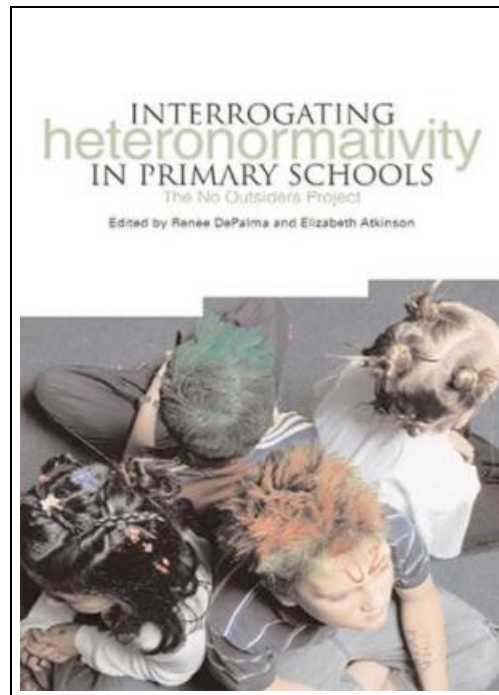


Interrogating Heteronormativity in Primary Schools: The No Outsiders Project



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Reviews

Extensive manual! Its this sort of very good study. It is rally fascinating through reading time period. I am just pleased to explain how this is actually the finest publication we have go through during my personal life and can be he greatest ebook for actually.

(Henri Runolfsdottir)

INTERROGATING HETERONORMATIVITY IN PRIMARY SCHOOLS: THE NO OUTSIDERS PROJECT



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Institute of Education Press, United Kingdom, 2009. Paperback. Book Condition: New. 232 x 156 mm. Language: English . Brand New Book. The No Outsiders team, a collaboration of primary education practitioners and university researchers, has taken groundbreaking steps in addressing lesbian, gay, bisexual and transgender equality in primary schools. This book continues Trentham s commitment to challenging homophobia and heterosexism in and through education and follows Atkinson and DePalma s account of sexualities equality in children s worlds in school and beyond: *Invisible Boundaries - addressing sexualities equality in children s world*. In *Interrogating Normativity* they and their colleagues from the ESRC-funded No Outsiders research team explore and analyse central issues which permeate the team s challenge to gender conformity through primary education. The need for primary teachers and other professionals working with children to address equality in relation to sexual orientation and gender expression is becoming increasingly urgent in the light of recent changes in UK legislation. The Civil Partnership Act (2006), the Equality Act (2007) and new legislative requirements for ensuring the active promotion of child wellbeing, gender equality and community cohesion all place demands on schools and support services which they are ill-equipped to meet. This book fills a gap by examining how we might go about addressing these demands. *Interrogating Heteronormativity in Primary Schools* brings together the wide-ranging expertise of the project s large research team, plus a chapter by Susan Talburt. It explores key themes related to the project s work: silence and speaking out; faith and culture; leadership and role-modelling; personal and emotional investment; gay rights/liberal humanist and queer perspectives; safety and risk-taking; the possibility of a queer pedagogy; and intersections between queer theory and practice. This academic companion to the team s practice-focused book drawing on the project teachers classroom work, *Undoing Homophobia...*



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