Does the South Australian Keeping Safe: Child Protection Curriculum

present gender in a fair and equitable way?

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Declaration

This dissertation contains no material that has been accepted for the award of any other degree or diploma in any educational institution and, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

Signed: …………………………………..

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Date:

Abstract

The virtues of striving for equitable gender treatment and the protection of children are almost axiomatic in modern society. These two virtues stand at the core of the Department for Education's Keeping Safe: Child Protection Curriculum (KS:CPC). In the spirit of *quis custodiet ipsos custodes* ("who watches the watchers?"), this dissertation examined the gendered content of the KS:CPC for equitable and fair treatment. The five core workbooks of the KS:CPC were subjected to a Foucauldian discourse analysis using word frequency analysis, transactional analysis, and latent class analysis, and the resultant data was examined through a Foucauldian lens. The results suggested that there was a systemic bias against boys and men in the text that was most prevalent in the years 5 to 9 range. This bias was significantly increased in the 2017 update.   The transactional analysis revealed that the feminine was being consistently portrayed as caring victim (disproportionate 'carer' and 'victim' representation) and the masculine was being consistently portrayed as callous aggressor (low 'carer' representation, disproportionate 'aggressor' representation). The KS:CPCs portrayed cross-gendered conflict disproportionately, presenting 84 instances of males aggressing towards females but only two minor instances of females aggressing towards males. The analysis of the gendered language used and selected content presented suggested that the gendered conflict portion of the KS:CPC may be more driven by ideology than evidence. It is unclear at this point if the source of the ideology emanated primarily from the authors, the Department for Education or federal government compliance. The dissertation also provided some general and specific suggestions for combatting these issues.

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"The language we use influences the reality we understand and the reality we lead others to understand" - (Hayes, 2000)

CHAPTER 1. Introduction

1.1. Introduction

The South Australian Keeping Safe: Child Protection Curriculum (KS:CPC) is a mandated curriculum taught in all public pre-schools, primary, and secondary schools in South Australia and covers a variety of subjects dealing with child wellbeing. Gender fair language (GFL) refers to the use of various linguistic techniques to promote gender inclusion and equity in social and written discourse. This dissertation used a quantitative document review to examine the use of GFL and the portrayal of the genders in the KS:CPC. It then used qualitative analysis tools to examine the data using a Foucauldian lens.

This chapter presents a background to Freda Briggs and child protection curriculums (Section 1.2). It also contains information on efforts to make schools more gender 'inclusive' (Section 1.3) and the importance of Gender Fair Language (Section 1.4). Finally, the chapter presents the aims of the study (Section 1.5), the ethics approval statement (Section 1.6), and a description of the dissertation organisation (Section 1.7).

1.2. Child Protection Curriculums

Most countries introduced laws regarding child protection when they could economically afford to do so (Lachman et al., 2002). The first laws protecting children from unfair labour conditions were passed in England in 1856 and restricted their working days to 16 hours ("Factories Bill," 1856). Other laws followed including protections from neglect, endangerment, and infanticide.

The concern for child welfare now reaches to every level of government from council social workers, state curricula, federal legislation and international treaties such as the Declaration of the Rights of the Child (Unicef, 1989).

South Australia was fortunate enough to have access to a world pioneer of research and advocacy for child protection in the form of Freda Briggs. Briggs was awarded the Humanitarian of the Year award in 1998 and received an honorary Doctorate in 2009 for outstanding work in child protection. Not only was she a tireless campaigner for child protection she was also a researcher who would review protection curricula to determine their effectiveness. In 1994 she conducted a review of

Australian and New Zealand child protection curricula and found that there appeared to be some endemic issues concerning efficacy and gender equity (Briggs & Hawkins, 1994a, 1994b).

Briggs also worked as an advisor to the South Australian Department of Education when the initial KS:CPC was established in 2008. The second edition of the curriculum is dedicated to her memory.

As detailed from the Department for Education's website ("Child Protection Curriculum – Information for Educators," 2019) the curriculum is described thus:

> The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety program for children and young people from age 3 to year 12. It teaches children to:
>
> - recognise abuse and tell a trusted adult about it
> - understand what is appropriate and inappropriate touching
> - understand ways of keeping themselves safe.
>
> The KS:CPC is mandated in all public preschools and schools and is taught every year by teachers who have completed a full day KS:CPC training course. It is a world-class, evidence-based child safety program that is used by a range of other Australian and international schools.

It further details:

> The department has a legal responsibility to protect children and young people from abuse in its own settings and in the wider community. All children and young people have a right to:
>
> - be treated with respect and to be protected from harm
> - be asked for their opinions about things that affect their lives and to be listened to
> - feel and be safe in their interactions with adults and other children and young people
> - understand as early as possible what is meant by 'feeling and being safe'.

1.3. Work Being Done on Gender Equality in Schools

As well as advocating for child protection programs Briggs was also the South Australian ambassador to the Prime Minister's department on the recognition of women in 2001, where she was an outspoken advocate for equitable treatment.

She has not been alone in this endeavour. In recent decades much work has gone into closing gender gaps for women in education; from gender fair text books (Madson & Hessling, 1999; Yang, 2011), women in STEM initiatives (Beede et al., 2011), dedicated female scholarships and bursaries, women's officers, and female-friendly curriculum changes like Science as a Human Endeavour (SHE) (Gough, 2015).

1.4. The Importance of Language and Representation

Michel Foucault described discourse as being comprised of anything that conveyed information; text, images, smells, or postures. However, he stated that the most critical component of discourse was language (Escobar, 1984). Foucault was one of the key theorists in the development of the science of Discourse Analysis; how language could be used to reveal author perspectives, analyse socio-political ideologies and exercise power. Extending Foucault's theories of discourse and power, Peter Berger and Thomas Luckmann postulated that language could be used to construct alternate psychological realities (Berger & Luckmann, 1991).

Monitoring and regulating language to be more inclusive has become a multi-billion dollar industry with almost every large business, government department and educational facility having some incarnation of an equitable speech code ("Inclusive language guidelines," 2019).

Role models and representations are also seen to play a significant part in discourse. Role models have long been held to have a positive effect in modifying social behaviour (Marx & Roman, 2002). However gender representations can also be a double edged sword; just as positive role models can promote positive behaviour, negative representations can illicit detrimental effects (Ambady, Shih, Kim, & Pittinsky, 2001).

It is for this reason that an equitable portrayal of the genders in the language and representations of the KS:CPC is of vital importance.

1.5. The Aim of this Study

This dissertation will conduct a Foucauldian discourse analysis on the core KS:CPC workbooks using a variety of quantitative and qualitative techniques. The aim of this analysis is to address the question:

Does the South Australian Keeping Safe: Child Protection Curriculum present gender in a fair and equitable way?

This will involve a systematic document review of the KS:CPC workbooks with respect to the portrayal of gender in the language used, the topics covered, and the examples given.

The data generated will then be examined under a Foucauldian lens to examine the uses of power throughout the texts.

1.5.1. List of abbreviations

This dissertation will comply with the standard format for using abbreviations by providing the full text on the first usages followed by a bracketed abbreviation. However, to aid readability, a full list of abbreviations used will also be supplied here.

SHINE SA   Sexual Health Information Networking and Education South Australia.

KS:CPC   Keeping Safe: Child Protection Curriculum

GFL   Gender Fair Language

GT   Gendered Term/Terminology

TA   Transactional Analysis

LCA   Latent Class Analysis

PASK   Partner Abuse State of Knowledge project

IPV   Intimate Partner Violence

V1.3e   Version 1.3e of the KS:CPC – the workbooks used prior to the 2017 update

NNA   Non Negotiable Aspects

1.5.2. Project Scope and Limitations

This project restricted itself to the examination of the texts of the five core workbooks of the KS:CPC. Each workbook contained multiple active links to other documents and supporting websites, however

these were not followed or analysed. The language and examples used by the SHINE SA presenters during the training sessions were also not analysed.

1.6. Ethics Approval Statement

This dissertation satisfies all the ethical requirements set out in the IVCARRD guidelines. All data was obtained legally and with the full knowledge and cooperation of SHINE SA.

1.7. Dissertation Organisation

This dissertation is organised into six chapters. This chapter contains the introduction, background of Freda Briggs and child protection curriculums, the importance of inclusion and gendered language, and the aims of the study. Chapter two includes a literature review of the pertinent works of Michel Foucault and Louis Althusser, information about the implementation of Gender Fair Language, and a short history of SHINE SA and the KS:CPC. Chapter three contains the methodology of the analysis including descriptions of frequency analysis, transactional analysis and latent class analysis. Chapter four presents the results of the analysis. Chapter five presents a discussion of the findings. Chapter six presents the conclusions and recommendations for any potential changes to the KS:CPC. Finally, the appendices contain all the raw data generated from the analysis.

CHAPTER 2. LITERATURE REVIEW AND BACKGROUND TO SHINE SA

2.1. Introduction

This literature review examines the Foucauldian concepts of oppressive and normalised power and their part in shifting the public discourse (Section 2.2). The review also examines the existing literature regarding the importance of gender-fair language (GFL) in society and more specifically in education (Section 2.3). The literature review looks at how GFL is informed by the Foucauldian concept of normalised power and how it can frame an issue, influence government policy, and thus affect individuals at risk. Finally, the chapter presents a brief history of '*Sexual Health Information Networking and Education South Australia*' (SHINE SA) and how it came to administer the '*Keeping Safe: Child Protection Curriculum*' (KS:CPC) in South Australian schools in its current format (Section 2.5). This chapter also indicates possible gaps in the literature.

2.2. Michel Foucault, Louis Althusser, Ideology, and Power

2.2.1. Introduction

Paul-Michel Foucault was a French philosopher and political theorist whose works became popular in the 1960s and 1970s particularly with left-leaning political activist groups (Florence, 1994). Florence also suggested Foucault's personal politics ranged from Marxism, to communism, to anti-communism, to socialism until he finally settled on classical liberalism shortly before his death of AIDS related complications in 1984.

Foucault is often referred to as the father of post-modernism, although he personally rejected the label (Burrell, 1988). His academic works specialised in examining common aspects of life in fine magnification. His first major publication was *Histoire de la Folie* (*The History of Madness*, 1961) in which he examined the history of the 'insane' from the temporal perspective of the French Renaissance through to the Age of Reason (Gutting, 2005). He argued that much of what was considered madness was indistinguishable from individuals who did not subscribe to the popularly accepted zeitgeist of the period.

This theme of 'the other' was to run through many of his more influential works and this may have stemmed from his living as a homosexual male in a time and place when he personally was considered 'the other'.

Later works included examinations of discipline and punishment, an essay which linked punishment to the increasing ability of the state to enact oppressive power (Foucoult, 1975). It was in this essay that Foucault commented on the concept of the panopticon as a metaphor for totalitarian oppression of the people. The panopticon is a structure (physical or metaphorical) that allows those with institutional power to have total surveillance and control over the population, a subject mirrored in George Orwell's *Nineteen Eighty-Four*.

2.2.2. Oppressive and Normalised Power

The popular maxim: "*Knowledge is Power*" has its roots in Foucault's discourse on the use of power. However this is a very simplistic statement, the usage of which has strayed from its original meaning and needs to be redefined in its Foucauldian sense in order to assist in investigating the question of this dissertation.

Foucault himself described the quote as follows:

> "*power [is] understood in the first instance as the multiplicity of force relations immanent in the sphere in which they operate and which constitute their own organization; as the process which, through ceaseless struggles and confrontations, transforms, strengthens, or reverses them; as the support which these force relations find in one another, thus forming a chain or a system, or on the contrary, the disjunctions and contradictions which isolate them from one another; and lastly, as the strategies in which they take effect, whose general design or institutional crystallization is embodied in the state apparatus.*" (Foucault, 1978)

Understanding this requires an extrapolation of what Foucault meant by "*power*". Foucault posited that there were not one, but two types of power. The one most commonly observed form of power he termed variously "*oppressive power*", "*contract oppression*", "*repressive power*", or "*sovereign power*". It represents the most obvious uses of power; the minister enacting legislation, the police using physical force to arrest someone, a teacher giving instructions. These are interactions with a type of power that has the capability to take things from someone and it is a type of power that one only experiences sporadically (Foucault, 1980).

Foucault described another type of power that affects us in every moment of our lives. This type of power Foucault called "*capillary power*" or "*normalised power*". This type of power is omni-directional and is exercised and experienced by everyone in different ways. Normalised power

influences and controls our behaviour through our experiences with surveillance, cultural norms, advertisements, persuasion, suggestions from friends, shame, encouragement or discouragement, 'likes', shares, funny looks, and ridicule. These are the micro-tactics of 'normalised power'. It is important to stress at this point that the term 'normalised power' does not imply intent, bad or otherwise, simply that every individual's action influences the people around them and exerts 'power'.

When a society or sub-group within a society all hold the same 'normalised' beliefs, Foucault refers to these as 'truths'. To be clear; these 'truths' do not have to be factually accurate, just accepted as normal by the group.

Second, there needs to be a clarification of what Foucault meant by knowledge. He never intended the word knowledge, when used in conjunction with Foucauldian power, to mean a grasp of facts. It means an understanding of the 'truths' of a particular group. With our newly explained definitions, we can paraphrase the original quote to read: "*A deep understanding of the language and accepted beliefs of a group enables one to wield influence within that group.*"

In terms of teaching the KS:CPC, Foucault's concept of normalised power complicates analysis tremendously. It can be considered as a complex matrix of power relationships between the Federal Government and the Department for Education, the department and SHINE SA, SHINE SA and pre-service teachers, teachers and the university, teachers and students, students and parents, parents and teachers, and between everyone and the media (Fenech & Sumsion, 2007).

The use of language in the KS:CPC as viewed through the Foucauldian lens becomes most important. The terms and language used to describe something can generate enormous influence over the listener. "*Illegal aliens*", "*immigrants*", "*refugees*", and "*asylum seekers*" are all words that have been used to describe exactly the same people. These terms set the frame of the discourse and also influence the relationship between the speaker and the listener. Whichever term becomes the most commonly used, and therefore the 'truth', betrays the beliefs of the most powerful influencers in that sphere. Simply adding the word "*only*" to a number implies that it should be higher. The authors of the KS:CPC have tremendous influence over every teacher that disseminates the curriculum, and through those teachers, every student in every public school in the state. The KS:CPC can be considered within the construct of Foucauldian normalised power.

Foucault is not without his critics. His assertion that 'truths', particularly biological truths, are all a product of 'social discourse' or 'social construction' have drawn much criticism from other philosophers and scientists. Foucault denied that there was *any* intrinsic 'human nature' and that all

human behaviour was socially constructed (Chomsky & Foucault, 1971). This stance has been criticised widely as un-scientific ideology by professional thinkers like feminist professor Camille Paglia (Paglia & Peterson, 2018), clinical psychologist Jordan Peterson (Peterson, 2017), evolutionary biologist Richard Dawkins (Dawkins, 2009), and feminist philosophy professor Christina Hoff Sommers (Hoff-Sommers & Paglia, 2016).

In the 1971 televised Chomsky/Foucault debate Foucault stated:

> "We know the university and more generally the whole education system, which appears to distribute knowledge, maintain power in the hands of a certain social class to exclude the instruments of power of another social class." - (Chomsky & Foucault, 1971).

It is because of this that modern curricula must be very wary of disseminating ideology instead of evidence based information.

Louis Althusser continued and extended Foucault's work looking at public discourse and 'truths' as they pertain to ideology (Althusser, 2006). His first thesis considered the concept: *"Ideology is a "*Representation*" of the Imaginary Relationship of individuals to their Real Conditions of Existence."* He posited that no 'ideology' (religious, ethical, legal) corresponds to reality but only constitutes an illusion. He argued that it was this adherence to reality that marked the difference between a philosophy and an ideology; a philosophy (the study of science) changes to conform with new information about observable reality, an ideology (the belief in justice) does not.

Althusser suggested that the ideologies or 'beautiful lies' traditionally advanced by the 'priests and despots' are mirrored in how the government will fund (or not fund) any group based on that group's adherence to the government's own "truths", thus forming an alliance.

Althusser also suggested that the arbiters of the ideology of the State are those who wield Foucauldian power within an inner-party "clique" (Althusser, 2006). Those in the thrall of an ideology believe themselves, by definition, to be outside ideology: *"One of the effects of an ideology is the practical denial of the ideological character of the ideology"*. This was the impetus for the creation of double-blind experimentations. Scientists realised that it was always possible that their own world view (ideology) was influencing how they interpreted their data and proposed a way to circumvent it. There is always an issue of only acknowledging evidence that fits within a preconceived frame of reference, or an 'Overton window'.

2.2.3. The Overton Window

The Overton Window is a political concept coined by Joseph Overton (Beck, 2010). It describes a hypothetical window through which acceptable concepts for discussion can be entertained. While different individuals may consider different topics open for discussion, the Overton Window refers to the common zeitgeist of public discourse; the Foucauldian 'Truth'. This is a useful shortcut term for analysis as it describes quite a complex structure with an apt and versatile analogy.

Overton initially used the concept to describe the viability of political ideas. Essentially, the closer a proposal was to the middle of the window of 'truth', the more likely it was to become policy. Later, Joshua Trevino formalised the levels of idea descriptors from the outside in (see Figure 2.1). Ideas outside of the Overton window are '*unthinkable'* or '*radical'*. Within the borders of the window are the '*acceptable'*, '*sensible'* and '*popular'* ideas. Right in the centre of the window is '*policy'*, whether official or unofficial.

The concept also aligned with Vygotsky's concept of a Zone of Proximal Development; that an idea can only really be understood (or accepted) if it falls within the intellectual Overton window. In popular online political discussion one can often see debaters describe an idea as being "*within*" or "*outside*" the Overton window. The phrases "*trying to shift*" or "*expand*" the Overton window become intuitively understood.

Figure 2.1: The Overton Window (from Wikipedia: Overton window)

The ability to influence the position of the Overton window is the marker of true Foucauldian power. This is a position in which a group or individual does not simply have knowledge of and speak the language of 'truth' but is able to create their own 'truth'. The media, advertisers, spin doctors, and political activists all try to shift (or anchor) the window into the most beneficial position. This can be done in several ways:

- Control over the media. Social media giants like Google, Facebook, twitter and, locally, the ABC are all currently embroiled in controversy over their own alleged efforts to ideologically control the public discourse (Albrechtsen, 2014; Guynn, 2006; Nunez, 2016; Trielli & Diakopoulos, 2019).

- Intellectual agent provocateurs. By shocking the public with 'unthinkable' ideas, the Overton window may expand to encompass the merely 'radical' ones (Law, 2016).

- Censorship. The window can be anchored in place by silencing opponents through legal (gag orders, "hate speech" legislation, economic sanctions, de-platforming) or illegal means (harassment campaigns, tearing down posters) (Post, 1998). The European Union even passed new legislation in 2019 (Article 13) to ban the use of memes online in Europe (Swain, 2019).

- Dis-information. Misrepresenting reality ('*fake news*') to fit an ideology where an unthinkable idea can become an acceptable one. This can include identifying a real enemy or even creating a 'puppet' enemy (Lazer et al., 2018).

The rise of online uncensored media like YouTube and Reddit have severely damaged the monopoly of the traditional media giants and national newspapers in their control of the Overton window (Niklewicz, 2017). This led to one MSNBC host, Mika Brzezinski, to lament openly on-air, that Donald Trump was using twitter to "*undermine the (media) messaging so much that he could actually control exactly what people think. That is our job.*" (Network, 2017)

People who recognise that the public 'truth' is not accurate on a topic are said to have taken the Red Pill (Yeffeth, 2003).

2.2.4. The Red Pill

The Red Pill, or "getting Red-pilled" is derived from the 1999 Wachowski brothers film *The Matrix*. In the first chapter of the film the protagonist ('Neo') is offered two pills; "*You take the blue pill - the story ends, you wake up in your bed and believe whatever you want to believe. You take the red pill - you stay in Wonderland and I show you how deep the rabbit-hole goes.*" In this case the blue pill represents believing the popular, but false, 'truth'. The red pill represents the potentially uncomfortable facts about a situation.

This concept of being an '*other*' and perceiving an aspect of the world at variance to the hegemonic orthodoxy has also been covered in Orwell's *1984 (1949)*, John Carpenters sci-fi classic *They Live*

(1988), Aldous Huxley's *Brave New World (1932)*, Cassie Jaye's film about gender equality *The Red Pill (2016)*, and in Foucault's own *History of Madness (1961)*.

2.3. Gender-fair language (GFL)

2.3.1. Introduction

Language is a very powerful component of discourse as seen through a Foucauldian lens. The language moulds the discourse and the discourse creates the 'truth' (Hook, 2007). Language is the means by which bias is created in the 'truth' held by a particular group of people. Removing the potential for gender bias in public discourse has been an important subtopic of the last fifty years as it pertains to public documents, institutional literature, and laws.

Non-gender-biased discourse has been called many names over the last 40 years (non-sexist linguistics, non-gendered language) but the most common contemporary parlance is: Gender Fair Language (GFL) (C. A. Harris, Biencowe, & Telem, 2017). GFL concerns the use of gendered language in terms of the default gender of a text (consistently or more frequently using one type of gendered pronoun for examples), the number of gendered representations and the way in which the genders are portrayed. The literature suggests that GFL may have significant effects on feelings of isolation and improve inclusivity, engagement, and wellbeing. It also provides numerous examples on how to implement GFL (C. A. Harris et al., 2017; Sczesny, Formanowicz, & Moser, 2016).

2.3.2. Why it matters

The virtue of promoting gender equality is almost axiomatic in western society. Most businesses, universities and political parties have a gender policy or, at least, a women's policy (Branley, 2019; Dent, 2019).

The legal maxim: "*Expressio unius est exclusio alterius*" which translates to: "*by specifically mentioning one thing in a class, the exclusion of the other thing/s is implied*" (Duhaime, 2019) holds in both civil and contract law. It also pertains for Foucauldian discourse; to state that you are against white slavery implies that you are *not* against other types of slavery (McLoughlin & Gardner, 2007; Neale, 2008). In western discourse the exclusion, marginalisation or vilification of one gender is held to be immoral at best.

There have even been concerted efforts to criminalise gendered slurs and micro-aggressions as they are suggested to constitute oppressive '*dangerous-speech*' or '*hate speech*' (Weston-Scheuber, 2012). Although other research suggests that gendered terms (GT) are not what they once were. The 'blurring' of gender expression and relaxing of gender-roles has allowed previously GTs like 'slut', 'guys', 'bitch' and 'dick' to be commonly applied to either gender (Waksler, 1995).

On a state level, GFL can influence government policy and law. 'Politics is downstream from culture' is an oft repeated quote from Andrew Breitbart suggesting that if you can shift the Overton window of culture (the Foucauldian 'truth'), you can change government policy. This is largely carried out though the media and the education system (Meyers, 2011).

This type of Foucauldian window shifting has been recognised as a bi-directional phenomenon for decades. In 1933 Joseph Goebbels stated:

> *"If you tell a lie big enough and keep repeating it, people will eventually come to believe it. … It thus becomes vitally important for the State to use all of its powers to repress dissent, for the truth is the mortal enemy of the lie, and thus by extension, the truth is the greatest enemy of the State."* - Joseph Goebbels, 1933

In this excerpt it becomes clear that the Foucauldian 'truth' and the Goebbels 'lie' can often be one and the same. The essence of the 'truth', according to Foucault, is only that people believe it, not that it is accurate. Foucauldian discourse analysis thus demonstrates that language used to exclude, marginalise or vilify one gender is using 'normalised power' to bring about 'oppressive power' at the State level.

On an individual level, GFL can be very influential. Fetterley suggests that when people read or listen to texts where their gender is not represented, they are less likely to engage and remember details. It 'feels' like the text does not apply to them (Fetterley, 1978). Hoerrner states that gender stereotypes to which children are exposed through media make them more readily accept those stereotypes in real life and blind them to the realities of situations. (Hoerrner, 1996).

Some research suggests that GFL may reduce feelings of anger and depression and increase feelings of self-esteem (Swim, Hyers, Cohen, & Ferguson, 2001). Others suggest that gender-exclusive language (the generic '*he' in examples*, terms like '*violence against women*') can lead to a lower sense of belonging, and less motivation (Stout & Dasgupta, 2011).

GFL is also vitally important in the study of gender itself. Gender biased language can influence psychological paradigms creating an expectation that results in confirmation bias. If a researcher

goes into an experiment only looking for one type of result, that is the only type of result they will find. An accurate paradigm is of utmost importance in both setting up a research question and the collection and analysis of data.

2.3.3. Implementing GFL

An extensive search of the literature concerning GFL suggests that there are five main strategies for its implementation;

1. **Alternating pronouns**: Using 'she' for one example and then 'he' for the next one. This has been tried in sentence-by-sentence format and alternately chapter-by-chapter format (Madson & Hessling, 1999).
2. **Neutralisation**: the replacing of GTs ('she', 'policeman') with gender neutral terms ('they', 'police officer') (Sczesny et al., 2016).
3. **Feminisation**: the replacement of GTs ('she') with binomials ('he/she', 'him or her') (C. A. Harris et al., 2017).
4. **Female replacement**: The replacing of all terms (gendered or otherwise) with female generics ('he', 'he/she', 'applicant' all become 'she') (McConnell-Ginet, 2013).
5. **Creating and using new gender-neutral terms** ('zir','hen') in place of binomials or existing neutral terms ('he/she' or 'their') (Lindqvist, Renström, & Sendén, 2018).

'Female replacement' and 'Creating new terms' have not proved popular techniques in combatting linguistic gender bias (McConnell-Ginet, 2013). These two strategies have been included for the sake of completeness. The other three strategies each have their own strengths and drawbacks and will be examined more closely.

2.3.3.1. Alternating Pronouns

One of the main objections to GFL is that not only does it feel 'unnatural and clunky', it also feels like 'enforced thought policing' (Stahlberg, Braun, Irmen, & Sczesny, 2007). Using 'he' in one chapter, or paragraph, or sentence, and then 'she' in the next can also create some confusion in the reader. Alternating pronouns also gave the impression that the text was of lower quality that text with female-generics, male-generics, or gender-binomials (Madson & Shoda, 2006).

2.3.3.2. Neutralisation

Neutralisation is the strategy of simply removing all mention of gender from the text completely. The author uses 'they/their' or a non-gendered descriptor like 'worker'. This method of implementing GFL is most useful when there is little or no existing gender bias in the area. ie. A consumer of corn flakes might be reasonably expected to be of either gender, so "*they could have some corn flakes*" would be a reasonable use of neutralisation. The strength (and also the weakness) of this strategy is that it allows the reader to imagine whatever they want about the subject.

Neutralisation accommodates the perpetuation of personal bias and also a linguistic form of the logical fallacy: '*poisoning the well*' (Rigotti & Morasso, 2010; Walton, 2006). *'Poisoning the well'* refers to a pre-emptive set up of expectations *before* the argument is expressed. Even though the term 'poisoning the well' is the one used within the logical/semantic community, it is a phrase loaded with judgement. In this dissertation the concept of 'poisoning the well' (intentionally or otherwise) will be referred to by the term: 'biasing expectations'.

There are several ways of 'biasing expectations'. One way is to state at the beginning of the text that what follows will deal with *"the preponderance of male deaths in the work force"*. Any '*they'* or '*their'* or '*casualty'* that follows in the text automatically brings to mind a masculine image producing a bias in the reader and erasing the female casualties.

Another way is using a title like "*Beyond the "He/Man" Approach: The Case for Nonsexist Language*" (Martyna, 1980). This implies that sexist language is confined to male-generics only. All neutral references to sexism imply 'female as victim' and erase the male victims.

A more subtle use of Foucauldian power to '*bias expectations'* is to associate an issue strongly with one gender and subsequently allow existing social biases to play out in the readers mind. When the word 'terrorist' was used in the 2010s, there was a general tendency to associate the term with the debate about Muslim fundamentalism, whereas in the 1980s the tendency had been to associate the term with the Irish separatist movement.

2.3.3.3. Feminisation

Even though the term itself, 'feminisation', does not seem inclusive of the male experience, the modern version of the strategy is very effective. Initially the strategy was very similar to Female Replacement but without the removal of the masculine. It simply *added* feminine pronouns to text, ("*woman professor*" instead of the neutral "*professor*") (Sczesny et al., 2016). Feminisation also

incorporated gendered binomials ("*he or she*") and it is this aspect of the strategy that has endured. Complementary to neutralisation, this strategy is most appropriate when there *is* an existing gender bias in a conceptual area and it needs to be overcome ("*construction worker*" equals male, "*domestic violence victim*" equals female).

This modern strategy explicitly states the inclusion of both genders in all instances. The great strength of this strategy is that, regardless of the public 'truth' or any personal bias, both genders are explicitly included. This can alleviate much of the implicit bias imposed by any 'expectation biasing'.

The criticisms of feminisation include the following (C. A. Harris et al., 2017):

- By adding a gendered prefix to a position ("male nurse", "lady doctor") the original gendered binary assumption is reinforced.
- The gendered binomials are linguistically awkward and unnatural. They draw the audience's attention away from the subject and toward thoughts of gendered conflict.
- Gendered binomials reinforce the binary concept of gender for people who use the term 'gender' synonymously with 'gender expression' (ie. the belief in more than two genders).

2.4. The Gap in the Literature

A large gap in the literature concerning GFL exists. There appears to be little to no research on GFL and its effects on men and boys. This lack of literature includes reference to males in relation to a gender-fair frame of reference.

Many studies in the field of GFL make claim to investigate the effect of GFL on sexist attitudes and behaviours. However, what was reported on was how masculine-generic language affects attitudes towards women. No literature could be found addressing how feminine-generics or sexist language against men affected attitudes towards males.

Most of the studies into GFL only compared two linguistic systems: gender-neutral generics and masculine-generics (Cronin & Jreisat, 1995; C. A. Harris et al., 2017; Koeser, Kuhn, & Sczesny, 2015; Koeser & Sczesny, 2014; Kollmayer, Pfaffel, Schober, & Brandt, 2018; Swim et al., 2001). None of them examined feminine-generics as commonly used in gender studies, parent research, and most feminist literature where the default gender is almost always female. Cronin and Jreisat only examined 'attitudes towards women' and used the 'Attitudes towards women scale of 1972' to assess what was sexist language (Cronin & Jreisat, 1995). They did not address attitudes towards men or the use of feminine-generics. Their conclusion was that 'females used more non-sexist

language than males', however what they *measured* was how often females linguistically included themselves.

Other studies go so far as to define non-gender-fair language as 'gendered hate speech' and then continued to define it further with women as its sole victims (D'Souza, Griffin, Shackleton, & Walt, 2018). This means that they have pre-excluded all males from their concept of gender fairness.

The University of Adelaide's own Gender Inclusive language guidelines only have examples of removing male pronouns from the texts. It also provides links to the Australian Human Rights Commissions pages on Sex Discrimination which state: "women still experience inequality and discrimination in many important parts of their lives" ("Inclusive language guidelines," 2019). It goes on to state that:

> "The Sex Discrimination Commissioner's role is to advance gender equality, consistent with the Sex Discrimination Act 1984 (Cth) and the Convention on the Elimination of All Forms of Discrimination Against Women."

There is no mention anywhere in the document that men and boys should also be protected from discrimination and this contravenes its own implied purpose of promoting equality.

This dissertation will look at the gender representation of *both* genders in the KS:CPC documentation as administered by SHINE SA.

2.5. Sexual Health Information Networking and Education South Australia (SHINE SA)

2.5.1. What is SHINE SA and what does it do?

SHINE SA was first established as the Family Planning Association of South Australia (FPASA) in 1970 and was primarily involved in providing contraception and abortion information to women (Siedlecky & Wyndham, 1990). In 1974, Prime Minister Gough Whitlam set up a sex education program and the FPASA received a grant to produce an educational film on sexual health. That year, the Royal Commission on Human Relationships (1974) recommended sex and relationship education in schools and the South Australian Education Department embarked on its own pilot program.

The program was not uncontroversial, due largely to various interest groups objecting to its homosexual and gender politics content (Talukdar, Aspland, & Datta, 2013). In 1975 the Education Department issued guidelines that schools "*were not to be used for 'proselytising' about social,*

personal, moral or political matters". Talukdar (et al) suggests that it was felt by objectors that certain matters were best left to parents.

The FPASA slowly expanded its mandate to include sexually transmitted diseases, gay, and indigenous issues. When the general public became aware of AIDS in the 1980s the discussions about a comprehensive sex education program became more intense (Sendziuk, 2003).

FPASA changed its name to Family Planning South Australia (FPSA) in 1993 and shortly after that was renamed Sexual Health Information Networking and Education (SHINE). In 2003 SHINE implemented the Sexual Health And Relationships Education program (SHARE) in selected South Australian schools for years 8, 9 and 10. The SHARE curriculum dealt with pregnancy, abortion, HIV and other STDs, relationships, gender and power, and diversity (Dyson & Fox, 2006).

This curriculum was also met with controversy and objections were raised on religious and political grounds, as well as from advocates for child sexual abuse survivors. The South Australian Education Department took the objections under advisement, suggested changes to the SHARE curriculum (which were made), and in May 2004 SHINE released its new teacher manual "*Teach It Like It Is*" (Talukdar et al., 2013).

SHINE now conducts information seminars that fall broadly under the following topics:

- Sexually transmitted infections & blood borne viruses
- Contraception
- Pregnancy
- Puberty
- Aboriginal & Torres Strait Islander people
- Culturally & linguistically diverse communities
- Disability & sexuality
- Sexual & gender diversity

In 2008, SHINE was chosen by the Department of Education and Children's Services (DECS) to administer the training of teachers in the administration of its new Keeping Safe: Child Protection Curriculum.

2.5.2. The Keeping Safe: Child Protection Curriculum (KS:CPC)

The KS:CPC was implemented in 2008 to comply with the Department of Education's legal responsibility to "*protect children from abuse in its own setting and in the wider community*" ("Child Protection Curriculum – Information for Educators," 2019).

The curriculum was written in-house by the Department of Education and is a compulsory part of the curriculum for all South Australian public schools. The curriculum has components that must be presented for all years from Early Years (ages 3 to 5) up to Senior Years (years 10-12) and can only be taught by teachers who have undergone a full day KS:CPC training course administered by SHINE SA.

The KS:CPC training is a one-day seminar that consists of taking participants through some aspects of the workbooks, work sheets, video examples of workbook resources, and some activities to demonstrate how a teacher might present the curriculum in a classroom. There is no test or exam and participants receive their pre-printed completion certificate at the end of the seminar. As of 2018, the cost of the seminar for a pre-service teacher was $AUD 60.00.

The KS:CPC content comprises four "focus areas":

1. The right to be safe
2. Relationships
3. Recognising and reporting abuse
4. Protective strategies

This is then broken up into 5 age groups containing age-appropriate content of the curriculum;

1. Early Years: Ages 3-5
2. Early Years: Years R-2
3. Primary Years: Years 3-5
4. Middle Years: Years 6-9
5. Senior Years: Years 10-12

For **ages 3-5** the focus is on helping the children recognise their own feelings about a situation, safety rules, body language and boundaries, what to do in an emergency, fair and unfair, bullying, relationships and trust, body parts and appropriate touching, secrets, and who you can ask for help. The Early years curriculum relies heavily on children's stories and Disney-style movies (Fels et al., 2017a).

For **years R-2** the focus continues with feelings but uses more age appropriate examples. The content also includes body warning signs, identifying risks, rights and responsibilities, power in relationships, bullying (including cyberbullying), misuse of power, trust networks, body areas and boundaries, identifying abuse, types of abuse and neglect, secrets, assertiveness, persistence, and who you can ask for help (Fels et al., 2017e).

For **years 3-5** the curriculum repeats information about feelings and body warning signs with age-appropriate examples. It continues with risk taking and independence, rights and responsibilities, identity and stereotypes, power in relationships, social pressure, bullying, trust networks, public and private areas, identifying abuse, types of abuse and neglect, family violence, secrets, cyber-safety, video games and social media, problem solving, and persistence (Fels et al., 2017b).

For **years 6-9** the curriculum covers warning signs, risk-taking and emergencies, psychological pressure and manipulation, rights and responsibilities, healthy relationships, construction of gender, power in relationships, power and gender, bullying, trust networks, public and private areas, identifying abuse, types of abuse and neglect, dating violence, cyber-safety, family violence, problem solving, resilience, and persistence (Fels et al., 2017c).

Finally, the **year 10-12** curriculum covers warning signs, positive psychology, psychological pressure and manipulation, rights and responsibilities, sexual consent, healthy relationships, construction of gender, power in relationships, power and gender, harassment, public and private areas, identifying abuse, types of abuse and neglect, dating violence and date rape, cyber-safety, family violence, problem solving, resilience, and persistence (Fels et al., 2017d).

2.5.3. The 2017 Modifications

To better understand the KS:CPC, a Foucauldian lens can be used to investigate the program implementation. The KS:CPC can be seen as a web of Foucauldian power relationships; the government funds the Department for Education and has great influence over its messages, the department pays the authors and provides editorial guidelines, SHINE is paid to conduct the training, the pre-service teachers are told that they stand a better chance of being hired if they undergo the training, and the schools are told that the curriculum is mandatory. It can be implied that the 'sovereign power' of the State is transmuted into the 'normalised power' of the educational system. This suggests that the education system may function as dissemination centres for the government's ideology of the era.

Given its location in the matrix of power relationships that surround it, the education system is prone to being drawn into ideological battles initiated by successive governments. The question is, to what extent do ideological messages reach down through this system to impact students?

The first edition of the KS:CPC (v1.3e) was updated in 2017 under the Turnbull government to incorporate feedback from educators and to propagate the action plan set out by the Gillard government in 2010 – the "*National Plan to Reduce Violence Against Women and their Children 2010-2022*" (Fels et al., 2017d). This plan's stated aim is to reduce one facet of intimate partner violence: male violence against female and child victims. In practical terms, the KS:CPC component on domestic violence was modified to comply with the political action plan.

2.5.4. The gap in the KS:CPC research

There have been several studies into how effective child protection programs are (Briggs & Hawkins, 1994a, 1994b). However there appear to have been no gendered discourse analysis of the mandatory KS:CPC or any other child protection curricula. This could be considered a serious gap in the literature as this is an avenue for the dissemination of potentially political messages to the most vulnerable and susceptible of parties, children.

CHAPTER 3. Methodology

3.1. Introduction and Methodological Overview

A body of robust techniques exist and are used in the analysis of documents and written discourse. These have largely evolved from investigations into politics, literature and philosophy, and it is through these methods that the topic of this dissertation was investigated. This dissertation analysed how the KS:CPC represented gender in its discourse using a Foucauldian lens. This chapter describes the methodological approach and justification used to investigate that question (see Figure 3.1).

The analysis was restricted to the current (second edition) KS:CPC workbooks used to train pre-service teachers and as a curriculum guide in the classrooms, and version 1.3e. To perform the frequency analysis, a complete set of gendered pronouns and domestic roles were generated and searched for within the KS:CPC workbooks (Section 3.3). A Transactional analysis was performed on the identified terms generating four classes: carers, victims, aggressors and stand-ins (Section 3.4). Then Latent Class analysis was conducted on the supplied examples and hypotheticals (Section 3.5). Finally, comparisons were made between versions 1.3e and the second edition with respect to changes in content and the authors use of GFL and gendered examples (Section 3.6). Mention is also made of the theoretical framework that was used in the discussion section (Section 3.2).

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        │   Transactional Analysis (Categorisation) │
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        │         Latent Class Analysis        │
        └─────────────────────────────────────┘
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        │       Comparisons between editions   │
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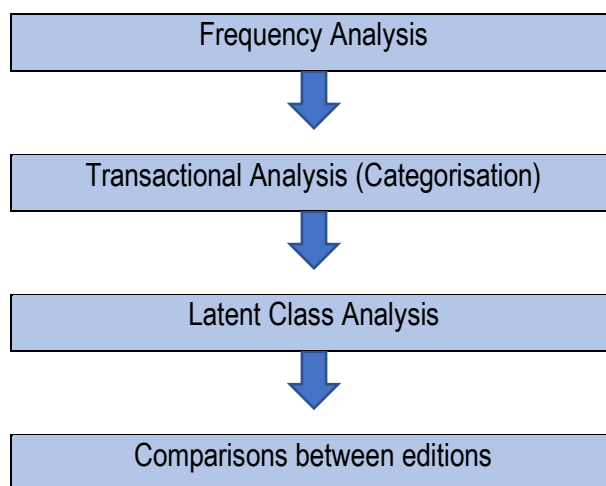
Figure 3.1: Methodological overview

3.2. Theoretical Framework

As discussed in Section 2.2 of the Literature review, a Foucauldian lens was applied to the language used in the KS:CPC manuals with respect to the use of normalised power (Foucault, 1980). Key stakeholders in the power dynamics were identified as the Department for Education, the SHINE practitioners, pre-service teachers, students and certain political advocacy groups.

This section also coupled the Foucauldian lens with Althusser's concept of ideology as a tool of the state as well as Critical Discourse Analysis (Althusser, 2006; Blommaert & Bulcaen, 2000). This analysis will take place in the discussion section of the dissertation.

3.3. Frequency Analysis

Frequency analysis is a subcomponent of Descriptive Statistics which is concerned with "quantitatively describing the characteristics of a set of data". In cryptography, linguistics and literature this is more commonly known as Word Frequency analysis and is ideal for creating frequency lists and assessing equitable representations (Amare, 2007; Paré & Kitsiou, 2017).

To facilitate answering the research question, a full list of gendered nouns and pronouns (he, she, man, woman, etc) and domestic roles (brother, aunt, etc) were generated from an online dictionary site (https://dictionary.cambridge.org).

A Frequency Analysis was then undertaken using the The Department for Education KS:CPC training manuals. At the time of writing, all resources were held at the Kineo Portal website under the Department for Education banner (https://kscpc.kineoportal.com.au/content/docs/). These resources could only be accessed via passwords provided when pre-service teachers enrol and pay for KS:CPC training.

Figure 3.2 depicts the Australian and International versions of the curriculum workbooks, as well as 75 other docx and pdfs covering Aboriginal, Disabled and Culturally diverse aspects of the Curriculum, as well as planning guides, overview charts, mapping tools and resource lists.
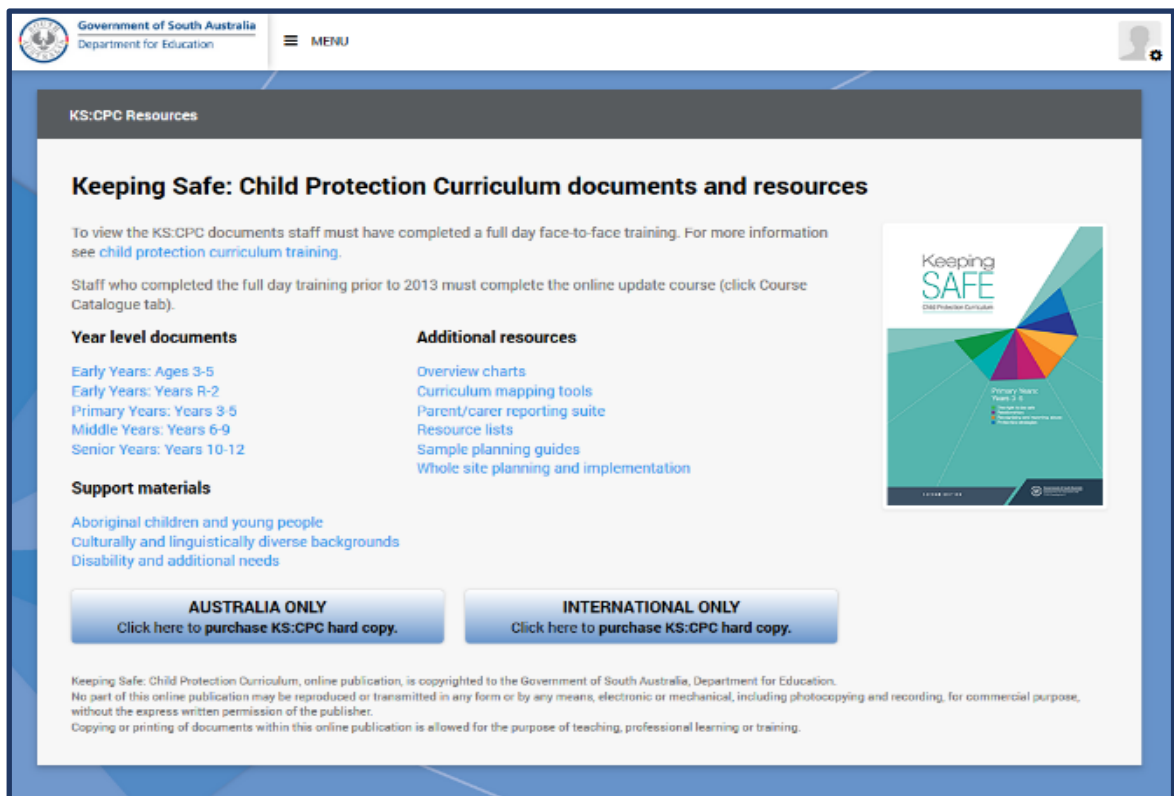

Figure 3.2: The KS:CPC resource page

Each of these documents contained multiple active links to other documents and supporting websites. The frequency analysis of gender representations was restricted to the text within the five core curriculum workbooks:

- KS:CPC Early Years: Ages 3-5 (Second Edition)
- KS:CPC Early Years: Years R-2 (Second Edition)
- KS:CPC Primary Years: Years 3-5 (Second Edition)
- KS:CPC Middle Years: Years 6-9 (Second Edition)
- KS:CPC Senior Years: Years 10-12 (Second Edition)

In 2017 the KS:CPC was modified to conform with the *National Plan to Reduce Violence Against Women and their Children 2010-2022* (Section 2.5.3). To facilitate a better understanding of the gender representations within the core documents, the same frequency analysis was performed on the KS:CPC version used immediately prior to the 2017 update (v1.3e).

3.3.1. Gender-Fair Language

The workbooks and their corresponding predecessors (v1.3e) were word-searched for the use of the terms "*they*", "*their*" and "them" as well as the use of the following word binomials (and their reverses): '*he/she*', '*she or he*', '*him/her*', '*her or him*', '*him/herself*', '*her or his self*', '*his/hers*', '*hers or his*'.

There was an issue of duplication, as any search of the GT "her" also returned instances of the gender-fair "her/him".   To get an accurate comparison between GT and GFL the results of the quantitative word-searches were adjusted to remove the duplications incurred by the word inclusions.

3.3.2. Gender Representation

The following list of GTs was searched for throughout the curriculum workbooks. Table 3.1 shows each GT and its topic heading (eg. '*her*', '*hers*' and '*herself*' was grouped under the title '*her*'). Due to time constraints and logistical issues, gendered names like Jane and John were not searched for. The logistical issues primarily stemmed from the workbooks frequent use of gender-ambiguous names like 'Sam' and 'Kim'.

Title	Search terms
She	She, she's
Her	Her, hers, herself
Woman	Woman, woman's
Women	Women, women's
Female	Female, females, female's
Girl	Girl, girls, girl's
Sister	Sister, sisters, sister's
Mother	Mother, mothers, mother's, mum, mums, mum's, mummy, mummies
Daughter	Daughter, daughters, daughter's
Aunt	Aunt, aunts, aunt's, aunty, auntie, aunties, auntie's
Grandmother	Grandmother, grandmother, grandmother's, grandma, grandmas, grandma's, granny, grannies, granny's
Girlfriend	Girlfriend, girlfriends, girlfriend's
He	He, he's
Him	Him, himself, his

Man	Man, mans, man's
Men	Men, men's
Male	Male, males, male's
Boy	Boy, boys, boy's
Brother	Brother, brothers, brother's
Father	Father, fathers, father's, dad, dads, dad's, daddy, daddies, daddy's
Son	Son, sons, son's
Uncle	Uncle, uncles, uncle's
Grandfather	Grandfather, grandfathers, grandfather's, grandpa, grandpas, grandpa's
Boyfriend	Boyfriend, boyfriends, boyfriend's

Table 3.1: Gendered terms used in the frequency analysis

3.4. Transactional Analysis

Transactional Analysis (TA) is a post-Freudian branch of Psychology that deals with social interactions and conflicts (Stewart & Joines, 1987). It was developed in the 1950s by Eric Berne and drew on many of the psychological giants of the time including Freud, Weiss, and Erikson (Berne, 1968). TA was popularised by the books *Games People Play* and *I'm Okay, You're Okay* (Berne, 1968; T. A. Harris, 2012). One very useful component of TA is its structured approach to social interactions. One of Berne's students, Stephan Karpman, extended the analysis to formalise three roles in conflict situations: '*the victim'*, '*the persecutor'*, and '*the rescuer'* (Barrow, 2007; L'Abate, 2009; Shmelev, 2015). TA acknowledges that not all the roles are filled in *every* conflict situation. It was this formalised TA approach that was used for categorisation of GTs. For the purpose of this analysis '*persecutor'* was replaced by '*aggressor'*, '*rescuer'* was replaced by '*carer'*, and '*victim'* remained unchanged. These changes enabled the nomenclature to remain consistent between the TA and the Latent Class Analysis.

3.4.1. Categorisation

A fourth role was added for the analysis; that of the "*stand-in*". With the sheer volume of GTs in each workbook there were numerous instances where the GT did not correspond to any of the three roles specified by TA. The stand-in category took the place of the representation of the default gender as discussed in the Literature Review (Section 2.3.1).

Great care was taken for consistency in categorisation to avoid cognitive bias. To this end a simple, consistent criterion was followed:

What behaviour was the document *portraying* as something to be avoided? ie. A *negative* behaviour.

This criterion formed the keystone of the categorisation and made maintaining an objective mind-set more achievable. In this way, even if the researcher personally thinks a behaviour is acceptable, if the text suggests it is not acceptable then the behaviour counts as 'negative'. It is the individual portrayed as engaging in this negative behaviour who was marked as an '*aggressor*'. From there, the individual who was portrayed as the subject of the negative behaviour was marked as a '*victim*'. Any individual portrayed in the text as trying to alleviate the effects of the negative behaviour or simply trying to help another individual (providing a nett benefit) was marked as a '*carer*'.

The following excerpts are examples of what description marked an individual as an aggressor or a victim:

- *"I had a bad dream last night. I saw a **man** hit my **mum**."* (*Years 10-12 page 24*) – This added one count of aggressor under the heading '*man'* and one count of victim under the heading '*mother'*.
- "*At home, **her brothers** say **she** is stupid and fat."* (Years 10-12 page 96) – This added an aggressor count to '*brother'* and one count of victim to each of '*her'* and '*she'*.
- "What if Goldilocks told **her** best friend **she** would hurt **her** if **she** told anyone?" (Ages 3-5 v1.3e page 87) – This added an aggressor 'her', an aggressor 'she', a victim 'her' and a victim 'she'.

Examples of what counted as a 'carer':

- "The teacher acknowledges **she** heard the story, affirms the feelings of the student and indicates **she** will follow up the disclosure." (Years 6-9 page 24) – This was two counts of carer under the title 'she'.

Likewise, where there was a "*carers list*" or a "*people you can turn to*" list, all the gendered pronouns on that list were counted as carers.

Paragraphs where there was a single person established as either an aggressor or a victim at the start, had all their gendered pronouns counted as an aggressor or a victim respectively for the rest of that paragraph.

Longer, more complex scenarios were problematic. In a section dedicated to teaching about sexual abuse there was already an expectation at the start of the scenario that there would be an aggressor. The following scenario is used as an example: "**She** *is at home alone."* – At this point in

the scenario, 'she' was still a stand-in, there was no negative behaviour on display yet. *"**Her uncle arrives.**"* – At this point the expectation of the threat established by the title of the segment was so obvious that this 'her' counted as a victim, and the 'uncle' as an aggressor. The workbook had established the danger situation and, as long as the situation persisted, all GTs associated with the first 'she' were categorised as victim. It *could* be argued that the first 'she' could also be classed as a victim due to expectations based on the rest of the core text, but at that point the 'she' *could* still have become the aggressor to another character, so it was not counted.

3.5. Latent Class Analysis (LCA) of the Working Examples and Hypotheticals

LCA is a subset of 'structural equation modelling' and is concerned with identifying patterns of interactions between discrete classes, thus revealing 'latent' classes (Grace-Martin, 2017; Kaplan, 2008). In this dissertation the classes will be 'aggressor', 'victim', 'gender-male', 'gender-female', and 'gender-neutral' (Giang & Graham, 2008). LCA was used exclusively to analyse the KS:CPCs portrayal of conflict in the workbooks.

As well as the general content of the workbooks there were numerous worksheets and examples contained in the main area as well as the appendices of how negative behaviour may be encountered and recognised. Each of these examples was examined for GTs and neutralised language and assigned into an aggressor/victim grid to ascertain if there were any latent classes.

Table 3.2 represents the Aggressor/Victim table, into which all examples and hypothetical portrayals of negative behaviour (and their workbook and page numbers) were allocated (see Appendix 2 – Working Examples / Case studies / Hypotheticals). This enabled the six classes: female-aggressor, male-aggressor, neutral-aggressor, female-victim, male-victim, and neutral-victim to interact and reveal latent class patterns.

		Aggressors			
		Female	Male	Neutral	Totals
Victims	Female	Girl hits girl	Boy hits girl	'Somebody' hits girl	#
	Male	Girl hits boy	Boy hits boy	'Somebody' hits boy	#
	Neutral	Girl hits 'someone'	Boy hits 'someone'	'Somebody' hits 'someone'	#
	Totals	#	#	#	

Table 3.2: The Aggressor/Victim table

3.6. First and second edition comparisons

In 2017 the KS:CPC was "*updated in response to the National Plan to Reduce Violence Against Women and their Children 2010-2022*" (Fels et al., 2017d). The same Frequency Analysis, Transactional Analysis, Latent Class Analysis, and Foucauldian lens was applied to the v1.3e workbooks to enable a comparison of the changes in gender representations due to the update.

The frequency of GTs, distribution of TA representations and LCA distributions were compared and major content modifications were assessed.

3.7. Calculations of percentage differences

This dissertation made frequent use of comparative statistics and percentages throughout the findings and discussion chapters. In the interest of repeatability, the formula used for these comparisons is included here.

The standard formula for calculating a percentage is: $(x/y)*100$. Where x is the number of items in question and y is the total number of items. Multiplying by 100 changes the result from a fraction (1/4) to a percentage (25%).

Example: Group A has been mentioned 28 times and Group B has been mentioned 7 times. Using the above formula it would be accurate to say that Group A has been mentioned at 400% $((28/7)*100)$ the frequency of Group B. It would also be accurate to say that Group B has been mentioned at 25% $((7/28)*100)$ the frequency of Group A.

CHAPTER 4. Results

4.1. Introduction

The KS:CPC workbooks were subjected to frequency analysis, transactional analysis and latent class analysis in order to answer the research question of how they represent gender. These results were primarily concerned with the second edition as it was the one being used to train pre-service teachers. Version 1.3e of the KS:CPC was also analysed but only in reference to the second edition and is consistently denoted by the suffix v1.3e.

This chapter presents the salient findings for the KS:CPCs use of Gender Fair Language (GFL) and Gendered terms (GT) (Section 4.2), the results of the frequency analysis (Section 4.3), the transactional analysis and the portrayal of the genders the categories of carer, victim, aggressor and stand-in (Section 4.4), and the results of the latent class analysis (Section 4.5).

The final section examines the changes in the usage of GFL, GT and content between v1.3e and the second edition (Section 4.6). It also reveals miscellaneous findings in the workbooks with respect to gender (Section 4.7).

4.2. Gender Fair Language (GFL)

The KS:CPC workbooks were searched for their use of GFL including neutral terms like 'they', 'them' and 'their', and also their use of gendered binomials like "he or she".

The data showed (see Figure 4.1) the amount of GFL was comparable both along the year groups and through the update from v1.3e to the second edition. There *was* some change between editions with the second edition always using *more* neutralised language than the first edition by between 2% (Ages 3-5) and 11.5% (Years 10-12).

The differences in the use of GTs both along the year groups and through the update was much more significant. Looking firstly at just the second edition (darker green) it can be seen that GT usage increased almost exponentially until Years 5-9 and then there is a marked drop (42%) in the final year grouping of 10-12.

GT and GFL for Editions 1 and 2, by age group

	Ages 3-5	Years R-2	Years 3-5	Years 6-9	Years 10-12
GT v1.3e	301	331	507	776	448
GT Second Edition	201	245	497	1072	753
GFL v1.3e	670	767	667	700	600
GFL Second Edition	684	803	684	764	678
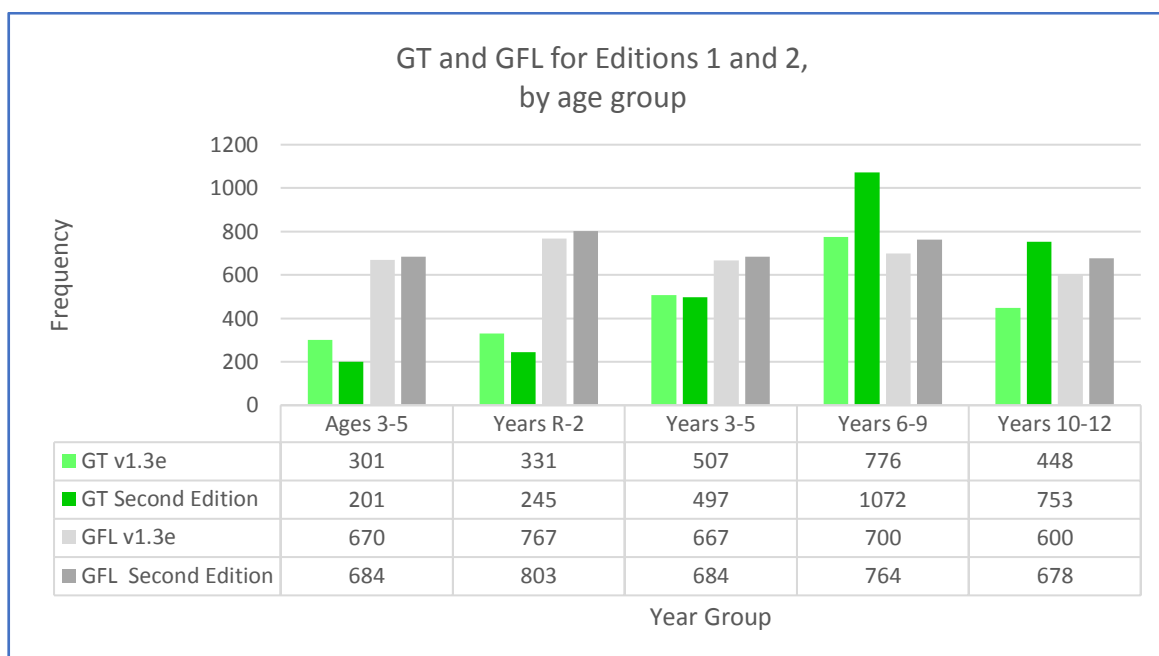
Figure 4.1: GT and GFL for the first and second editions

An examination of the changes made to the use of GTs between the first and second editions also reveals an obvious trend (Figure 4.2). For the first year-group (ages 3-5) there was a drop in the use of GTs by 33%, for the next year group there is a drop of 26%. By the middle years (years 3-5) the drop has reduced to 2%. In the penultimate year the use of GTs had *increased* by 18% and in the final year it increased by 41%.
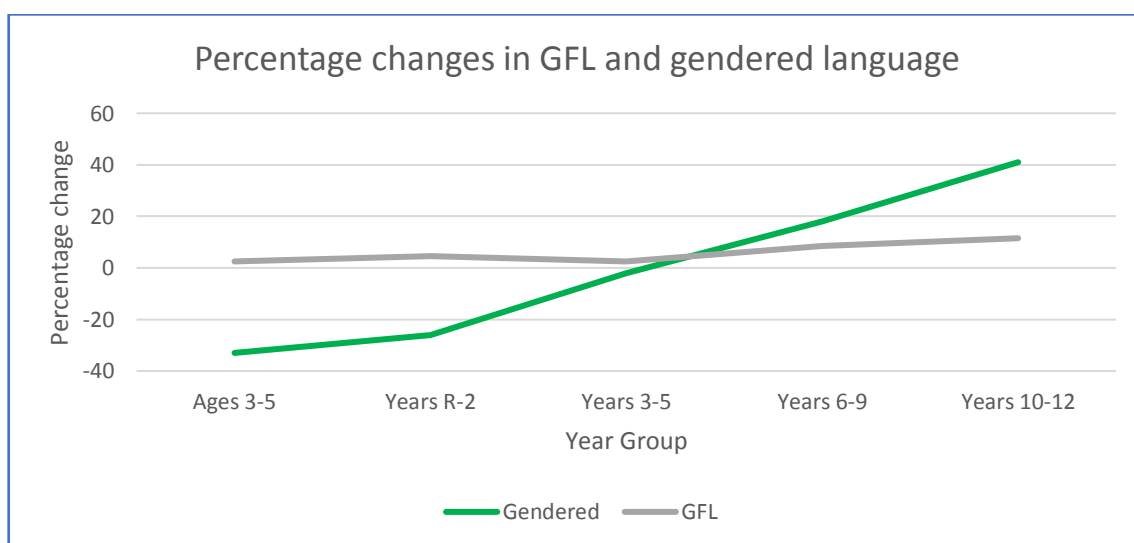
Figure 4.2: Changes in the % use of gendered and GFL between editions by year group

4.3. Frequency Analysis

The KS:CPC referenced GTs throughout the first and second editions. A frequency analysis was conducted allocating terms into male and female categories and year-group categories.

There was not much significant difference between the total number of masculine and feminine terms used across all year levels (~8% - see Figure 4.3).

When viewed across year levels (Figure 4.4) there were more obvious trends. One item of note was the spike in the use of GTs in the years 6-9 workbooks. This was also the only workbook where males were mentioned more than females.

An additional item of note is the enormous difference in gendered representations in Ages 3-5, where feminine terms are used at 238% the frequency of masculine terms.
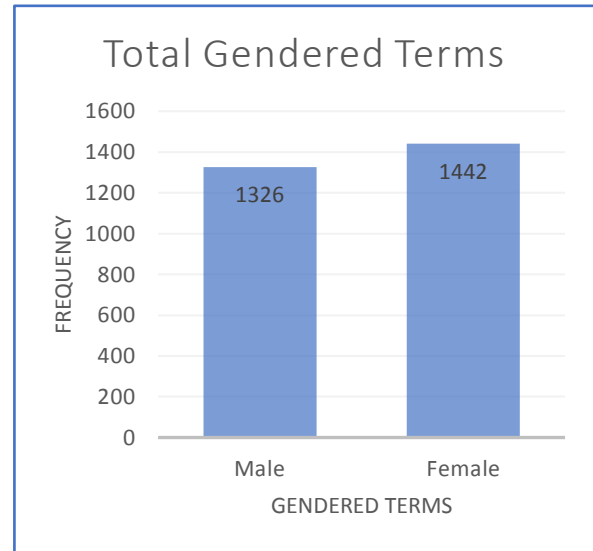
Figure 4.3: Total gendered terms used in the workbooks
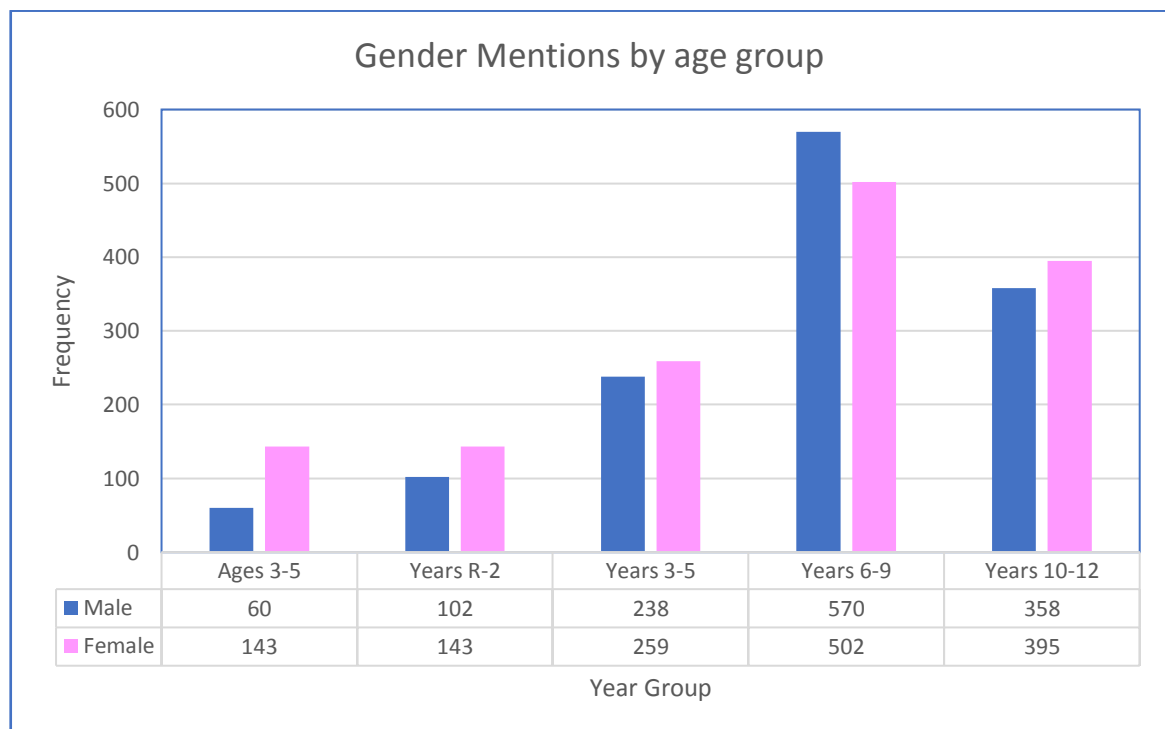
Figure 4.4: Gendered terms by year group

4.4. Transactional Analysis (TA)

Each of the GTs revealed in the FA existed as a conceptual representation of an individual in the text. These constructs of discourse possessed intrinsic attributes like motivations and actions. To provide a more nuanced and qualitative analysis the TA assigned these conceptual actors into the four categories: carer, victim, aggressor and stand-in.

Figure 4.5 represents how males were portrayed in the KS:CPC workbooks. The majority (35%) was portrayed as the aggressor, followed by stand-in (32%), victim (28%) and finally carer (5%).

The portrayal of females was very different. Figure 4.6 shows how females were portrayed in the KS:CPC workbooks. The majority (46%) was portrayed as victims, followed by stand-ins (37%), carers (11%), and finally aggressors (6%).

Females were portrayed in caring roles at 263% the frequency of males, and they were portrayed as victims at 181% the frequency of males, coming out at almost half of their total representation – the single largest category for any representative group.

Females were also portrayed as the stand-in gender at 124% the rate of males, suggesting 'female' is the default gender of the text.

In terms of aggressors, however, males were portrayed as the aggressor at over 600% the frequency of females, making men and boys the aggressors in the workbooks 93% of the time.

The above figures show the KS:CPCs representation of the genders over the whole of the second editions. However, it is important to examine these categories in a more qualitative way.
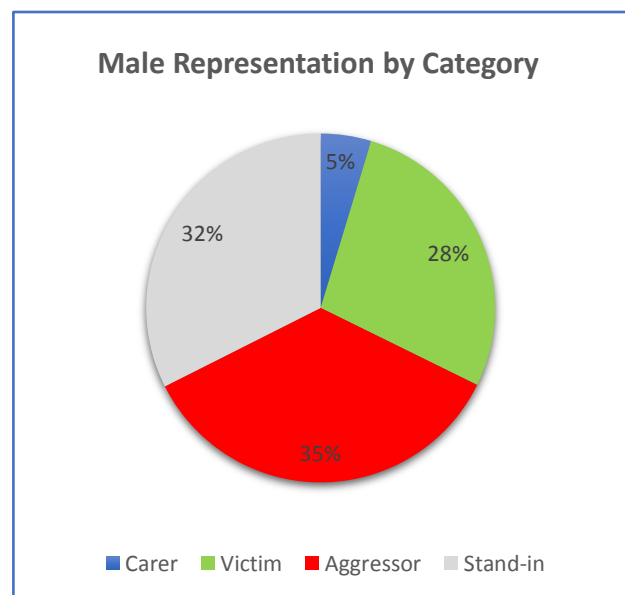
Figure 4.5: Male portrayal by category
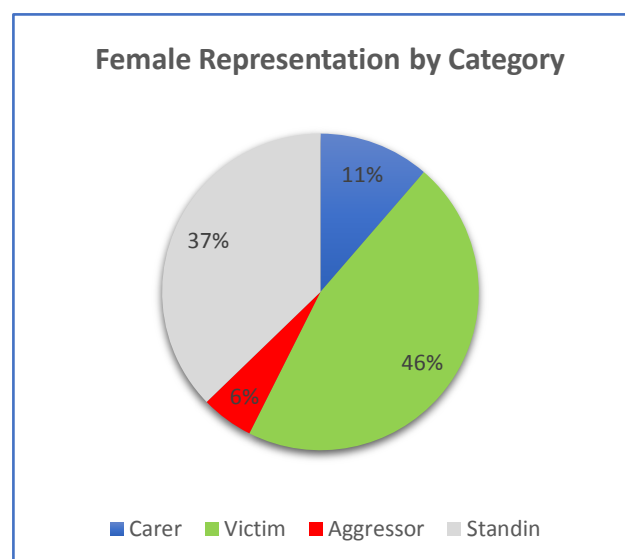
Figure 4.6: Female portrayal by category

4.4.1. Portrayal of Carers

The portrayal of the genders as carers was very asymmetrical in the workbooks with females consistently presented as more caring than males in every year group (Figure 4.7). The smallest disparity in gender representation of carers was in Years 10 - 12 where there was only a 163% difference. While in Years 3-5 there was a 487% disparity.

Carers by gender and year group					
	Ages 3-5	Years R-2	Years 3-5	Years 6-9	Years 10-12
Female	28	31	39	47	18
Male	7	10	8	26	11
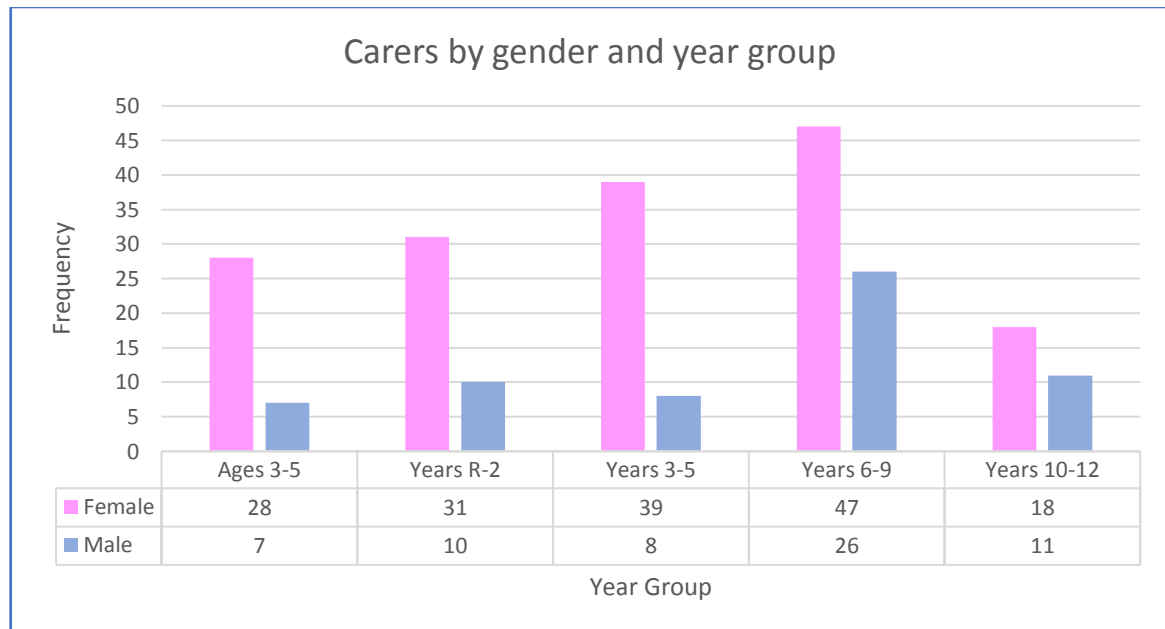
Figure 4.7: Portrayal of gendered carers

4.4.2. Portrayal of Victims

The KS:CPC workbooks portray victims in several ways. Subjects could be victims of:

- Same sex peer bullying
- Cross sex peer bullying
- Adult physical, emotional, and sexual abuse (from males or females)
- Circumstance (living in poverty, a parent dying, becoming lost and afraid)

Regardless of the cause, females were more often portrayed as the victim in every year group, the most pronounced being at Years R-2 where they were portrayed as victims at 428% the rate of their male counterparts (Figure 4.8).
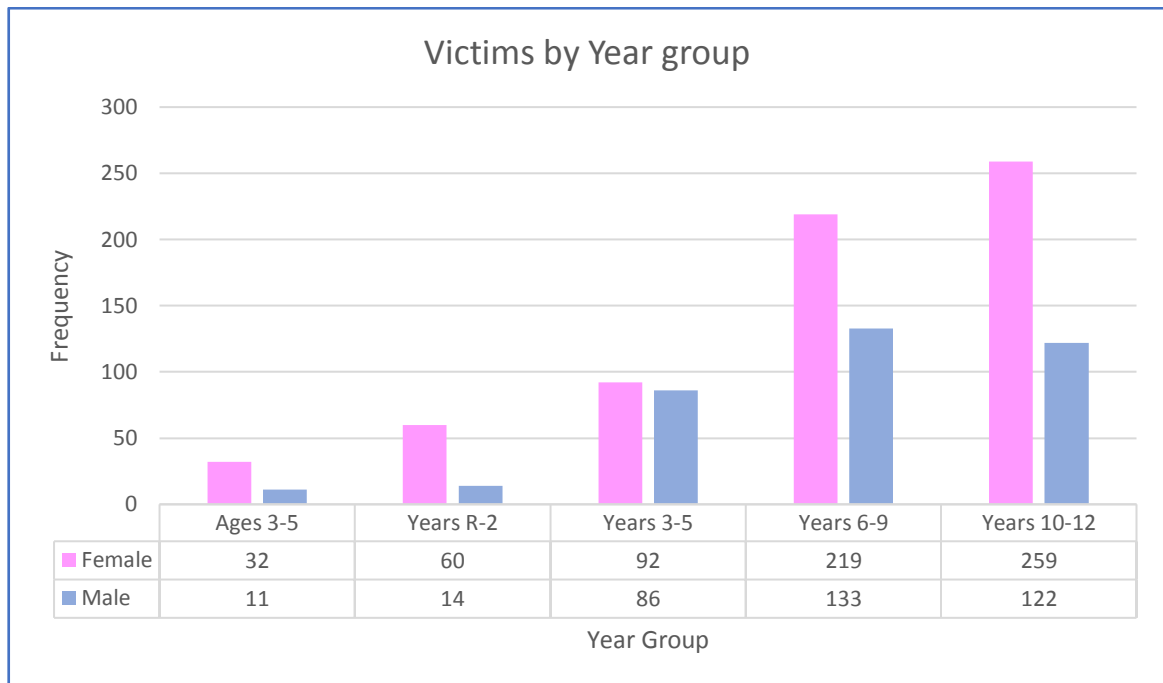
Figure 4.8: Portrayal of gendered victims

One standout item of note is the portrayal of victimhood at the Years 3-5 level. They are almost at parity with only a 7% difference between genders.

4.4.3. Portrayal of Aggressors

The portrayal of the genders as aggressors was the most asymmetrical of any category with males always presented as more abusive than females in every year group (Figure 4.9). There was never anything close to parity in any year group, the closest to equity being Ages 3 - 5 where there was only a 250% disparity, while in Years 5-9 there was a 900% disparity.

"Appendix 3 – Examples from the workbooks", Sections A and B show some of the more overt and more subtle additions of gender to the text that increased the number of male aggressors.
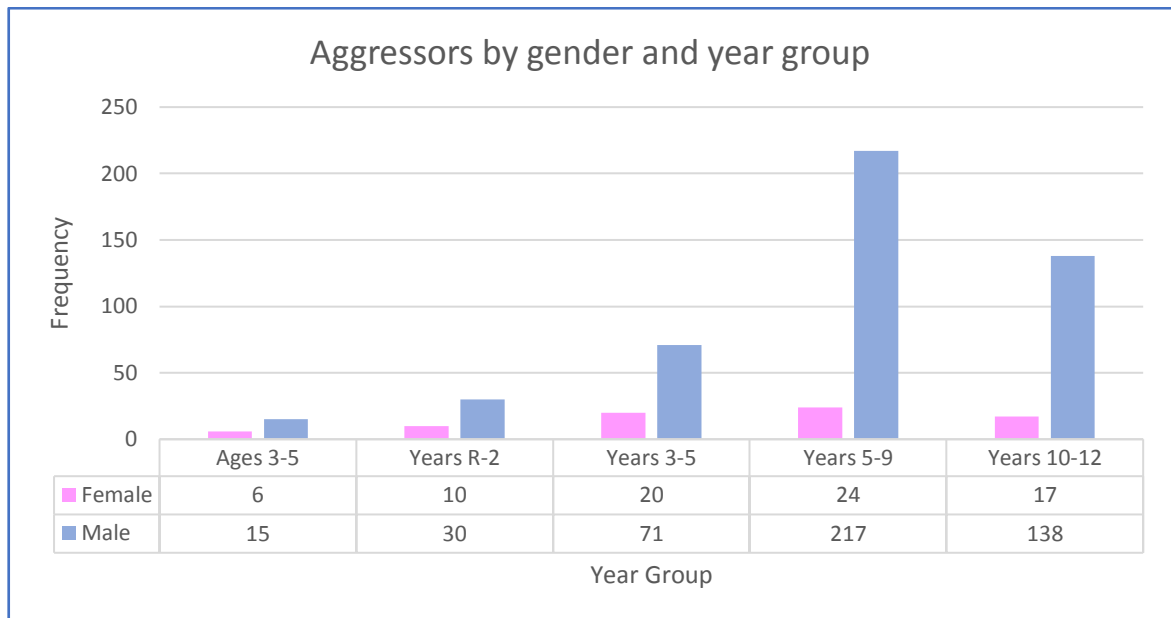
Figure 4.9: Portrayal of gendered aggressors

4.4.4. Portrayal of the Stand-in Gender

Disparities in the portrayal of the stand-in gender are nowhere near as pronounced as any of the other categories. In fact in Years R-2 there are actually more stand-in males than females by 7% (
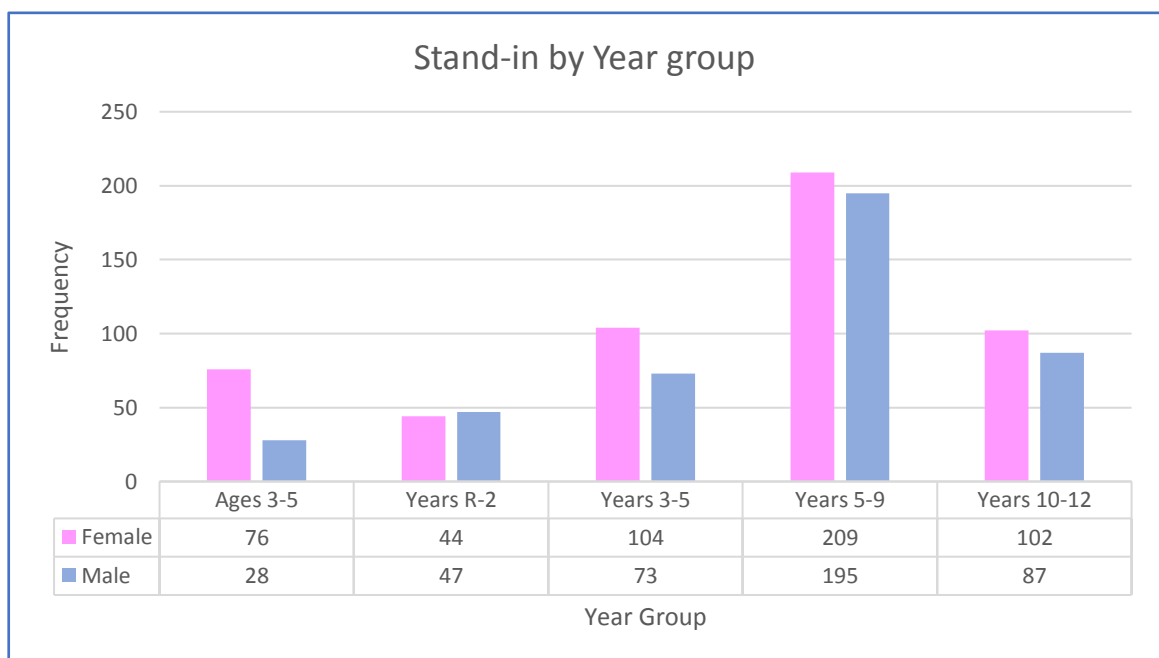
Figure 4.10). There are still significant inequities in gender representation in Ages 3-5 and Years 3-5 (271% and 142% respectively) but they could possibly be accounted for by situational familiarity (almost all early childhood workers *are* female).
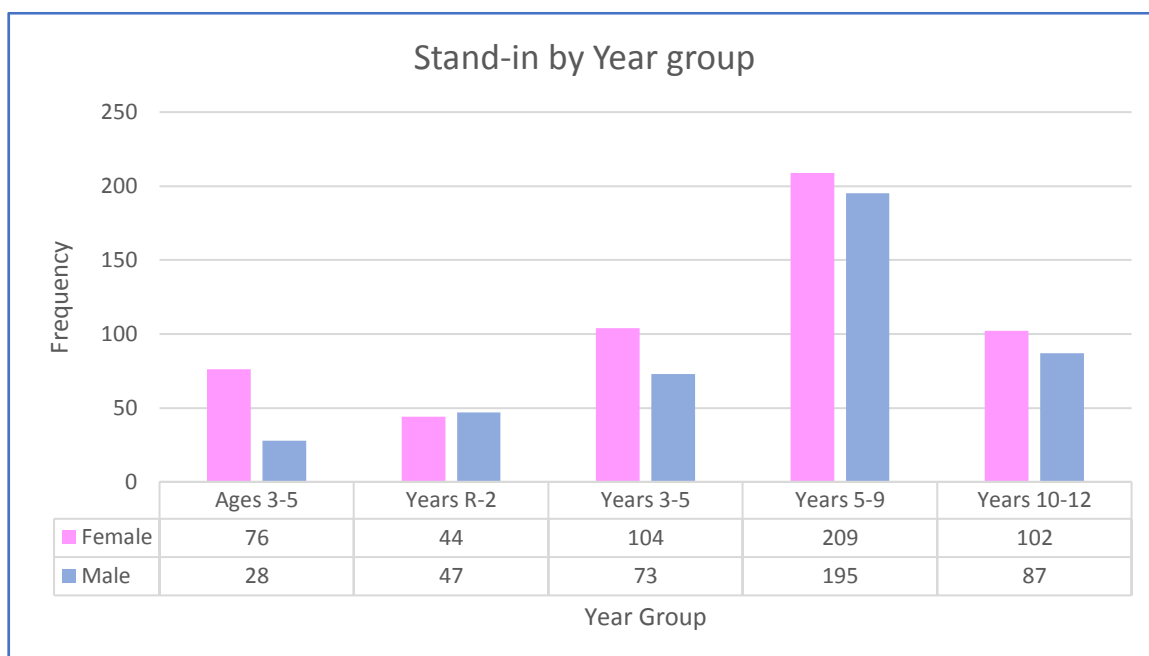
Figure 4.10: Portrayals of gendered stand-ins

4.5. Latent Class Analysis (LCA) of Working Examples and Hypotheticals

As an educational tool the KS:CPC followed best teaching practice and provided many worksheets and in-text examples of situations where mistreatment or abuse may occur, how to recognise it and what may be done in terms of keeping safe. A complete account of these examples was taken, complete with the genders of the aggressors and victims and the page numbers of the workbooks (see Appendix 2). Once again there were marked asymmetries to how the genders were portrayed (see Figure 4.11). The single largest latent group was male aggressors against females (n=84) compared to the single smallest latent group; female aggressors against males (n=2).

Frequency of Aggressor/Victim by Gender

	Female Victim	Male Victim	Neutral Victim
■ Female Aggressor	19	2	6
■ Male Aggressor	84	38	20
■ Neutral Aggressor	52	37	51

Gender of Victim
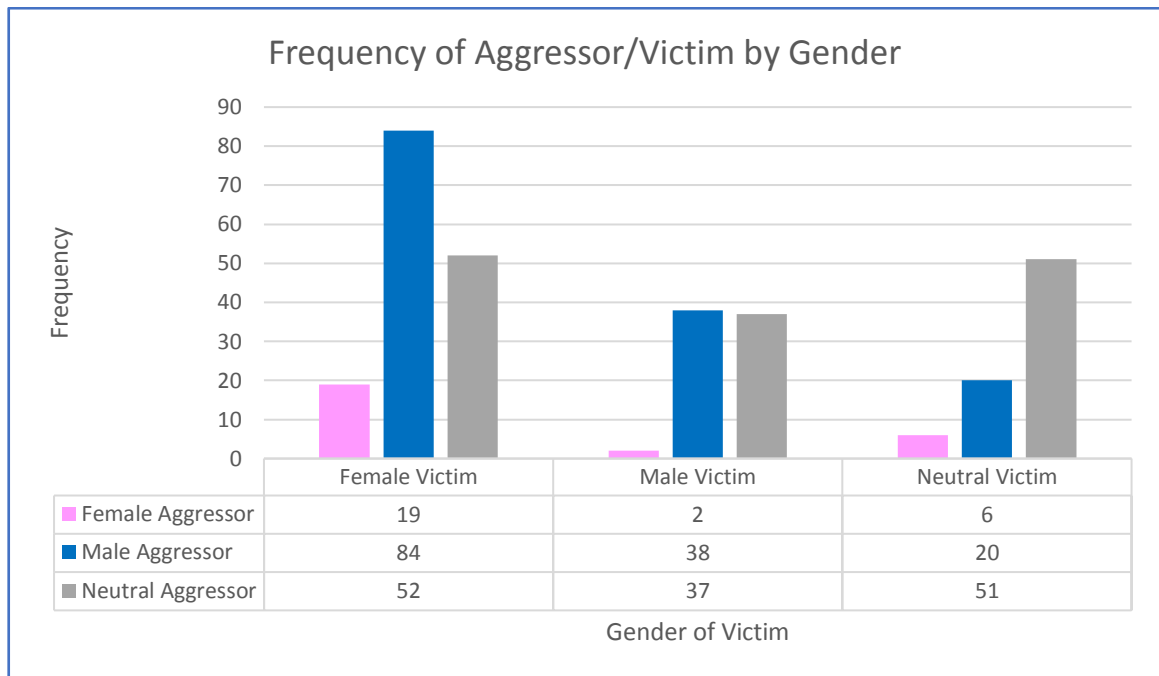
Figure 4.11: Frequency of gendered aggressor/victim examples in the second edition

4.5.1. Gender neutral victims

Where there was a neutral victim ('***somebody was hurt …***', '*a **student** was belittled …*') the most common aggressor was also neutral (n=51), suggesting a deliberate attempt at GFL (Figure 4.12). The next most common aggressors to the neutral victims were male at 26% ('*when a **boy** hits **someone**'*). Females were only portrayed as aggressors against neutral parties 8% of the time. This was a consistent theme throughout the workbooks with females represented the least often in the aggressor category.

Neutral Victims

- 8%
- 26%
- 66%

■ Neutral ■ Male ■ Female
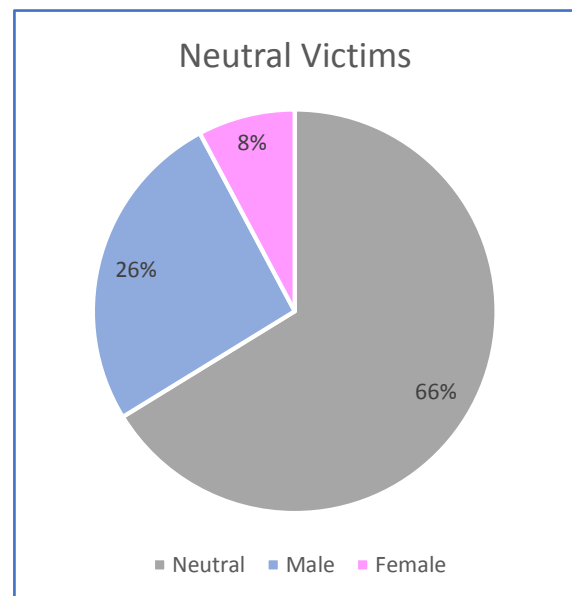
Figure 4.12: Neutral victims and the gender of their aggressors

4.5.2. Female victims

The KS:CPC workbooks very rarely portrayed females as being the aggressor (n=19), and then almost exclusively towards other females. Figure 4.14 demonstrates that female aggression towards other females (n=19) accounted for more than double their aggression towards males (n=2) and neutrals (n=6). However, the workbooks still portrayed males as being the primary aggressors towards female victims by a factor of 458%.
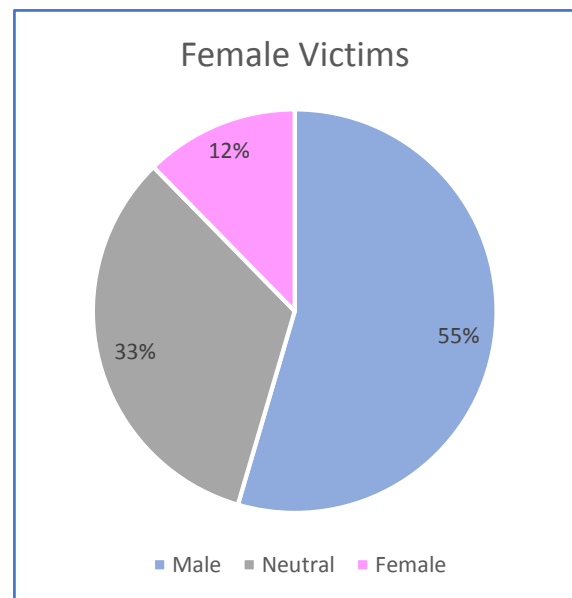
Figure 4.13: Female victims and the gender of their aggressors

4.5.3. Male victims

Where males are portrayed as victims the aggressors were either other males or gender-neutral representations of aggressors (*'when **somebody** hit **him** …'*) (Figure 4.15).

Throughout the five workbooks females were only represented as aggressors to male victims two times, once in Years 3-5, and once in Years 10-12 workbooks. These two examples in themselves merit further examination in Section 4.5.5 Cross sex aggression and bullying.
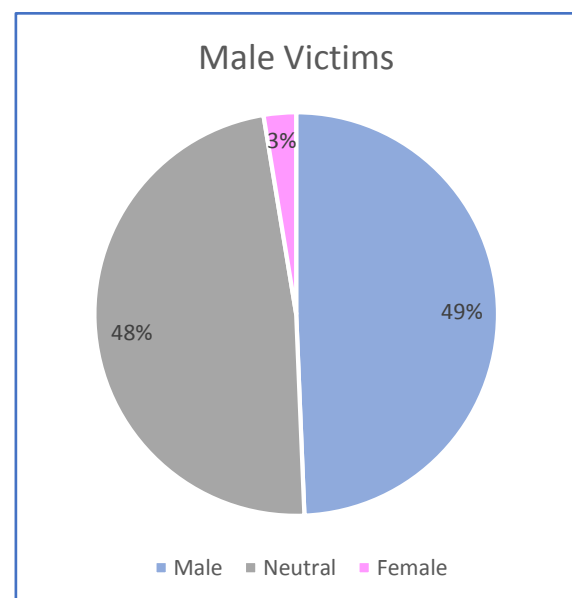
Figure 4.154: Male victims and the gender of their aggressors

4.5.4. Same sex aggression and bullying

The KS:CPC portrayal of same sex aggression and bullying was very informative particularly as it progressed along the year groups (Figure 4.).

Portrayals of same-gender aggression by year group

	Ages 3-5	Years R-2	Years 3-5	Years 6-9	Years 10-12
Girl abuses girl	2	3	7	5	2
Boy abuses boy	2	4	10	12	10
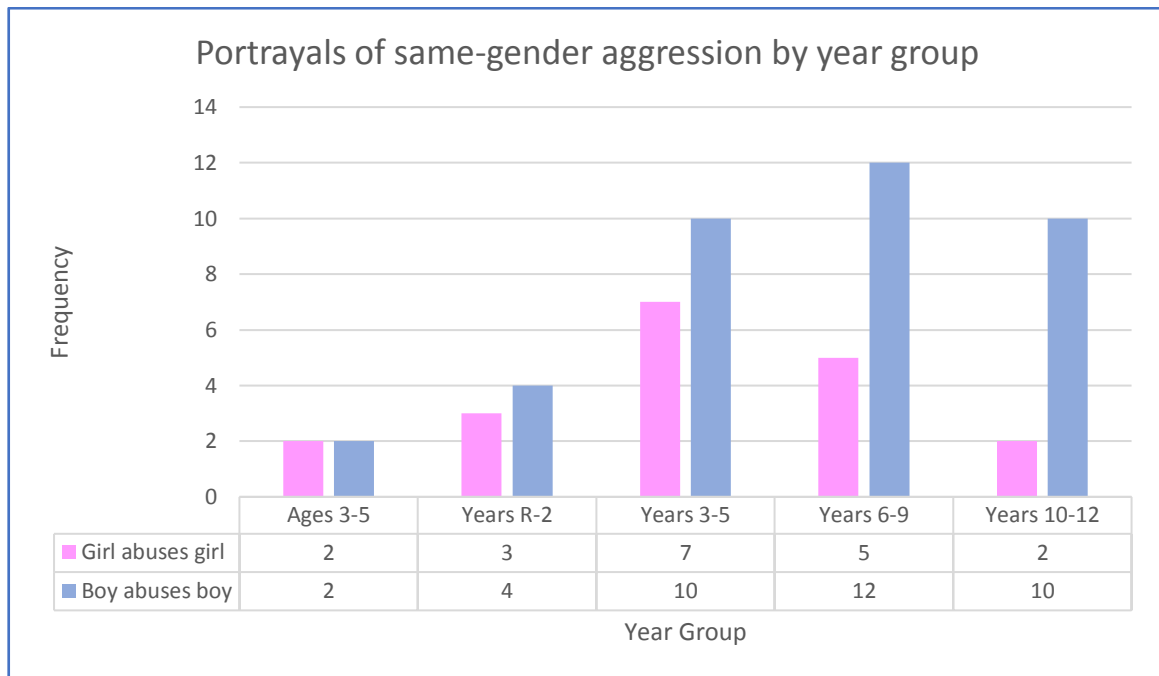
Figure 4.15: Same sex aggression and bullying

At the earliest age of the curriculum, the gender representations of same sex aggression were exactly even (n=2), although with such low numbers it was hard to draw any conclusions. With each progressive year group, the disparity between the KS:CPCs portrayal of same sex aggression diverged in an almost linear manner (Figure 4.16).

As the years progress, the curriculum started to portray men and boys' aggression (including physical and emotional violence, online harassment, and school bullying) towards each other at a rate of 400% that of female aggression towards other females. By the final year group (years 10-12), it barely acknowledges female

Figure 4.166: The percentage change in same-sex aggression over year groups

on female aggression with only two instances identified in the whole workbook.

4.5.5. Cross sex aggression and bullying

This section of the LCA produced some fascinating results (Figure 4.17). The gender portrayal disparity was higher in this area than any other in the KS:CPC workbooks.

	Ages 3-5	Years R-2	Years 3-5	Years 6-9	Years 10-12
Girl abuses boy	0	0	1	0	1
Boy abuses girl	5	6	11	31	30
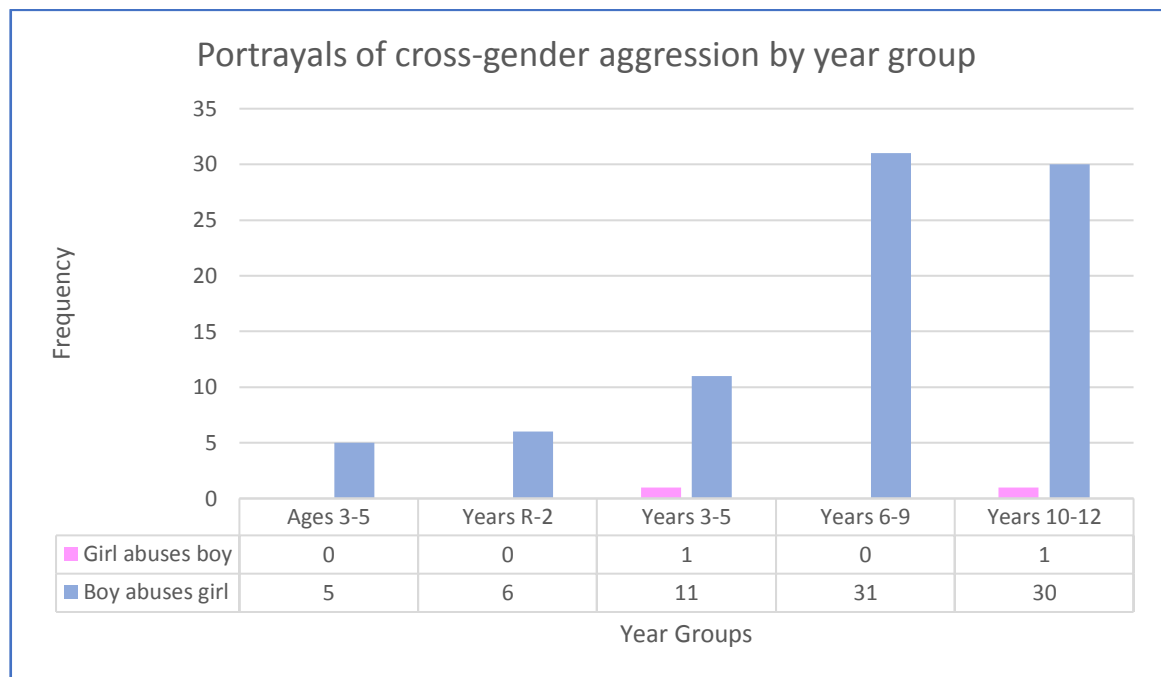
Figure 4.177: Cross-sex aggression and bullying

The KS:CPC portrayed cross sex aggression as almost exclusively male-to-female against all the available scientific evidence (see discussion Section 5.5.1). For three of the age groups, gender aggression was portrayed as entirely unilateral with only males aggressing against females. In a group of workbooks that were, at times, very graphic and detailed in their portrayal of male aggression towards females, the two examples of female aggression towards males were subdued to say the least.

The first instance was in Years 3-5 (page 58) where the text describes a group of male bullies harassing a single male student. The concomitant activity section explored several aspects of the text by varying the details of the bullying, focussing on gender and race. For example, the CPC posed the question: *"What if Jack was a girl being bullied by a gang of boys?"* and the final question in the sequence was: *"What if Jack was being bullied by a gang of girls?"* Therefore, the first instance of female to male aggression was a single sub-question variant of the main male-to-male aggression hypothetical.

The second instance of female-to-male aggression may not, strictly speaking, exist (see Section 5.4.3).

4.6. First and second edition comparisons

To ascertain what aspect of the gendered representation were inherent in the culture of the KS:CPC and which were as a result of the 2017 update, the same frequency analysis, TA, and LCA was conducted on v1.3e and the results compared . The two editions of the workbooks were also compared for changes in the content as it pertained to gender. These changes were divided into three broad categories: use of GFL, gendered conflict examples, and topics covered.

4.6.1. TA Changes in portrayal of the Genders

The frequency analysis of the second edition showed that every instance of feminisation GFL ('he/she', 'her/his') had been removed from the text to either be replaced with neutralised language or GTs (see Appendix 1) making the second edition far *less* gender fair than its predecessor.

The second edition had increased the number of males it portrayed as carers by 50%, while slightly decreasing the number for females. In terms of closing the 'carer' gap, females still dominated this grouping by 261% (see Figure 4.18).

TA Differences Between Editions 1 and 2	Carer	Victim	Aggressor	Stand-in
Male 1	41	365	329	507
Male 2	62	366	468	430
Female 1	194	478	129	780
Female 2	163	662	77	535
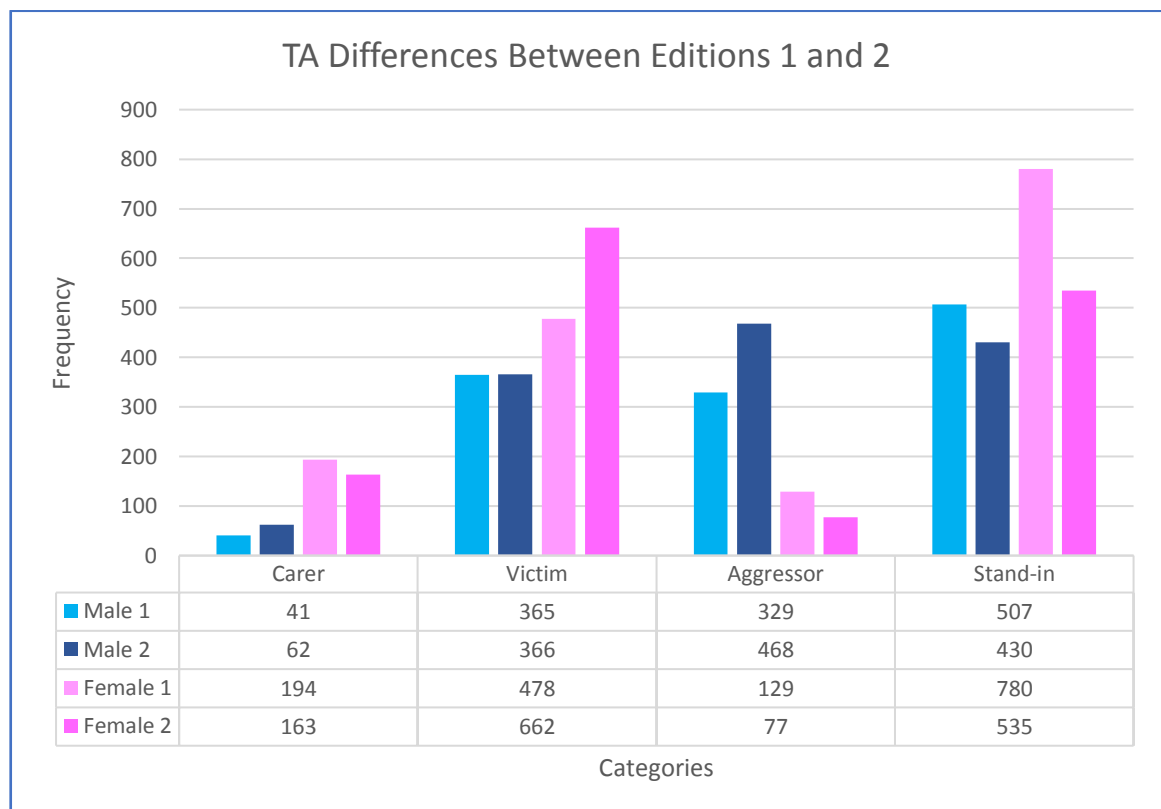
Figure 4.188: Changes in TA categories as a result of the 2017 update

The KS:CPC already portrayed females as victims significantly more often than males and it widened the gap further in the second edition by increasing the number of female victims by 38%.

In terms of aggressors, a wide disparity existed and the second edition increased the gap further. It increased the number of male aggressors by 42% and almost halved the already relatively small number of female aggressors.

The stand-in positions for both males and females decreased by 18% and 32% respectively as they were moved to the victim and aggressor categories.

4.6.2. LCA Changes in the gendered conflict examples used

The KS:CPCs choice of examples and hypotheticals changed markedly between v1.3e and the second edition as the workbooks became *more* gendered in their language. In Figure 4.19 the numbers for v1.3e are represented in green and the corresponding numbers for the second edition are represented in orange.

Aggressor/Victim (A>V) combination changes

	F>F	M>F	N>F	F>M	M>M	N>M	F>N	M>N	N>N
v1.3e	21	51	22	2	18	18	13	30	54
Second Edition	19	84	52	2	38	37	6	20	52

Aggressor / Victim combinations (M-male, F-female, N-neutral)
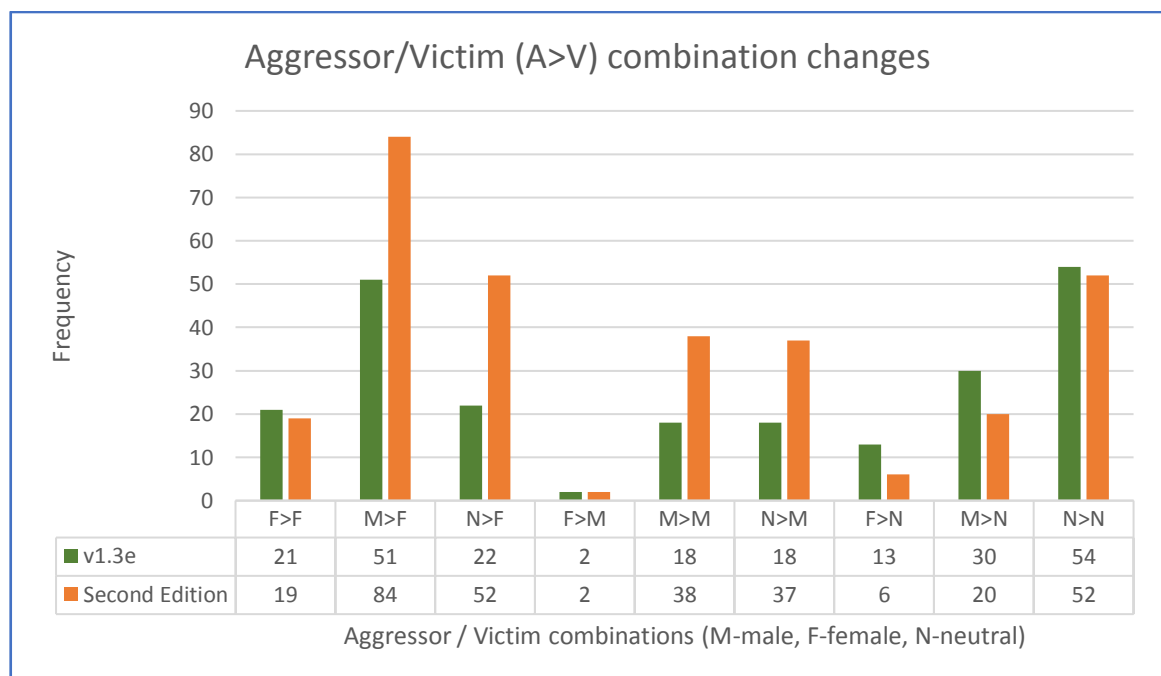
Figure 4.19: Changes in gendered conflict examples across editions

As can be seen in the last three couple-columns, the frequency of neutral-gendered victims (represented by '?>N') went down for every aggressor group.

Conversely, the portrayal of male victims (middle three couple-columns) went up by 20 examples for male aggressors and 19 examples for neutral aggressors but stayed steady at two for female aggressors.

The two examples of female to male aggression discussed in Section 4.5.5 were slightly different in the first edition. The first example from the Years 3-5 text remained the same. However, in the first edition there was a single, unambiguous example of a female aggressor and a male victim. In the Years 6-9 workbook, a little sister entered her brother's room and looked through his things without permission. This is the entirety of female aggression towards males throughout the v1.3e workbooks. It was this example that was replaced in the second edition for the gender-ambiguous victim in Years 10-12.

The workbooks had been rewritten in a way that decreased the number of gender-neutral examples and vastly increase the number of male aggressors and female victims. Female victims (first three couple-columns) increased by 33 examples for male aggressors and 29 examples for gender-neutral aggressors but went *down* slightly for female aggressors.

4.6.3. Changes in KS:CPC content due to the 2017 update

This section identifies the changes in the portrayal of gender in both editions. The review does not assess the more administrative or procedural changes within the document if they did not relate to the dissertation question. It was noteworthy that the second editions were shorter than the first by 30 to 50 pages for each year level workbook. The majority of these deleted pages were associated with appendices and peripheral information.

What was removed

The following gendered representations of pertinence to the dissertation question were removed from the second edition.

- While the section 'Cyberbullying and e-crime' is continued in the second editions, the three examples used (from SAPOL's E-Crime site) in the first edition had been removed. These presented a female victim of a gender-neutral aggressor, a gender neutral-aggressor and victim, and a male aggressor to a gender-neutral victim.
- The cartoon representation of a male teacher had been removed from the general introduction (page 35).

- The link to and mention of the 'One in Three' site acknowledging and offering help to male victims of domestic violence had been removed from the Years 10-12 workbook.

What was added

While other material was added, the following content of pertinence to the dissertation question were included in the second edition.

- A 'Domestic and family violence' section was added to the introduction section of each year level as part of the 'National Plan to Reduce Violence Against women and their Children 2010-2022' update (page 10, and appendix 10 of all workbooks). This presents only women as victims of men's violence and even conflates different data sources to suggest that men are responsible for 95% of violent acts.
- A 'Problematic sexual behaviour' section has also been added; however, this did not appear to mention gender in any area.

Common content in both editions

Within both editions some of the content remained unchanged. It is the gendered portions of this common content that will be examined here.

The 'Implementing the KS:CPC' section at the front of each workbook contains FAQs and recommendations on how to disseminate the CPC content and conduct classroom activities. Of particular note is the section called Non-Negotiable Aspects (NNA). This section states that:

> "The KS:CPC has much flexibility built into it. However, for it to be delivered safely
> and effectively, some aspects are considered 'non-negotiable'" – page 23

The NNA section contained six example sections using scripted dialogue portraying possible student-teacher interactions that may occur while teaching the curriculum. Alongside the dialogue is was comments column explaining why the teacher was doing and saying things in this particular way.

In the six scripted examples there were portrayals of students, teachers, parents and strangers and the language was highly gendered, even in the comments column. Figure 4.19 shows the gender representation of this mandatory part of the curriculum documents. In v1.3e there was a cartoon portraying a stylised male teacher in this section (which would increase the percentage of male stand-ins by one), but he was removed in the update.
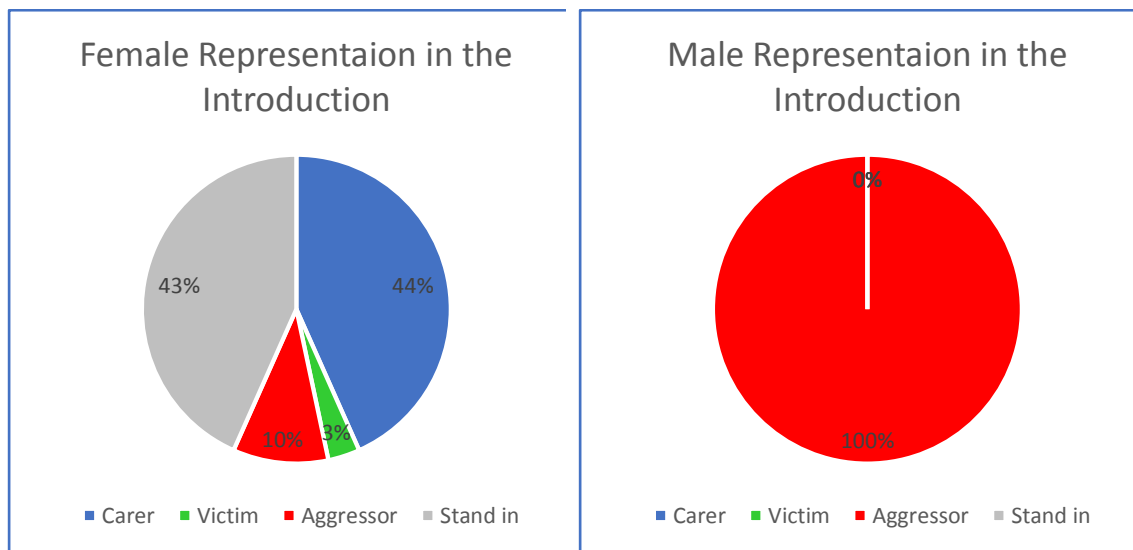
Figure 4.190: The relative representations of males and females in the Introduction

4.7. Miscellaneous findings

Four additional gendered aspects of the KS:CPC were uncovered during the frequency analysis.

1. A note on the inside of the cover states that the KS:CPC workbooks were *"Designed by **She Creative Pty Ltd**."* (http://shecreative.com.au) This was picked up as part of the frequency analysis looking for variations on the pronoun 'she'. This is a gendered business site name that promotes other female-centric businesses on their website.

2. The curriculum writers were all female (n=9), with not a single male credited in either the first or second editions.

3. Of the credited advisors 82% (n=22) were female and 18% (n=5) were male.

4. There was a particularly gendered choice of resource literature portraying men and boys as either wicked or unintelligent. (see Appendix 3 – Examples from the workbooks, Section C)

CHAPTER 5. Discussion

5.1. Introduction

This thesis investigated the question: does the KS:CPC present gender in a fair and equitable way? A frequency analysis, transactional analysis (TA) and latent class analysis (LCA) was undertaken. The final component of the analysis examined the data through a Foucauldian lens.

The frequency analysis found that the genders were approximately evenly represented in number-of-mentions for each year group with a spike in the use of gendered terms (GTs) in the Years 6-9 workbook (Section 4.3). The TA found that females were portrayed disproportionately as 'carers' and 'victims' and males were overly represented as aggressors (Section 4.4). The LCA found the KS:CPC represented gendered conflict almost exclusively as males aggressing towards females particularly in the Years 6-9 workbook (Section 4.5). For reasons of 'expectation bias', the most noteworthy component of the KS:CPC was the Non-Negotiable Aspects section of the introduction which only portrayed the masculine as abuser (Section 4.6).

This chapter used the Foucauldian lens to critically analyse the important results of the frequency analysis (Section 5.2), the TA (Section 5.3), and the LCA (Section 5.4). Access to the first edition documents (v1.3e) indicated how the second editions incorporation of the *National Plan to Reduce Violence Against Women and their Children* affected the workbooks.

Finally, this analysis compared the Foucauldian 'truth' of the document to real-world evidence in order to determine if what was being taught in the curriculum was ideology as described by Althusser (Section 5.5) and concludes with a general discussion concerning important aspects of the KS:CPC and its effect on children (Section 5.6).

Before moving on to the frequency analysis, some discussion must be had on the use of GFL in the KS:CPC workbooks.

5.1.1. The removal of gender binomials in the second edition workbooks

V1.3e of the KS:CPC addressed the issue of gender in its discourse in three ways; neutralisation, feminisation (gendered binomials) and GT. Feminisation mandated the explicit inclusion of both genders at each instance and was the least susceptible to the problematic issue of 'biasing

expectations'. It is with this in mind that the complete removal of all gender binomials in the second edition of the KS:CPC became poignant.

The KS:CPC was authored by a single sex group of nine women. This was potentially problematic as research suggests that female-only groups are particularly prone to in-group bias (Boyce & Herd, 2003; Kang & Banaji, 2006; Rudman & Goodwin, 2004).   The Foucauldian lens suggests that this homogeneity of gendered perspectives may have contributed to the decision to remove the gender binomials.   The second edition of the KS:CPC was then restricted in its portrayal of gender to GT and neutralised language.

Neutralised language is very susceptible to normalised power as expressed through examples. Any gendered examples that precede neutralised language have the effect of superimposing GT onto the neutral 'theys' and 'theirs' of the text, effectively 'biasing expectations'. An analysis of how 'equitably' the authors used GT and gendered examples determined how much Foucauldian normalised power was being brought to bear on the pre-service teachers and students.

5.1.2. The Influence of GT and GFL

Figure 4.1 in the Results revealed that there was a small increase in the use of GFL across each workbook update. A possible reason for this outcome was the conversions of "*he or she*" into '*they',* '*them',* and '*their'*. It was the use of GT that produced an unexpected result. Figure 4.2 showed a trend along the age groups as the use of GT increased as the ages progressed. There was a spike in the use of GT in the Years 5-9 workbook but in terms of *percentage* increase the Years 10-12 edition was still much higher. The authors of the youngest age group (ages 3-5) decreased their use of GT by 33% in the second edition. From that starting point, the use of GT rose in an almost linear fashion to Years 10-12 where the authors increased its use by 41%. This suggested that more normalised power was being brought to bear on students as the year groups progressed.

Due to the vulnerability of neutralised language to 'expectation bias' caused by gendered examples, all the neutralised language could become stand-ins for GT. In this way the appearance of a more gender-fair Ages 3-5 text was deceptive on a surface level. The Ages 3-5 authors *did* lower their use of GT by 33%, however they still used feminine terms at a rate of 238% that of masculine terms (143 to 60). This coupled with the 'bias'-vulnerable neutralised language created an almost completely feminised paradigm. Gender exclusion in academic texts has been suggested to result in lack of engagement, depression, low self-esteem, and less motivation (Stout & Dasgupta, 2011; Swim et al.,

2001). The article also suggests that this type of gender bias may be further exacerbated or enhanced by the portrayal of the few males still mentioned.

It is unknown if the KS:CPC authors were all using neutralised language and gendered examples in an attempt to use Foucauldian normalised power to support a political ideology. This premise would be supported or disproved based on how they represented the genders in their categorisation and examples.

5.1.3. The Non-Negotiable 'Biasing Expectation

With the removal of all the gender binomials, the neutralised language was free to reflect popular belief and the Foucauldian normalised power of the text. The introduction section of the workbooks was almost the first introduction of GT. There were two problematic areas of the introduction that used normalised power to 'bias expectations' at the outset.

The **first** was the 'Domestic and family violence' section (page 10 in all second edition workbooks). This section was incorporated into the workbooks as part of the 2017 update, along with the removal of the gender binomials. This section stated that "*the overwhelming majority of acts of domestic violence are perpetrated by men against women*" and that violence was "*likely to have more severe impacts on female than male victims*". This language presented an unbalanced view of IPV (see Section 5.5.1.1) and suggested to the teacher that not only were there few male victims but that their pain did not matter as much. This was a minimising statement that enforced the Foucauldian normalised power of the notion "*males can't really be victims*". This section also warned about "exposure to violence against their mothers or other caregivers …" once again erasing the possibility of male victims. The second edition workbooks then went on to link to the resource sites: Our Watch, What's Up At Home, Domestic Violence Prevention Centre, White Ribbon, RESPECT, and The Line. Most of these sites did not acknowledge male or same sex victims of domestic violence. This section alone used Foucauldian discourse to create a 'truth' in the mind of the teacher that victim equals female and perpetrator equals male.

This was in stark contrast to v1.3e of the KS:CPC where the text was very careful to frame domestic violence in a gender-neutral way. V1.3e acknowledged that there were male and same-sex victims of domestic violence and provided links to the *One In Three* website and MensLine Australia. They also stated that "*sexual assault is just as traumatic for males as it is for females*".

The **second** area of concern was the Non-Negotiable Aspects (NNA) section of the introduction. This section was retained from v1.3e. Figure 4.19 shows the representations of the genders in the

NNA section (pages 23-25 in all second edition workbooks). The NNA presented six example sections using scripted dialogue representing possible student-teacher interactions during the teaching of the KS:CPC. The teacher was specified as female, the students were specified as female, and the parents, friends and caregivers were specified female.

There was only one masculine term used in the NNA and that was in the phrase: "*I saw a man hit my mum*". This made the percentages for masculine representation in the NNA 100% aggressor.

Using a Foucauldian lens on the single use of a male as an aggressor suggested that the masculine was being portrayed not only as an outsider to the family (he is '*a man*' and not a family member) but an outsider to the classroom (no mention of male teachers and even the removal of the drawing of a male teacher from the first edition). The NNA portrayed three times as many female aggressors ("My mum called me stupid") but they were far less traumatic and were offset by 27 other examples were the female was not the aggressor.

It could be argued that these two highly-gendered sections of the introduction effectively 'biased the expectations' of the neutralised text that followed and exercised Foucauldian normalised power to bias the reader.

5.2. Frequency Analysis

The frequency analysis (Section 4.3) demonstrated that there were approximately proportional representations of the genders in three of the workbooks, with the exception of Ages 3-5 (72% female) and Years R-2 (58% female). However, proportional representation in raw numbers does not equal gender equity. This type of surface level misinterpretation of data has proved problematic in gender research before. There has been abundant feminist research suggesting that teachers are giving more attention to boys than girls (Beaman, Wheldall, & Kemp, 2006; Irvine, 1986). This might be true, but these same authors show that the extra attention was generally in the form of discipline and negative comments. A more qualitative analysis was warranted.

Figure 4.4 reveals a clear spike in gendered language in the Years 6-9 workbook. This was also the only workbook in which masculine terms were used more than feminine ones. This workbook contained the single largest instance of the latent classes: males aggressing towards females. It produced 31 instances of gendered conflict examples that further shifted the Foucauldian 'truth' of the reader toward "*man aggressor, woman victim*", compared to zero instances of the reverse.

This portrayal of uni-directional gender aggression is particularly problematic during this age period. In years 6-9 students are undergoing puberty and are setting up their own gender identities called 'Identity Activation' (Ambady, Shih, Kim, & Pittinsky, 2001). Studies suggest that being exposed to predominantly negative stereotypes of one's own identity by the authority figures in the school has serious detrimental effects, particularly in terms of self-esteem, engagement and cognitive ability (Ambady et al., 2001; Hobza, Walker, Yakushko, & Peugh, 2007; Ward, 2004). This concept was covered in the KS:CPCs workbooks own section on emotional abuse:

> "What happens to people's self-esteem when they are subjected to put downs? (Responses could include: feelings of worthlessness; anger; depression, hopelessness.)" - Years 10-12 page 74

The Years 6-9 workbook should be contrasted with v1.3e Ages 3-5. In Topic 3: Recognising abuse, (pages 84-85) the authors have very strictly adhered to neutralised language for the aggressors ("*child*", "*parent*", "*officer*", etc) and subsequently alternated the gender of the victims. Each aggressor was portrayed as gender neutral. This same section in the second edition had all GTs replaced with neutralised ones, making it more susceptible to 'expectation biasing'.

There is a genuine risk here of alienating male students from the education system. The combination of a strong numerical majority of teachers being female (Taskforce, 2012), intrinsic female in-group bias (Boyce & Herd, 2003; Kang & Banaji, 2006; Rudman & Goodwin, 2004) coupled with those teachers presenting a curriculum that portrays boys in a negative light is significantly likely to alienate most boys from education (Ambady et al., 2001; Hobza et al., 2007; Ward, 2004).

5.3. Transactional Analysis (TA)

The transactional analysis (Section 4.4) demonstrated that the genders were represented in very different ways (see Figure 4.5 and Figure 4.6). The choices made in the KS:CPC workbooks about how the genders were represented in the categories: carer, aggressor, victim and stand-in suggest an intrinsic bias possibly due to the Foucauldian normalised power of the group.

Figure 4.7 shows that feminine terms were consistently used more in relation to carers than masculine terms across all age groups. This discrepancy ranged from 163% to 487% in favour of feminine terms. The reader was being increasingly influenced into seeing the feminine as the 'caring' gender.

Out of 1,442 uses of feminine terms fully 46% were associated with a victim status, compared to only 28% for masculine terms. This reinforced the Foucauldian 'truth' of the text that females were not only victims, but innocent 'caring' victims. The single outlier to this rule was found in the Years 3-5 workbook where the number of gendered victims was almost at parity (see Figure 4.8).

Contrasted with this was the KS:CPCs portrayal of aggressors (see Figure 4.9). Masculine terms were associated with aggressors in 86% of gendered cases. This side-by-side gender discrepancy was most apparent in the Years 5-9 workbook when students are going through puberty and are particularly vulnerable to social influence, particularly in terms of gender stereotypes (Ambady et al., 2001; Hobza et al., 2007).

Individual authors of the KS:CPC appear to have added unnecessary masculine pronouns to sections that rendered the phrasing unnatural. This overt gendering created additional male aggressors (see Appendix 3 – Examples from the workbooks, Section A).

In addition to the overt gendering of aggressors there were more subtle reinforcements of the bad-male trope (see Appendix 3 – Examples from the workbooks, Section B).

This biased portrayal of stereotypes (caring female victim – callous male aggressor) had two primary effects: creating fear in the girls and shame in the boys (Nathanson & Young, 2001; Schmader & Lickel, 2006).

There were also numerous issues with the choice of recommended resource literature (see Appendix 3 – Examples from the workbooks, Section C). The authors seem to have almost exclusively chosen illustrative texts that portray boys as wicked and girls as victims. There *were* a few examples of female aggressors to female victims (Destroying Avalon, Kate McCaffrey, 2006). However, there were no counter examples of female aggressors abusing male victims.

At this point in the analysis the KS:CPC had:

- removed all gender binomials rendering the text vulnerable to 'biased expectations'
- 'biased the expectations' in the introduction
- greatly increased the use of gendered language in the age bracket when children were most vulnerable to negative gender stereotypes (Years 6-9)
- disproportionately portrayed females as caring victims
- disproportionately portrayed males as callous aggressors

The following latent class analysis supported the contention that there was a possible agenda influencing the text.

5.4. Latent Class Analysis (LCA) of Working Examples and Hypotheticals

Using direct examples has proven to be one of the most effective ways of creating long lasting internal paradigms of understanding (Brown, 1992; Hattie, 2016; Joyce, Weil, & Calhoun, 2003). It was through the working examples and hypotheticals that the KS:CPC workbooks were the most influential in terms of Foucauldian normalised power.

It has already been shown that the six hypotheticals of the introduction portrayed the genders in an inequitable manner (see Figure 4.19). However, there were 309 other examples of gendered conflict in the five second edition workbooks.

Figure 4.11 illustrates the aggregate gender demographics of all the conflicts portrayed in the examples and hypotheticals in the second edition workbooks. This figure revealed problematic disparities in the portrayals of the aggressor/victim binary.

As well as the strong bias in category representation there were problematic instances of what seemed to be text advocating, or at least expressing ambivalence to, significant sexual violence against men or boys. Page 84 of the Years 3-5 workbook contained a section on Problem Solving. In the advice-to-teachers column on the left hand side of the page are the words:

> "Suggestions around physical responses (eg. 'Kick them where it hurts') should be considered carefully as sometimes children have to 'break the rules' and take a risk to keep safe." – Years 3-5 page 84

This section of the workbook seemed to start from the assumption that danger would come from a male, and that violent indecent assault of the male should be considered or even promoted as a way of solving problems. In a text ostensibly designed to protect children, suggesting to teachers that advocating violent trauma to the genitals if the victim was male should be "carefully considered" seems problematic at best.

5.4.1. Problematic issues with the presented examples

The working examples of the KS:CPC were typically presented in worksheets (called Activity Resources) with multiple examples on each sheet. Some sheets appeared to have been produced in-house and other adapted from other sites and agencies.

Ideally, in order to comply with the GFL methodology, the vast majority of negative behaviour incidents should have fallen under the neutral aggressor / neutral victim category ("*A **student** steals*

*another **student's** pencil case*"). Alternately there should be a roughly even distribution for male and female aggressors and victims in order to be compliant with the Department for Education's own guidelines for gender equity ("*to prohibit direct and indirect discrimination on the basis of … gender identity …*").

The activity resource sheets were unevenly representative of gender. Activity resource 7 (Abuse case studies) had five scenarios all with male aggressors (Years 10-12 page 96). Activity resource 14 (Bystander scenarios) had five scenarios all with male aggressors or female victims (Years 10-12 page 103). Even the multimedia resources "thought he/she knew" videos (Years 10-12 page 69) only showed male aggressors.

There appeared to be an intrinsic bias concerning gender representation in the KS:CPC that was common in all the year group workbooks.

5.4.2. Same-sex aggression

Research into school bullying, particularly online bullying, suggests that female aggression against other females gets more prolific as the school years go on (Wiseman, 2016). This appears to be common knowledge that was not restricted to the academic community as the contents of this research was dramatized in the popular movie *Mean Girls* in 2004. Yet, the KS:CPC portrayed a progressive decline in female-on-female bullying from Years 3-5 up to Years 10-12 (n=7, 5, 2) (Figure 4.). It was during this progression that the KS:CPC portrayed male-on-male bullying with increased frequency (n=10, 12, 10). This continued the trend of removing female aggressors from the narrative and reinforcing the Foucauldian 'truth' that females are victims, not aggressors. Figure 4.18 shows that the removal of female aggressors from v1.3e was part of the update.

5.4.3. Cross-sex aggression

Figure 4.17 demonstrates the portrayal of almost unilateral aggression against females from males in rates that increased over the year groups. An examination of Figure 4.19 (Changes in gendered conflict examples across editions) reveals that only a portion of this was due to the update. In both editions the authors consistently failed to portray female aggression towards males, producing only two minor examples per edition. It is unclear if this was due to a discomfort with the concept or if the concept simply fell outside of the single-sex groups Overton window. However, the number of portrayals of male aggressions towards females rose from 51 to 84, a 61% increase.

There were some issues with assessing the second example of female-to-male aggression. The instance occurred in the Years 10-12 workbook on page 104 where there were 10 hypotheticals on an activity resource called 'Bystander scenarios." In the penultimate hypothetical, a couple on a double date overheard the girl from the other party say to her partner, "Sam": "*You are so stupid, this is what made me hurt you last time – don't blame me if it happens again.*" Nowhere in the hypothetical did it suggest 'Sam' was male. Sam was referred to as "*their friend Sam*" and later the text stated: "*Sam's girlfriend starts to become aggressive towards Sam.*" This unnatural phrasing suggested that the neutralisation of Sam's gender was intentional, as 'he' and 'her' were used liberally throughout all the other scenarios. The pronouns 'he' and 'him' were never used anywhere in this scenario to refer to Sam. This *could* have just as easily been categorised as a case of same-sex aggression which would mean there was not a single instance of female-to-male aggression in the entirety of the workbooks. All the other bystander scenarios unambiguously had a male aggressor or a female victim.

This additional data point strongly supports the contention that there may have been an intention to create a Foucauldian 'truth' that females were caring victims and males were callous aggressors.

5.5. Was this ideology?

Louis Althusser's contention was that "*ideology is a representation of the **imaginary** relationship of individuals to their real conditions of existence.*" This provides the first condition that must be met to demonstrate an ideology at work (Althusser, 2006).

1. **Was the portrayal of gendered conflict in the KS:CPC an accurate representation of reality?**

A second indicator that an ideology was as play was the introduction of extraneous biased information where it did not belong (Lazer et al., 2018). This provides the second indicator of an ideological driver.

2. **Did the KS:CPC literature introduce irrelevant gender biasing information?**

It is through a Foucauldian/Althusserian examination of these two indicators that will determine if the KS:CPCs representation of gender conflict may have been influenced by ideology. Foucault suggests this ideology may emanate from two sources: the oppressive power of departmental edict or the normalised power of the social zeitgeist of the group. If the inequitable portrayal of the

genders derives from normalised power, it may be a reflection of the condemnation of boys within society in general (Nathanson & Young, 2001) or just within the department.

5.5.1. Was the portrayal of gendered conflict in the KS:CPC an accurate representation of reality?

The primary sources of gendered conflict in the KS:CPC seem to emanate from content concerning:

- intimate partner violence (IPV) in the homes of the children
- the potential for IPV from partners as the children start dating
- child abuse
- child sexual abuse

In each of these areas the discourse presented in the KS:CPC workbooks was at odds with reality.

5.5.1.1. IPV data (at home and dating)

The KS:CPC repeatedly referenced political activist websites for their information (White Ribbon, Our Watch) instead of scientific papers. These activist sites appeared to have been ideologically motivated in their selection of data sources.

There are three established methods for obtaining data on IPV.

1. The Conflict Tactics Scale; this is the most sensitive and accurate of all the methods (Heyman & Schlee, 1997; Straus, 2017). It confines its definition of violence to actual violent acts and poses individual specific questions about each type of act (kicking, shoving, hitting, etc) and specifically asks about how many of those acts and to what intensity the subject had experienced them (both receiving and perpetrating) in the last 12 months. Then it asks the other individual or group how many of the acts they have perpetrated or received in the last 12 months. Then it compares the data for veracity. ie. If group A says they have experienced 20-25 acts of violence in the last 12 months and group B says they have perpetrated 23 acts of violence, then the data is said to be sound (Straus, 2017).

2. Direct Questioning; Simply asking the interviewee if they have been the "victim of IPV" and allowing the subject to determine the definition of both IPV and violence. In some instances, questions about IPV include the word "crime" which complicates things further, as the interviewee might agree that they had been hit, but would not agree that it was a crime (Murphy, Murphy, & Mearns, 2010).   The research suggests that direct questioning is highly susceptible to influence by normalised power.

3. The Duluth Model; this is the least accurate of all the methods (Bohall, Bautista, & Musson, 2016; Dutton & Corvo, 2007). The Duluth Model is based on the Power and Control wheel and pre-defines IPV as something men do to women. The authors state the Deluth model also increases the scope of IPV to include threats, swearing, and even feelings of disapproval. It disavows the existence of women who batter men and violence within same-sex couples.

The single largest meta-analysis of IPV data to date is called the Partner Abuse State of Knowledge project (PASK). It examined 12,000 studies on IPV and found that IPV was not a gendered issue (Hamel, Langhinrichsen-Rohling, & Hines, 2012). Using the conflict tactics scale and comparing the results, PASK found that IPV could be broken down in the following ways:

1. The majority of IPV is consensual – 57.9%. Both parties escalate the confrontation and hit each other. In heterosexual couples it was the female who escalated into violence approximately 70% of the time.
2. Of the non-consensual violence (one partner hitting and the other not fighting back), 67.2% was female violence towards males.
3. As a result of the percentages concerning reciprocal and non-reciprocal violence PASK found that men were approximately 55% of heterosexual IPV victims.

The Australian Personal Safety Survey used Direct Questioning in its survey (less sensitive) and still found that 1 in 3 (33%) self-defining IPV victims were male. This data was used in v1.3e of the KS:CPC, complete with a link to the *1 in 3* website (http://www.oneinthree.com.au/) but all references to this were removed in the second edition.

The predominance of dating violence research only examines females as victims, some even define dating violence as 'violence against women' (Smith, White, & Holland, 2003). However, those studies that examined both sexes showed that it was remarkably balanced (last six months 17% male victims, 16% female victims) (Saewyc et al., 2009). This supports the data from IPV studies.

5.5.1.2. Child abuse data

Child abuse demographics have been studied throughout the western world both independently and through government departments for decades.   In Australia, the government department that collects these figures is the Australian Institute of Health and Welfare (https://www.aihw.gov.au/). Each year they release a report on cases of child abuse and neglect in Australia (Anne & Bentley,

1997) and they find that the single most common perpetrator of child abuse or neglect is the mother or female care-giver (see Figure 5.1). The data from 1996 shows that the total number of neglect and abuse incidents from single-parent male families was 764. The total number from single-parent female families was 5,300. This data point alone is enough to suggest the KS:CPC include representations of female caregivers abusing male children.

The Child Abuse and Neglect portfolios consistently reported on this phenomenon until 2017. In 2017 the Australian Institute of Health and Welfare stopped reporting on the gender demographics of child abusers. It is unclear at this time if the removal of perpetrator gender information was due to a government request for an update to comply with the "*National Plan to Reduce Violence Against Women and their Children 2010-2022*".

Table A22: Substantiated notifications of abuse and neglect, for Victoria, Queensland, Western Australia, Tasmania, the Australian Capital Territory and the Northern Territory, by type of abuse and neglect, sex of child and the type of family in which the child was residing, 1995–96

Family type[a]	Physical			Emotional			Sexual			Neglect			Total[b]		
	M	F	P	M	F	P	M	F	P	M	F	P	M	F	P
	Number														
Two parent—natural[c]	706	700	1,411	424	440	873	100	260	361	566	524	1,093	1,796	1,924	3,738
Two parent—other	579	485	1,067	298	323	625	76	284	361	310	309	620	1,263	1,401	2,673
Single parent—female	654	638	1,296	699	694	1,403	120	331	453	1,113	1,031	2,148	2,586	2,694	5,300
Single parent—male	146	107	254	86	96	184	15	49	65	141	120	261	388	372	764
Other	55	54	110	39	54	95	17	76	94	59	26	87	170	210	386
Not stated	13	18	35	137	143	290	17	44	63	17	20	41	184	225	429
Total	2,153	2,002	4,173	1,683	1,750	3,470	345	1,044	1,397	2,206	2,030	4,250	6,387	6,826	13,290

Figure 5.1: Table A22 from the Child Abuse and Neglect Australia 1995-96 report

5.5.1.3. Sexual abuse data

This was a very difficult area in which to find comparable data. There was the issue of self-reporting and many researchers suggest that the number of female sexual abusers has been wildly underreported (Grayston & De Luca, 1999; Stemple, 2008). There was also the issue of how the categories were defined.

In Australia, a woman forcing a man or boy into sex with violence, coercion, or drugs is not counted as rape, only indecent assault and this does not show up in the rape statistics. However, the Centers for Disease Control and Prevention in the US conduct a yearly National Intimate Partner and Sexual Violence Survey (Breiding et al., 2011). Up until 2010 they only asked questions about being

penetrated in an act of rape. In 2010 they included an additional question to the survey: "made to penetrate". The addition of the single question allowed men who had been forced into sex by women to be included in the data (Stemple & Meyer, 2014). The CDC still did not count these men in the rape statistics of the front-page results stating: "*an estimated 1.6% of women reported that they were raped in the 12 months preceding the survey. The case count for men reporting rape in the preceding 12 months was too small to produce a statistically reliable prevalence estimate.*" The male rape statistics were instead filed under "Other sexual violence > Made to penetrate" (TABLE 3. Lifetime reports of sexual violence among victims, by type of perpetrator and sex of victim). The report found that in the last 12 months (2011) 1.6% of women were raped and 1.7% of men were "made to penetrate" (Breiding et al., 2011).

This report suggests that sexual violence is commonly being researched in a way that excludes male victims of female aggressors and that sexual violence, like IPV, is not gendered.

5.5.2. Does the KS:CPC literature include irrelevant gender biasing data?

Child Protection Curriculums are not demographic reports. The workbooks are there to advise teachers of the curriculum and to help them with resources to help protect *all* children. There is no advantage to a teacher to believe that one family relative is statistically more likely to abuse than another. In practice, this kind of belief can only prejudice the observations of a teacher, hiding some victims and protecting some abusers (de Lange, Heilbron, & Kok, 2018; Nurius, Norris, Dimeff, & Graham, 1996).

From a Foucauldian perspective, the inclusion of misleading gender representations into a Child Protection curriculum suggests an intention to bias teachers towards a particular ideology.

5.5.3. Ideological conclusion

The fact that the KS:CPC has included numerous inaccurate or false representations of gendered conflict and incorporated gendered information where it is superfluous suggests that the *gendered conflict portion* of the KS:CPC may be ideologically influenced. This ideology may originate from all or some of the authors, the department, the federal government or from the influencers of 'normalised power' in society.

5.6. Discussion Conclusion

5.6.1. Introduction

The majority of the KS:CPC content appeared to have been written in good faith. The use of GFL in some sections throughout the workbooks supports the suggestion that some of the authors were motivated to create or select carefully gender-neutral hypotheticals. Examples include:

- Years 3-5 (v1.3e) p139 – Appendix 20 Power card activity
- Years 3-5 (v1.3e) p149 – Appendix 26 Identifying risk situations
- Years 3-5 (v1.3e) p150 – Appendix 27 Abuse scenario cards

The issue of gendered bias primarily seemed to emerge as a component of the portrayal of gendered conflict. This bias in gender representation cannot be solely attributed to the 2017 update, as there was a strong discrepancy in the portrayal of cross-gender aggression in both editions (see Section 4.6.2). The fact that the nine female authors chose to only include two minor portrayals of female to male aggression in both editions suggests an endemic issue.

It is unclear if the bias was a product of Foucauldian normalised power (being exerted by the all-female group, the department, or by society), personal bias, and how much was from enforced compliance from the 2017 update.

5.6.2. Foucault and the panopticon

Foucault's description of an ideological panopticon is very relevant here (Foucoult, 1975). Instead of an omni-present state overseeing a population's every move, each individual can act as the eyes of the state.

To clarify: according to Foucault, the panopticon represents the constant (judging/condemning) eyes of the prison guard on the prisoner. The prisoner is aware that they are under constant hostile surveillance and thus 'behaves' to avoid censure. The use of a conceptual panopticon has been common in the propagation and enforcement of religious doctrines where an omni-present, omni-cognizant God judges relevant believers at all times (Althusser, 2006). The concept has even been used by parents to modify children's behaviours at Christmas time: "he knows if you've been bad or good."

Feelings of guilt, particularly unwarranted guilt, can be very destructive. Especially when it is described as an intrinsic part of your existence like the "inferior race of the negroes" or "toxic

masculinity" (Lustick, 2017). This is particularly damaging when the aspect of identity is an external physical characteristic that cannot be hidden, like skin colour or sex.

Using Foucault's lens to look at the power dynamics of society and the individual, it becomes apparent that the strongly biased portrayal of gendered conflict creates a male panopticon. The expectation of responsibility for gendered violence has already been biased (Farrell, 1996; Nathanson & Young, 2001). This makes even neutralised ('they', 'their') discussions of the subject reinforce the fear and resentment in girls and the shame and guilt in boys.

5.6.3. The consequences of a male panopticon

If there were a male panopticon in effect, there should be observable and measurable effects on those societies in which it resides. The long-term effects of shame and low self-esteem have been well researched (Nathanson & Young, 2001; Schmader & Lickel, 2006). This research suggests that if males *were* being subjected to feelings of condemnation from authority figures and society the following behaviours should be observed:

- Increased disengagement: drop-out rates, lower educational engagement, lower educational attainment, unemployment levels
- Lower self-esteem: increased suicide rates, failure to launch
- Self-destructive behaviours: increased incarceration rates, game and porn addiction

All these effects have been observed and measured, and found to disproportionately effect men and boys.

CHAPTER 6. Conclusions and Recommendations

6.1. Introduction

It is the stated purpose of a Child Protection Curriculum to educate and protect children. The fact that Freda Briggs, to whom the second edition is dedicated, felt that child protection curriculums were disregarding the needs of boys is very significant.

Briggs went on record numerous times stating that she felt child protection curriculums were not adequately addressing the needs of boys (Briggs, 2015; Briggs & Hawkins, 1995). In these papers and seminars, she was particularly adamant that boys needed more protection from violence and sexual abuse and even suggested that this may have been exacerbated by the fact that child protection curriculums habitually portrayed victims as female and aggressors as male. As a part of her 2015 *Generation Next* lecture she stated that she had personally interviewed 200 male victims of abuse and found:

> "Boys did not see the child protection program as relevant to them because 'only
> girls get raped', they said. They also don't see the relevance of sex to pregnancy."
> (Briggs, 2015)

Dr Briggs stated that the data suggests most victims of child sexual abuse were males but that they did not feel that they had the right to complain about it, did not understand it as abuse or thought that it must have been their fault. In her speech, Briggs talked about 'abusers' and 'male abusers' but never mentioned female abusers by group even though the research suggests that the majority of abusers of boys were women (Johnson et al., 2006). This omission by Dr. Briggs raises issues of the need to explicitly include a module within the KS:CPC of female abuse of boys.

6.2. General recommendations

The KS:CPC is intentionally very flexible and avoids compelling teachers to present certain messages. The primary issue is that the workbooks present, at times, an inaccurate and biased construct and this, in turn, biases the curriculum as laid out by the Department for Education.

Issues concerning the gender balance of the authorship panel to address cross gender issues may need to be considered (Boyce & Herd, 2003; Kang & Banaji, 2006; Rudman & Goodwin, 2004). Further study into the KS:CPC might be merited to determine if the program provides equitable

resources and links to help-sites and departments for both genders. A possible future area for enquiry could be to investigate if the resource links are to evidence-based information sites or political activist sites like *White Ribbon* and *Our Watch*.

A recommendation to in-school teachers of the KS:CPC is to also be aware of the issues facing boys at the school and specifically tailor modules to include the boys, not only as aggressors. Teachers might want to go out of their way to stress that when abuse happens to boys, particularly from girls and women, that it is not okay or funny. They might also want to stress that the boys should be listened to and helped. Teachers could redress the current bias by spending some time procuring videos and examples of IPV and abuse that balances the resources provided by the KS:CPC.

It may even be appropriate to warn boys at schools that they may face opposition when they come forward but that they should do so anyway. They may very likely encounter well-meaning individuals who will tell male victims of abuse that girls have it worse or that it does not affect boys as badly as girls (Years 10-12 page 10). It may be necessary to source help groups in South Australia who are willing to help male victims of female violence.

There is enough evidence to support the notion that the Department of Education appoint an internal Liaison Officer for Boys. The appointee would need to be familiar with the issues, provide consistent feedback on department policy that affects boys and would provide a counterpoint to the existing Minister for the Status of Women.

6.3. Potential KS:CPC updates

Below are three potential areas for improvement in the implementation of the KS:CPC.

6.3.1. Risks to boys

The main area of potential improvement in the KS:CPC is its categorised portrayal of the genders (Section 4.4). Systematically modifying the language used in the workbooks to make them more gender equitable would enable the curriculum to comply with the department's own rules for gender equity. The authors might consider either moving back to specific gendered binomials ("his or hers") as a means of combatting the existing skewed Overton window (Sections 2.3.3.3 and 2.2.3) or including a section that specifically addresses male victims of female abuse (Section 5.5.1). This bias can also be alleviated by correcting the gender imbalance in the examples and hypotheticals (Section 4.5.5). By presenting the curriculum in a gender-fair way, and *specifically* including the boys into the group that deserves protection, the issue can be addressed in a non-condemning and

constructive manner. This might be likened to a shop that had, until recently, only catered to women. If they want to start catering to men as well they might have to generate advertising specifically designed to overcome the existing public belief.

It is concerning that the KS:CPC does not address male suicide which is one of the largest risks to boys in South Australia. The Australian Bureau of Statistics puts the male suicide rate at three times higher than the female rate (Statistics, 2017), but recent research suggests that suicide rates for men and boys might be up to 9 times higher. Helping professions state they are untrained in assessing and helping males and have psychological biases against helping men in crisis (Lubman et al., 2019).

6.3.2. Pregnancy

Briggs has already brought attention to the fact that boys don't see the relevance of sex to pregnancy (Briggs, 2015). This may be because they have been previously left out of the conversation. There has been a noted failure of public campaigns to combat teen pregnancy in the past, but they all contained the same flaw of presenting teen pregnancy as something that only has consequences for the girl (Witte, 1997). By including the boy's perspective, the KS:CPC might increase engagement and provoke an active dialogue within the class. Particularly if there are individuals in the class who might want to challenge the validity of including the boy's perspective.

Topics might include: the effect of abortion on the father, a boy's right to know if he *is* a father, the imminent release of Vasogel (the male Pill), what it feels like to have somebody else have total control over your child, losing contact and the effect of fatherlessness on children (Farrell & Gray, 2018).

6.3.3. Effective Communication

The KS:CPC does a comprehensive job of addressing conflict once it exists, an additional strategy to add to the curriculum might be on how to prevent disagreements from escalating into conflict. Dr Warren Farrell has worked as a counsellor and gender researcher for over 50 years. He was the only male to sit on the board of the National Organisation of Women in the U.S, was an advisor to the White House Council on Women and Girls and has worked tirelessly to bring about a White House Council on Men and Boys. He suggests that the single most useful training that can be given

in schools is on effective communication and that this should be taught as a core subject (Farrell & Gray, 2018).

Farrell states that effective communication is the key issue in family, academic and workplace conflict and that it is the single most future-resistant skill that can be taught. One of the key points of effective communication is not shutting down the other party with moral accusations and shaming tactics.

6.4. Conclusion

This dissertation has performed a systematic document analysis of the five KS:CPC workbooks including frequency analysis, transactional analysis and latent class analysis focussing on the curriculum's representation of gender (CHAPTER 3).

In its current format, the KS:CPC suffers from some internal issues of implicit and explicit gender bias in language, content and examples (CHAPTER 4). This type of gender inequity has been shown to promote disengagement and shame in the male students and fear and resentment in female students (Sections 5.2 and 5.3) and the misleading statistics might bias the teachers to ignore the issues faced by boys in the class (Section 5.5.1).

The analysis is unclear if this bias was due primarily to the gender homogeneity of the all-female authorship panel, personal biases of some or all of the panel, internal departmental guidelines or external requirements to comply with the *National Plan to Reduce Violence Against Women and their Children 2010-2022,* or a combination of all four.

It is suggested that the department perform another update to correct the gender representations to comply with its own policy on gender equity.

Appendix 1 – Frequency analysis of Gendered Terms by Category and Year group

All workbooks of the KS:CPC were downloaded from the Kineo Portal website under the Department for Education Banner (https://kscpc.kineoportal.com.au/content/docs/) or provided direct from SHINE SA.

Documents downloaded were labelled:

- 01 KSCPC EY A3-5 Second edition.pdf
- 02 KSCPC EY YR-2 Second edition.pdf
- 03 KSCPC PY Y3-5 Second edition.pdf
- 04 KSCPC MY Y6-9 Second edition.pdf
- 05 KSCPC SY Y10-12 Second edition.pdf

Documents provided by SHINE SA via email were labelled:

- Primary Years_Years 3-5_V1.3e.pdf
- Early Years_Years R-2_V1.3e.pdf
- Primary Years_Years 3-5_V1.3e.pdf
- Middle Years_Years 6-9_V1.3e.pdf
- Senior Years_Years 10-12_V1.3e.pdf

Gendered pronouns, domestic roles and gendered binomials were searched for using the Advanced Search option in Adobe Acrobat Reader DC v2019.010.20099.

Columns by title and search terms:

Title	Search terms
She	she, she's
Her	her, hers, herself
Woman	woman, woman's
Women	Women, women's
Female	Female, females, female's
Girl	Girl, girls, girl's
Sister	Sister, sisters, sister's
Mother	Mother, mothers, mother's, mum, mums, mum's, mummy, mummies
Daughter	Daughter, daughters, daughter's
Aunt	Aunt, aunts, aunt's, aunty, auntie, aunties, auntie's
Grandmother	Grandmother, grandmother, grandmother's, grandma, grandmas, grandma's, granny, grannies, granny's
Girlfriend	Girlfriend, girlfriends, girlfriend's
He	He, he's
Him	Him, himself, his
Man	Man, mans, man's
Men	Men, men's
Male	Male, males, male's
Boy	Boy, boys, boy's
Brother	Brother, brothers, brother's
Father	Father, fathers, father's, dad, dads, dad's, daddy, daddies, daddy's
Son	Son, sons, son's
Uncle	Uncle, uncles, uncle's
Grandfather	Grandfather, grandfathers, grandfather's, grandpa, grandpas, grandpa's
Boyfriend	Boyfriend, boyfriends, boyfriend's
He/she	He/she, she/he, his/her, her/his, his/hers, hers/his, him/her, her/him
They/their	They, their, them

Frequency analysis starts over page

Early Years ages 3-5 Workbook First Edition (Early Years_Ages 3-5_V1.3e.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	81	51	0	17	9	28	2	36	0	4	7	3	238
carer	18	6				2	1	9		2			38
victim	20	13		1	4	4		2				3	47
aggressor	5	6						2					13
stand-in	38	26		16	5	22	1	23			2	7	140

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	38	43	2	2	7	25	5	15	0	2	0	2	141
carer	2	1					1	5					9
victim	13	14				4							31
aggressor	11	8	2					1				2	24
stand-in	12	20		2	7	21	3	10		2			77

Gender Neutral substitutes	Count
He/she	39
They/their	670

Early Years ages 3-5 Workbook Second Edition (01 KSCPC EY A3-5 Second edition.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	45	22	1	20	9	6	2	25	0	4	9	0	143
carer	13	4				1	1	7		2			28
victim	2	4	1	18	2	2		3					32
aggressor	3	1				1		1					6
stand-in	27	13		2	7	2	1	13		2	9		76

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	6	10	1	9	11	4	6	10	0	1	0	2	60
carer								7					7
victim	2	2		2	2	3							11
aggressor		3	1	5	3							2	15
stand-in	4	5		2	6	1	6	3		1			28

Gender Neutral substitutes	Count
He/she	0
They/their	684

Early Years R-2 Workbook First Edition (Early Years_Years R-2_V1.3e.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	68	66	0	18	10	37	0	34	0	4	8	3	248
carer	19	2				4		5		1			31
victim	21	30		1	4	4		3				3	66
aggressor	5	8				3		5					21
stand-in	23	26		17	6	25		21		3	8		129

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	49	56	4	2	8	33	5	10	0	4	0	0	171
carer	3						1	3		1			8
victim	15	20	2		2	6							45
aggressor	15	11	2			3	2	2		1			36
stand-in	16	25		2	6	24	2	5		2			82

Gender Neutral substitutes	Count
He/she	44
They/their	723

Early Years R-2 Workbook Second Edition (01 KSCPC EY A3-5 Second edition.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	33	29	1	20	9	10	0	30	0	3	8	0	143
carer	15	4				1		9		2			31
victim	9	23	1	19	3	2		3					60
aggressor	2					2		6					10
stand-in	7	3		1	6	5		13		1	8		44

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	20	26	1	9	11	13	8	10	0	4	0	0	102
carer	1	2					2	4		1			10
victim		3		2	2	7							14
aggressor	9	5	1	5	3		5			2			30
stand-in	9	16		2	6	6	1	6		1			47

Gender Neutral substitutes	Count
He/she	0
They/their	803

Primary Years 3-5 Workbook First Edition (Primary Years_Years 3-5_V1.3e.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	103	88	0	37	19	51	8	40	1	3	3	3	356
carer	28	3				2	1	10		1			45
victim	29	30		1	5	14	4	4			1	3	91
aggressor	16	13				1	1	3			1		35
stand-in	31	43		36	14	34	2	22	1	2	1		186

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	67	84	4	2	13	60	8	12	3	10	1	1	265
carer	3							3					6
victim	28	30			4	15	3						80
aggressor	24	22	2			8		1		8	1	1	67
stand-in	12	32	2	2	9	37	5	8	3	2			112

Gender Neutral substitutes	Count
He/she	57
They/their	610

Primary Years 3-5 Workbook Second Edition (03 KSCPC PY Y3-5 Second edition.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	63	58	1	25	21	39	10	37	1	1	3	0	259
carer	17	5				6	2	8			1		39
victim	17	24	1	20	3	17	6	4					92
aggressor	8	7				2	2	1					20
stand-in	19	19		5	18	14		25	1	1	2		104

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	47	72	3	9	23	52	8	10	1	13	0	0	238
carer			2					5		1			8
victim	26	37		2	2	18	1						86
aggressor	19	18	1	5	3	14				11			71
stand-in	2	17		2	18	20	7	5	1	1			73

Gender Neutral substitutes	Count
He/she	0
They/their	684

Middle Years 6-9 Workbook First Edition (Middle Years_Years 6-9_V1.3e.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	120	129	3	27	15	84	4	40	1	6	4	8	441
carer	27	9			1	5		6		1	1		50
victim	46	63	1	3	5	21	2	3				5	149
aggressor	14	16				4	1	3					38
stand-in	33	39	2	24	9	54	1	28	1	5	3	3	202

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	111	146	11	4	17	87	12	13	4	11	1	6	423
carer	5	3				1	2	2				1	14
victim	28	50		1	3	21	3						106
aggressor	44	42	9		6	14	3	6		8		4	136
stand-in	34	51	2	3	8	50	4	5	4	3	1	1	166

Gender Neutral substitutes	Count
He/she	44
They/their	656

Middle Years 6-9 Workbook Second Edition (04 KSCPC MY Y6-9 Second edition.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	120	147	7	41	27	104	4	37	0	3	4	8	502
carer	24	7			1	6		7			2		47
victim	55	78	3	28	9	37	3	6					219
Aggressor	11	4				7		2					24
stand-in	30	55	4	13	17	54	1	22		3	2	8	209

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	137	179	17	18	38	114	16	18	3	15	2	13	570
carer	1	10				3	6	2		2	2		26
victim	27	53		2	6	42	2		1				133
Aggressor	62	60	16	9	14	30	3	6		10		7	217
stand-in	47	59	1	7	17	38	5	10	2	3		6	195

Gender Neutral substitutes	Count
He/she	0
They/their	764

Senior Years 10-12 Workbook First Edition (Senior Years_Years 10-12_V1.3e.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	89	77	2	35	17	37	2	34	0	3	0	5	301
carer	19	3					2	6					30
victim	43	43	1	10	9	10	1	5				3	125
Aggressor	7	8			1	1		3		1		1	22
stand-in	20	22	1	25	7	24	1	20		2		1	123

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	66	65	10	13	21	35	12	14	0	3	1	3	243
carer	3	1											4
victim	40	36	2	5	7	10	3						103
Aggressor	19	15	6	5	5	2	3	7		1	1	2	66
stand-in	4	13	2	3	9	23	6	7		2		1	70

Gender Neutral substitutes	Count
He/she	48
They/their	552

Senior Years 10-12 Workbook Second Edition (05 KSCPC SY Y10-12 Second edition.pdf)

Category	she	her	woman	women	female	girl	sister	mother	daughter	aunt	grandmother	girlfriend	TOTALS
Totals	75	86	3	114	34	26	2	49	0	1	0	5	395
carer	11	2				1		4					18
victim	40	57	3	109	18	16		16					259
Aggressor	5	5			1			3				3	17
stand-in	20	22		5	15	9	2	26		1		2	102

Category	he	him	man	men	male	boy	brother	father	son	uncle	grandfather	boyfriend	TOTALS
Totals	65	78	14	60	53	28	19	31	0	3	2	5	358
carer	6	3				2							11
victim	32	37	2	17	16	14	4						122
perpetrator	23	21	9	32	17	3	4	21		2	2	4	138
stand-in	4	17	3	11	20	9	11	10		1		1	87

Gender Neutral substitutes	Count
He/she	0
They/their	678

Appendix 2 – Working Examples / Case studies / Hypotheticals

Conflict breakdown by aggressor, victim and gender.

Grid layout and explanatory examples for each cell		Aggressor		
		Female	Male	Neutral
Victims	Female	A girl hits a girl	A boy hits a girl	Somebody hits a girl
	Male	A girl hits a boy	A boy hits a boy	Somebody hits a boy
	Neutral	A girl hits someone	A boy hits someone	Somebody hits someone

Legend:

A3-5fe	Workbook for **A**ges **3** to **5** (A3-5) first **e**dition (**fe**)
YR-2	Workbook for **Y**ears **R**eception to **2** (YR-2) current edition
Y6-9 p107	Workbook for **Y**ears **6** to **9** (Y6-9) **p**age **107** (**p107**)
Y6-9fe p157 x2	Workbook for **Y**ears **6** to **9** (Y6-9) **f**irst **e**dition (fe) **p**age **157** (**p157**) two examples (**x2**)
Y10-12 p103 x6	Workbook for **Y**ears **10** to **12** (Y10-12) **p**age **103** (**p103**) six examples (**x6**)

Raw Data:

	Aggressor		
	Female	Male	Neutral
Female victim	A3-5fe p26	A3-5fe p26	A3-5fe p85 x2
	A3-5fe p87	A3-5fe p105	A3-5fe p86
	A3-5fe p105		
		A3-5 p10	A3-5 p70
	A3-5 p24	A3-5 p24	A3-5 p71
	A3-5 p71	A3-5 p49	A3-5 p101 x2
		A3-5 p101 x2	
	YR-2fe p26		YR-2fe p12
	YR-2fe p147	YR-2fe p26	YR-2fe p74
	YR-2fe p152	YR-2fe p117	YR-2fe p110
		YR-2fe p152	YR-2fe p154 x2
	YR-2 p24		YR-2fe p173
	YR-2 p80	YR-2 p10	
	YR-2 p106	YR-2 p24	YR-2 p48
		YR-2 p80	YR-2 p60
	Y3-5fe p26	YR-2 p106	YR-2 p117
	Y3-5fe p78	YR-2 p121 x2	YR-2 p126
	Y3-5fe p80	YR-2 p126	
	Y3-5fe p109		Y3-5fe p12
	Y3-5fe p134	Y3-5fe p26	Y3-5fe p70
	Y3-5fe p144	Y3-5fe p80	Y3-5fe p102
		Y3-5fe p109	A3-5fe p134
	Y3-5 p24	Y3-5fe p134	Y3-5fe p149 x2
	Y3-5 p45	Y3-5fe p138	Y3-5fe p150 x2
	Y3-5 p69	Y3-5fe p139	A3-5fe p171
	Y3-5 p75	Y3-5fe p144	
	Y3-5 p83	Y3-5fe p149	Y3-5 p45
	Y3-5 p95	Y3-5fe p171	Y3-5 p85
	Y3-5 p107		Y3-5 p86 x2
		Y3-5 p10	Y3-5 p95
	Y6-9fe p26	Y3-5 p24	Y3-5 p100
	Y6-9fe p85	Y3-5 p56	Y3-5 p112
	Y6-9fe p88	Y3-5 p58	Y3-5 p113 x2
	Y6-9fe p113	Y3-5 p74 x2	Y3-5 p132
	Y6-9fe p141	Y3-5 p99	
	Y6-9fe p147	Y3-5 p100	
		Y3-5 p107	Y6-9fe p165
	Y6-9 p24	Y3-5 p127 x2	
	Y6-9 p59		Y6-9 p43
	Y6-9 p62		Y6-9 p62
	Y6-9 p80	Y6-9fe p26	Y6-9 p73
	Y6-9 p107	Y6-9fe p74	Y6-9 p101
		Y6-9fe p79	Y6-9 p111
	Y10-12fe p26	Y6-9fe p80	Y6-9 p117
	Y10-12fe p68	Y6-9fe p82	Y6-9 p126
		Y6-9fe p84	

	Y10-12fe p197 Y10-12 p24 Y10-12 p56	Y6-9fe p85 x3 Y6-9fe p96 Y6-9fe p106 Y6-9fe p113 Y6-9fe p141 Y6-9fe p145 Y6-9fe p147 x3 Y6-9fe p148 Y6-9fe p156 Y6-9fe p157 x2 Y6-9fe p159 Y6-9fe p164 x2 Y6-9fe p165 x2 Y6-9fe p193 Y6-9 p24 Y6-9 p59 x3 Y6-9 p60 Y6-9 p73 Y6-9 p74 Y6-9 p75 Y6-9 p76 x2 Y6-9 p77 Y6-9 p78 x2 Y6-9 p80 x2 Y6-9 p84 Y6-9 p90 x2 Y6-9 p91 x2 Y6-9 p93 Y6-9 p109 Y6-9 p117 Y6-9 p118 x2 Y6-9 p119 Y6-9 p120 Y6-9 p125 x2 Y6-9 p126 x2 Y10-12fe p26 Y10-12fe p77 Y10-12fe p107 Y10-12fe p130 Y10-12fe p133 Y10-12fe p139 Y10-12fe p145 Y10-12fe p146 Y10-12fe p147 Y10-12fe p173 Y10-12 p24 Y10-12 p51 Y10-12 p66 x4 Y10-12 p69 Y10-12 p75 x8 Y10-12 p78 x2 Y10-12 p93 Y10-12 p96 x4 Y10-12 p103 x2 Y10-12 p104 x2	Y10-12fe p12 Y10-12fe p100 Y10-12fe p139 Y10-12 p45 Y10-12 p54 Y10-12 p65 Y10-12 p66 Y10-12 p67 x5 Y10-12 p75 x4 Y10-12 p78 x2 Y10-12 p94 Y10-12 p96 Y10-12 p98 x2 Y10-12 p99 x6 Y10-12 p103 x2
Male victim	Y3-5 p58 Y3-5fe p71 Y6-9fe p74 Y10-12 p104*	A3-5fe p86 A3-5 p70 A3-5 p101 YR-2fe p152 YR-2fe p154 YR-2 p10 YR-2 p80 YR-2 p106 YR-2 p121 Y3-5fe p71 x2 Y3-5fe p82 Y3-5fe p141 Y3-5fe p142	A3-5fe p68 A3-5fe p85 x3 A3-5 p53 YR-2fe p74 YR-2fe p89 Y3-5fe p134 Y3-5fe p144 x2 Y3-5fe p149 x2 Y3-5fe p150 x2 Y3-5 p45 Y3-5 p75 Y3-5 p84 Y3-5 p86

		Y3-5fe p144 Y3-5fe p149 Y3-5 p10 Y3-5 p56 Y3-5 p58 Y3-5 p73 Y3-5 p74 Y3-5 p75 Y3-5 p85 Y3-5 p107 Y3-5 p112 Y3-5 p127 Y6-9fe p145 Y6-9fe p156 Y6-9fe p157 x2 Y6-9fe p164 Y6-9fe p165 Y6-9 p47 Y6-9 p73 x2 Y6-9 p76 x2 Y6-9 p90 Y6-9 p91 x2 Y6-9 p106 Y6-9 p118 x2 Y6-9 p125 Y10-12fe p77 Y10-12fe p144 Y10-12 p66 x3 Y10-12 p69 Y10-12 p75 x2 Y10-12 p96 x3 Y10-12 p104	Y3-5 p95 Y3-5 p107 Y3-5 p113 Y6-9fe p164 Y6-9fe p165 x2 Y6-9fe p168 Y6-9 p73 Y6-9 p90 Y6-9 p93 Y6-9 p117 x2 Y6-9 p125 Y6-9 p126 x3 Y10-12fe p130 Y10-12 p45 Y10-12 p54 x4 Y10-12 p24 x4 Y10-12 p67 x3 Y10-12 p75 x2 Y10-12 p98 Y10-12 p99 x5
Neutral	A3-5fe p82 A3-5 p71 YR-2fe p117 YR-2 p60 Y3-5fe p26 Y3-5fe p109 Y3-5fe p134 x2 Y3-5fe p139 Y3-5fe p150 Y3-5 p56 Y3-5 p100 Y6-9fe p26 Y10-12fe p12 Y10-12fe p26 Y10-12fe p107 Y10-12fe p139 Y10-12 p54 Y10-12 p94 Y10-12 p104*	A3-5fe p68 A3-5fe p82 YR-2fe p12 YR-2fe p110 YR-2fe p147 YR-2fe p173 YR-2 p60 YR-2 p86 YR-2 p108 Y3-5fe p12 Y3-5fe p70 Y3-5fe p79 Y3-5fe p102 Y3-5fe p139 Y3-5fe p144 x2 Y3-5fe p150 Y3-5fe p171 Y3-5 p56 Y3-5 p71 Y3-5 p84 Y3-5 p100 Y6-9fe p12 Y6-9fe p74 Y6-9fe p83 Y6-9fe p106 Y6-9fe p147 Y6-9fe p156 Y6-9fe p158 Y6-9fe p193 Y10-12fe p12 Y10-12fe p100 Y10-12fe p139 x4	A3-5fe p68 A3-5fe p86 A3-5fe p82 x3 A3-5 p53 x2 A3-5 p70 x2 YR-2fe p12 YR-2fe p89 x2 YR-2fe p110 YR-2fe p173 Y3-5fe p12 Y3-5fe p70 x2 Y3-5fe p76 x4 Y3-5fe p86 Y3-5fe p102 Y3-5fe p138 x3 Y3-5fe p139 x3 Y3-5fe p149 Y3-5fe p150 x3 Y3-5fe p171 Y3-5 p45 Y3-5 p46 Y3-5 p56 x5 Y3-5 p75 Y3-5 p84 Y3-5 p85 x3 Y3-5 p86 x2 Y3-5 p95 Y3-5 p99 x3 Y3-5 p100 x2 Y3-5 p107 Y3-5 p112 x3 Y3-5 p113 x3 Y6-9fe p26

		Y10-12fe p173 Y10-12 p67 x4 Y10-12 p98 Y10-12 p99 x8	Y6-9fe p38 Y6-9fe p85 Y6-9fe p141 Y6-9fe p147 x6 Y6-9fe p156 Y6-9fe p164 Y6-9fe p165 x3 Y6-9fe p168 x3 Y6-9 p43 Y6-9 p59 x6 Y6-9 p73 Y6-9 p80 Y6-9 p94 Y6-9 p101 Y6-9 p117 Y6-9 p126 Y10-12fe p12 Y10-12fe p26 Y10-12fe p100 Y10-12fe p107 Y10-12fe p139 Y10-12fe p173 Y10-12 p45 Y10-12 p54 x2 Y10-12 p78 Y10-12 p94 x2 Y10-12 p103

Appendix 3 – Examples from the workbooks

A. Overt unnecessary inclusions of gender:

- *"Dad's **male** squash partner …"* (Years 6-9 page 76). The use of 'male' here created an unnatural sentence. Why did the authors not simply say: *"Dad's squash partner …"* or *"A friend of the family …."* or *"Mum's squash partner …"*?

- *"A **male** friend of a 12 year old boys father…"* (Years 6-9 page 125) The male was again an abuser. Why did the author not write *"A friend"*?

- *"All **male** abusers …"* (Years 10-12 page 99) Once again the gendering is not necessary.

B. Subtle unnecessary inclusions of gender:

- *"Is she the only **female** in the car?"* (Years 6-9 page 90) This implied that the only people who might protect her were female or that males were inherently dangerous.

- In the story extract *"Watch out for Jamie Joel"* (Mike Dumbelton, 2003) a delinquent boy harassed an innocent girl. The principal suggested: *"We've got a **female** councillor at the school."* Is this meant to imply that councillors are better when they are female or that a male councillor cannot be trusted?

C. Gendered choice of resource literature:

- *Hattie and the Fox* (Mem Fox, 1996) – A cautious female victim of an unspecified (suggested male) threat (Years R-2 page 65).

- *Bear and Chook* (Lisa Shanahan & Emma Quay, 2002) – A male bear was wrong about everything and the female chicken was right about everything (Years R-2 page 48).

- *Saving Francesca* (Melina Marchetta, 2003) – A group of girls attend a school full of abusive boys (Years 6-9 p126).

- *What's Wrong with Bottoms* (Jenny Hassell & Mandy Nelson, 1987) – A male relative sexually abused children (Years 3-5 p73).

- *My Body Belongs to Me* (Jill Starishevsky, 2009) – A male relative abused a boy Years 3-5 p73.

- *Something is Wrong at My House* (Diane Davis, 1984) – A male abused a woman at home. (Years 3-5 p74).

- *Heroes* (Margaret Watts, 2004) A male relative sexually abused a girl (Years 6-9 p77).

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