Critically evaluating models for teaching genders and sexualities equalities in school

A) RATIONALE FOR THE PROJECT
Following the No Outsiders project there have been few research-informed interventions for teaching genders and sexualities equality in schools in the UK. Other governmental (and non-governmental) programmes such as Expect Respect, Respect and Zero Tolerance have been rolled out in a limited number of schools, but none of these have been systematically evaluated in terms of the understanding of gender, sexuality and related concepts; their content; resources; or teaching methods. This project would seek to understand the range of models for school-based education about genders and sexualities equality in the UK and would critically evaluate the focus, content, design and delivery of these models. Particular attention would be paid to the theoretical underpinnings of such programmes, theory of change and intersectionality.

B) REFERENCES THAT SHOULD BE READ (if you do not have access to these, please email me)

C) RESEARCH AIMS / QUESTIONS
This project would form part of a larger project focusing on the extent to which including formal education about genders and sexualities equality in school work makes a difference to school cultures, values and young people's experiences of in/equality in the school. The project would seek to explore different models of gender and sexualities equalities teaching in schools in the UK and might critically evaluate the theoretical underpinnings of the teaching, focus (e.g. specific vs whole school approach), curricular (or other) content, teaching methods and resources used in different models. The project might also incorporate an exploration of student-led initiatives around genders and sexualities equality in the school, including school-based ‘feminist’ clubs or other such extra-curricular interventions led by students.

D) METHODS
This project would employ a range of qualitative methods and might adopt a case study approach (depending on size of potential sample). The project would likely use convenience or snowball sampling to access schools. Interviews would be conducted with teachers and pupils in each study school, using a range of methods including those developed for the AGENDA resource for teaching and talking about genders and sexualities equality with young people by Professor Emma Renolds. Additional methods might include observations, document and (school) policy analysis.