

The Transformative Teaching of Gender Education and Indigenous Culture-based Curriculum: The Issue of Gender Division of Labor

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There is a unique meaning of gender division of labor in the indigenous cultural context. The transformative curriculum and teaching of gender and ethnicity could facilitate exploring the concept of intersectionality in multicultural education. The researcher of this action research collaborated with a teacher in an indigenous elementary school. By applying transformative teaching in an indigenous culture-based curriculum focusing on the gender division of labor, we hoped to explore the process of transformative teaching and its effects on students. The results indicate that rapport between school and community, teachers' literacy of gender and ethnicity, and transformative are essential elements in curriculum design. Transformative teaching approaches include inviting unconventional female role models to share learning experiences, breaking traditional gender division of labor through practicing, and recognizing students' unconventional performance. Most students in the study were able to eliminate stereotypes about gender division of labor and were open to learning various cultural activities. Therefore, it was a win-win situation for gender education and indigenous education. However, the research also finds that it is more challenging to change stereotypes connected to masculinity.

Keywords: culture-based curriculum, gender division of labor, gender education, indigenous school, transformative teaching

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