

Meaning and Controversy of Integrating Gender Equity Issue into Curriculum and Instruction and Their Implications for Teacher Education

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What schools should teach is a core focus of curriculum studies and teaching practices, a kind of "culture war" which connotes anxiety regarding shifting power relations in society. Utilizing the perspective of reconceptualization, this study explored gender equity education, related policies, its integration into formal curricula, and the surrounding controversy by historicizing its evolution. The Grade 1–9 Curriculum Reform moved gender equity education from the null curriculum into the formal curriculum, and the independent curriculum guidelines were reduced into an appendix of the curriculum guidelines for each subject in the 12-Year Basic Education system. During the transition from the Grade 1–9 Curriculum to the 12-Year Basic Education system, controversy emerged in three regards: (1) curricular status, (2) gender equity education, and (3) teaching practices. Some of these controversies emerged when the new curriculum was established, whereas others emerged only after it was implemented. This study concludes with a reconsideration of the significance of gender equity education for teacher education amid concerns regarding Sustainable Development Goals, one of which is gender equality.

Keywords: reconceptualization, gender equity education, teacher preparation, curriculum reform, integration of issues

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主題文章

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