than two decades of accumulated knowledge and evidence of what works in improving gender equality, progress on the ground remains slow and uneven across countries. What is missing? Given that education is a critical path to accelerate progress toward gender equality and the empowerment of women, what is holding us back? These questions were discussed at the global symposium *Education: A Critical Path to Gender Equality and Women's Empowerment*, which was sponsored by the World Bank in October 2007. *Girls' Education in the 21st Century* is based on background papers developed for the symposium. The book's chapters reflect the current state of knowledge on education from a gender perspective and highlight the importance of, and challenges to, female education, as well as the interdependence of education and development objectives. The last chapter presents five strategic directions for advancing gender equality in education and their implications for World Bank operations. *Girls' Education in the 21st Century* will be of particular interest to researchers, educators, school administrators, and policy makers at the global, national, regional, and municipal levels.

Education and Gender Equality

Out-of-field teaching and educational equality

Condensed Report

Equality and Power in Schools

Patterns of Socialization, Equality, and Political Control
From Access to Equality: Empowering Girls and Women through
Literacy and Secondary Education

No More Failures challenges the assumption that there will always be failures and dropouts, those who can't or won't make it in school. It provides ten concrete policy measures for reducing school failure and dropout rates.

This book explores how to help teachers become better advocates for sexual orientation equality in secondary schools. Examining this issue through the lens of qualitative emancipatory action research, a group of Australian teachers embarked on a journey of teacher advocacy. Critical theory has long highlighted teachers as key players in either challenging dominant social narratives, or else perpetuating oppressive systems of power through traditional forms of education. Despite this important role, the life stories of teachers, which contributed to the development of their beliefs and behaviours about sexual orientation are rarely considered in the development of anti-discriminatory policy, designing the curriculum and most importantly, in teacher training. This book suggests and frames a model for advocacy, whereby teachers engage with their personal beliefs about sexual orientation, with their role as a teacher, and commit to advocacy through action by promoting student safety, challenging heteronormative narratives and role modelling compassionate behaviours in their school environments.

This fascinating compilation of the recent data on gender differences in education presents a wealth of data, analysed from a multitude of angles in a clear and lively way.

Equality in the Secondary School

National and International Contexts for Practice and Research

Achieving Equality of Educational Opportunity

Making Schools Fairer

Schooling and Equality

Redistribution, Recognition, and Representation

This text looks at each national curriculum subject and analyzes it in terms of culture and ideology represented. It proceeds to give detailed advice and suggestions on how to promote equality and equal opportunities within each subject. Each chapter is wide-ranging and includes both theoretical and practical issues. The book also provides detailed lists of relevant curricular resources and their suppliers.

This text covers a range of equality issues in school level education from the perspective of educators, trainee teachers & students of education. It blends issues, concepts, facts and research and considers policy developments in the field.

Disentangling the concept of equality in schools can be a tricky task for those in senior, middle or classroom leadership. This book will unpack ideas of equality, equity, diversity and social justice, providing practitioners and those training to teach with an understanding of equality in order to address educational values and practice. Drawing on a wide range of case studies from schools in England, Wales and Scotland, the authors illustrate the importance of leading for equality with a clear and proactive vision for change. The authors explore these key areas: Socio-economic class Gender Sexuality Ethnicity Religion Migrant children Special learning needs and disabilities This book will serve as a handy guide for postgraduate and undergraduate students on Education Leadership and Inclusive Education

courses.

Reforming Secondary School in Yugoslavia

Equality of Educational Opportunity Through the Comprehensive School

Secondary Education Policy

A Proposal for Improving Elementary and Secondary Education in the Public Schools of Ohio

Education and Training Policy No More Failures Ten Steps to Equity in Education

Equality and Diversity in Education 2

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 secondary schools. Issues covered include: social class; race; gender; sexual orientation; disability and special educational needs with reference to all subjects taught at secondary school level. Like the first reader, this collection examines the grounds which are accepted for inclusion or exclusion of students, and looks at how appropriate support can be guaranteed for people who experience difficulties in learning, who are disabled or who experience social or other kinds of disability. This volume explores national and international contexts for educational practice and research and discusses practical, ethical and political issues which are relevant to undertaking that research. Part one covers issues facing local government and the consumers of educational services in the UK. Part two compares policy and practice in eleven different countries and part 3 discusses research which explores the issues of equality and diversity in education. This volume and her sister, *Equality and Diversity in Education 1: Learning, Teaching and Managing in Schools* are readers for the Open University course, "Developing Inclusive Curricula: Equality and Diversity in Education" (E829). The two books in the series will appeal to teachers, non-teaching assistants and other school-based staff, parents, disabled people and those who have experienced difficulties in learning, social and health workers, and those working for voluntary organisations.

"For the third time in three decades world leaders reaffirmed their promise of "Education For All" when adopting Sustainable Development Goal 4 in 2015. It is the most far-reaching commitment to quality and equity in education so far, yet, there is no consensus on what the agenda means in practice. With a decade left until the 2030 deadline, Grading Goal Four calls upon the education community to engage more thoughtfully and critically with SDG 4 and related efforts. As an ever-growing number of actors and initiatives claim to contribute to its achievement, it is becoming clear that the ambitious but broad priorities within the goal are vulnerable to cherry-picking and misrepresentation, placing it at the heart of tensions between

instrumentalist and rights-based approaches to education. This text, a critical analysis of SDG 4, provides a framework for examining trends and developments in education globally. As the first volume that examines early implementation efforts under SDG 4, Grading Goal Four formulates a critique along with strategies for moving forward. By scrutinising the challenges, tensions and power dynamics shaping SDG 4, it advances rights-based perspectives and strategies for effective implementation and builds capacity for strengthened monitoring and analysis of the goal"--

Executive Review

Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education

Promoting Good Practice Across the Curriculum

Japanese Schooling

Gender Inequalities in Secondary Schools

Education in England

In this book, first published in 1993, John Evans presents a guideline for challenging sexism, racism and elitism in programmes of physical education. Physical education in relation to social class, gender, race and disability is also discussed. The results arising show problems in the teaching of physical education, and examines the importance of physical education in the development of the child in today's educational system. It is the intention of the contributors to help practitioners clarify their thinking on concepts and issues involved in effecting equal opportunities in physical education. In turn, it is hoped that this will lead to better formation of physical education programmes which demonstrate both equality and equity. This title will be of interest not only to teachers but to students of sociology and education.

Investigates the often controversial relationship between gender, equality and education from international and comparative perspectives. This volume also investigates whether gender equality in education is really being achieved in schools around the world or not.

First Published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.

Equality of Educational Opportunity

Education, Equality and Human Rights

Ten Steps to Equity in Education

Out-of-field Teaching and Educational Equality

Sexual Orientation Equality in Schools

First published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

This book's findings are based on a radical study of twelve schools over two years that not only sought the opinions of teachers but actively encouraged pupils to participate by giving their views too.

This book explores gender stereotyping and gender inequalities in secondary education in England, Hungary and Italy. The authors highlight the importance of addressing student and teacher attitudes if long-term changes in mindset are desired, as well as the underlying stereotypes that persist and linger in these educational contexts. Promoting a whole-school culture change approach, this book explores views of gender stereotypes from teachers and students concerning subject and career choices, as well as collaborative work with teachers, experts and NGOs in implementing and evaluating gender equality charters. Drawing on extensive research, this book employs an intersectional and cross-country

approach: while the authors acknowledge the challenges and opportunities of researching gender equality frameworks across different countries, ultimately these link to the UN Sustainable Development goal of gender equality.

Working Paper

Equality in Educational Opportunity Without Identical Instruction in Oregon
Secondary Schools

Gender, Equality and Education from International and Comparative Perspectives
Leading for Equality

Equality of Student Access to Secondary School Courses and Programs

Guide to best practices for education in equality in Europe