On dangerous ground: working towards affirming representations of sexual diversity for students in two New Zealand secondary schools (2002)

Abstract
This thesis explores what's possible in terms of affirming sexual diversity in two New Zealand case study schools, Takehe High School and Kereru Girls' College, between 1996 and 1998. The research process was characterised by a number of shifts that arose in the interests of theoretical width and also because of methodological necessity. Initially the research project was developed within an affirmative action model. However over time, the study increasingly became informed by Foucauldian, queer and feminist post-structural frameworks. These theoretical paradigms provided a way to move beyond framing lesbian and gay students in schools as a disadvantaged minority group with personal deficits. The frameworks were also helpful in focusing on the ways in which heteronormative discourses are produced and destabilised within the two case study schools. In addition, Foucauldian, queer and feminist post-structural frameworks provided ways to explore the complex and mutable nature of sexuality, and possible pedagogical directions for students to be able to explore the discursive construction of sexuality and gender in the classroom. Foucauldian analytical tools such as genealogy also proved helpful in accounting for the constraints that arose in the second case study school because of the presence of the project in the school. The final stage of
people with sexuality education before they become sexually active, as well as offering a structured environment of learning within which to do so. Of teachers, the pedagogical approaches employed and the teaching and learning materials used – but also on the whole school environment. This is manifested through school rules and in-school practices, among other aspects. CSE is an essential component of a broader quality education and plays a critical role in determining the health and well-being of all learners. The Guidance is intended to: provide a clear understanding of CSE and clarify the desired positive outcomes of CSE. Visit New Zealand Study in New Zealand Work in New Zealand Live permanently in New Zealand Join or bring family to New Zealand Start a business or invest in New Zealand. Apply for a visa. Back. Working on a student visa. You may be allowed to work part-time for up to 20 hours a week and full-time during all scheduled holidays and the Christmas and New Year holiday period. Check your visa conditions. If you are allowed to work, your work rights will be recorded in your eVisa or the visa label in your passport, or explained to you in a letter. If you work when you are not allowed to, you will be in breach of your visa conditions. If this happens you may have to leave New Zealand. You cannot provide commercial sexual services. This means you cannot: work as a prostitute. Download Citation | Leadership Practices and Challenges in Managing Diversity to Achieve Ethnic Inclusion in Two New Zealand Secondary Schools | The rapid increase in the diversity of school populations in some urban settings in New Zealand creates a challenge for school leaders in relation | Find, read and cite all the research you need on ResearchGate. The purpose of this small study was to investigate the nature and challenges of diversity in two large multi-ethnic secondary schools in Auckland, New Zealand, and the ways in which these schools managed diversity to achieve ethnic inclusion. Changes to stringent school uniform rules may help schools on the pathway to acceptance of sexuality and gender fluidity. Rawpixel/shutterstock.com. School uniforms: what Australian schools can do to promote acceptance of gender diversity. May 10, 2018 4.30pm EDT. Victoria Rawlings, Debra Hayes, University of Sydney. Authors. Victoria Rawlings. But it takes constant work. The safety and well-being of young people should not be compromised. Responsible adults, especially leaders in our community such as principals and politicians, must have the courage to challenge negative attitudes toward gender diversity and support the needs of trans and gender diverse people. Relaxing the rules on school uniforms is a small but positive step in this direction. Sexuality. Gender. Sexual diversity. Find your community. Access resources. Be an Ally. Lesbian, gay, bisexual and queer (LGBQ) students may arrive on campus unsure about their sexual identity, others may be well connected to resources and community. For many new students, living in residence is where the journey begins. Living in
residence makes it easy for students to meet new people, live in a study oriented atmosphere, get help for academic and personal challenges, and be a part of all that UBC and its surrounding neighbourhoods have to offer. The Equity Ambassadors are a diverse group of students, who promote awareness of social justice issues that empower and educate student to engage diversity, respect and inclusion everywhere at UBC.