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Descrizione fisica	1 online resource (193 p.)
Altri autori (Persone)	BrodyCeleste M
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Lingua di pubblicazione	Inglese
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 163-170) and index.
Nota di contenuto	Cover; Title; Copyright; Contents; List of Illustrations; Acknowledgments; Introduction; 1 Studying Gender Consciousness and Privilege; 2 Faculty Constructions of Gender at Xavier Preparatory High School; 3 Three Teachers, Three Classrooms, Three Schools; 4 Gendered Cultures and Students' Lives; 5 Curricular Reform, Classroom Equity: The Case of Mathematics; 6 Action Research and Feminism; 7 Conclusions; Epilogue; Appendix A: Faculty Questionnaire: Xavier High School; Appendix B: Xavier Faculty Follow-Up Questionnaires; Appendix C: Guiding Questions for the Xavier Faculty Focus Groups Appendix D: Student Surveys Appendix E: Student Focus Group Topics; References; Notes on the Authors; Index
Sommario/riassunto	Develops a new framework for working in schools that helps educators make informed decisions about change at individual, classroom, curricular and school levels on behalf of gender equity. Addresses the issue of understanding the impact of education on the two sexes, and looks at responsibility for creating gender-fair environments, organizing work and creating environments for learning. The book draws on a two-year study into the role that gender played as three

Catholic high schools prepared to move from single sex to  
coeducation. It does not weigh the advantages of single sex against

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