

10 - Is there a missing link? Sharing gender knowledge between secondary and higher education.

Format: Workshop/Panel

Content: Although gender has been on the European and academic agenda for decennia, research shows that teachers and teacher educators on the work floor have little association with the term as a generic or specific concept. Indeed, if gender takes its place in discussions, the focus seems to be on how to address the 'differences' between girls and boys and how to act accordingly. Moreover, the prominent presence of women as teachers has given rise to various debates and has prompted special programmes to attract male teachers. These approaches resonate with a still prevailing universal organising principal in which an heterosexual matrix sets the tone: boys will be boys and girls need a dress code.

Teachers and teacher educators have an important role in the process of bringing gender within an intersectional context into the classroom and it therefore seems adamant to identify their needs for carrying out gender talk within their educational approaches.

This panel aims to explore, compare and contrast the present-day situation of teachers involved in secondary and teacher education in various European countries with reference to their will/needs/abilities to act on gender-related topics within their working environment. Both academic and contributions from the work floor are very welcome. The following questions are particularly of interest:

- Best practices or inspiring examples from teacher training that include gender in both form and content of secondary education. Is teacher-education a hot spot for gender studies? How are teachers and teacher educators involved in this curriculum or in the gender debate? In which political contexts is gender integrated/rejected as a legitimate theme in secondary education?
- In what way do teachers and teacher educators have access to academic knowledge on gender? Does academia reach out to different layers in education? Where do academics step into the field? How is research knowledge conveyed and made accessible to teachers in secondary education and the educators who train them. How do teachers and teacher educators keep themselves updated in gender theory? Do colleges and schools play an active role in gender theory acquisition? What is on offer in terms of schooling? How are gender-related criteria set and met?
- What kind of publications and projects would work for teachers and teacher-educators? How can academic gender researchers theoretically and practically cater for knowledge valorisation? Is a scholarly textbook aimed at academic students as *Doing Gender* (or in Dutch the recently published *Gender Handboek*) useful for teachers in secondary education and for teacher-educators?
- How is literature as a subject within the Humanities an agency to work with gender? Are language teachers a specific target group? If so, why?
- What suggestions are there in terms of equipping education for gender talk? Is there a need for international co-operation and if so, how?

If you are involved in (gender)education as a researcher, or as a teacher in secondary or teacher education and interested in bringing in new and advanced gender studies into

classrooms of secondary education and teacher education? Join this workshop/panel with a contribution that can be a:

- A paper on one of the themes discussed above
- A description of a project that includes knowledge about gender in teacher education
- A reflection on the usefulness of textbooks such as *Doing Gender* or *Handbook Gender for teachers in secondary education*.
- Your own contributions within aforementioned scope are very welcome.

This workshop will be interactive in character and its aim is to set up a network of teachers, researchers and teacher trainers involved in improving and expanding attention for gender in teacher education programmes all over Europe and beyond.

Invited contributions: this workshop/panel is open to everyone interested in the theory and practice of gender and education varying from academic researchers to students at educational institutions.

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