

1. Record Nr.	UNINA9910481961703321
Autore	Jones Tiffany
Titolo	Policy and Gay, Lesbian, Bisexual, Transgender and Intersex Students / / by Tiffany Jones
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2015
ISBN	9783319119915 3319119915
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (173 p.)
Collana	Policy Implications of Research in Education, , 2543-0297 ; ; 6
Disciplina	306.43 370 371.2 379
Soggetti	Education and state School management and organization Educational sociology Educational Policy and Politics Organization and Leadership Sociology of Education LGBTQ+ students
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Acknowledgements -- Glossary -- Symbols & Abbreviations -- Chapter One: Why is Policy Presumed Powerful?- 1.1 Introduction -- 1.2 Why a Policy Book?- 1.2.1 A policy push.-1.2.2 Presuppositions around policy' s power -- 1.3 What this Book Covers -- 1.3.1 How the 'GLBTIQ' acronym is used -- 1.3.2 How 'sexuality' and 'sexuality education' are used -- 1.3.3 Why secondary schooling?- 1.4 What is Policy, Anyway?- 1.4.1 Policy and power -- 1.4.2 Policy as discursive -- 1.4.3 Discourse and power -- 1.5 Conclusion -- Chapter Two: GLBTIQ Students; What's the Problem?- 2.1 Introduction -- 2.11 Research on GLBTIQ students -- 2.12 Research gaps -- 2.2 'GLBTIQ Student' Constructions are Discursive -- 2.3 Discourse Exemplars -- 2.4 Orientation-based Sexuality Education Discourse Exemplar -- 2.4.1 Conservative -- 2.4.2

Liberal -- 2.4.3 Critical -- 2.4.4 Post-modern -- 2.5 Conclusion --
 Chapter Three: Studying Policy Impacts -- 3.1 Introduction -- 3.2
 Methodology: Critical Discourse Analysis -- 3.1.1 Adaptation of CDA --
 3.1.2 Post-modern approach to description stage -- 3.1.3 Both core
 and innovative techniques -- 3.3 Research procedures -- 3.3.1 Data
 sources and collection methods -- 3.3.2 Source One: policies – textual
 analysis -- 3.3.3 Source Two: key informant interviews -- 3.3.4 Source
 Three: survey data – quantitative and qualitative analysis -- 3.4 Data
 analysis -- 3.4.1 Leximancer analysis of policy documents -- 3.4.2
 Fairclough’s 10 CDA questions -- 3.4.3 Visual CDA techniques -- 3.4.4
 Fairclough’s analysis of discursive practices -- 3.5 Ethical
 considerations -- 3.6 Conclusion -- Chapter Four: How do Australian
 Policies Treat GLBTIQ Students?- 4.1 Introduction -- 4.2 Mapping the
 policy terrain – overview of the corpus -- 4.2.1 National policies:
 inclusion in principle -- 4.2.2 The policy states of the nation -- 4.2.3
 Conclusions about policydiscourses -- 4.3 Constructions of GLBTIQ
 students in key policies -- 4.3.1 National: part of the general diversity
 -- 4.3.2 NSW: Protected victims, potential complainants -- 4.3.3 QLD:
 Interpretively included, or not needy enough -- 4.3.4 Victoria: DEECD:
 Protected needy ‘at risk’ victims -- 4.3.5 Conclusions about how
 constructions function -- 4.4 Conclusion -- Chapter Five: Which
 Policies Are Useful?- 5.1 Introduction -- 5.2 Australian GLBTIQ
 students -- 5.3 Usefulness of policies in enhancing school level policy
 protection -- 5.3.1 National -- 5.3.2 State level -- 5.4 Usefulness of
 policies in increasing the purchase of affirming discourses -- 5.4.1
 National -- 5.4.2 State level -- 5.4.3 School level -- 5.5 Usefulness of
 policies in encouraging support features -- 5.5.1 National -- 5.5.2
 State level -- 5.5.3 School level -- 5.6 Usefulness of policies in
 encouraging supportive school climates -- 5.6.1 National -- 5.6.2
 State level -- 5.6.3 School level -- 5.7 Conclusion -- Chapter Six:
 Conclusions & Outcomes -- 6.1 Discussion of findings -- 6.1.1 Policy
 positions: paucity AND polyvalence -- 6.1.2 Policy’s uses and
 usefulness -- 6.1.3 Policy’s presumed powers -- 6.2 Conclusions --
 6.2.1 Preferable policy positions -- 6.2.2 Useful policies -- 6.2.3
 Policies with enhanced powers -- 6.2.4 Limitations -- 6.3 Implications
 -- 6.3.1 For education bodies and policy makers -- 6.3.2 For policy
 advocates and activists -- 6.3.3 For school staff -- 6.3.4 For teacher
 educators -- 6.3.5 For students -- 6.3.6 For academics -- 6.4
 Outcomes -- 6.4.1 Brief overview of dissemination -- 6.4.2
 International and national outcomes -- 6.4.3 State-specific outcomes
 -- 6.5 Conclusion.

Sommario/riassunto

This book addresses policy research on homophobic and transphobic bullying in schools. It covers quantitative and qualitative research into policy impacts for gay, lesbian, bisexual, transgender and intersex students. It draws on a large-scale Australian study of the impacts of different kinds of policy at the national, state, sector and school level. The study covers over 80 policies, interviews with key policy informants and survey data from 3,134 GLBTIQ students. Since new guidelines were released by UNESCO, homophobic and transphobic bullying in schools has become a key area of interest around the world. There has been much pressure on educational leadership to engage with these issues since the UN released international human rights legislation on sexual orientation and gender identity that have implications for student rights. The book presents statistically significant correlations between specific types of state and school level education policies that explicitly named homophobia/ GLBTIQ student issues, and lowered incidence of homophobic bullying, lowered risk of suicide and self-harm for these students. It includes stories from policy makers on how

the policies came to be (through lawsuits, ministerial inquiries and political activism), right through to the stories of students themselves and how they individually felt the impacts of policies or policy lacks. International contexts of homophobic and transphobic bullying are discussed, as well as recent transnational work in this field. The book considers the different types of collaborations that can lead to further policy development, the transferability of the research and some of the benefits and problems with transnational policy adoptions.
