

Title

The gender ideology inscribed in the mission statements of
single-sex secondary schools in Queensland

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Abstract

This thesis aims to ‘*analyse the mission statements of single-sex secondary schools in Queensland to identify the gender ideology inscribed within*’. Critical Discourse Analysis (CDA) is a particularly powerful tool for the task. It not only permits a micro level analysis of the *text* used to discursively position girls and boys in schools, but enables a consideration of the wider social *context* within which the text is located. For the textual analysis (vocabulary and grammar), this thesis is guided by the approach of Norman Fairclough. The visual analysis is guided by the approach of Kress and van Leeuwen.

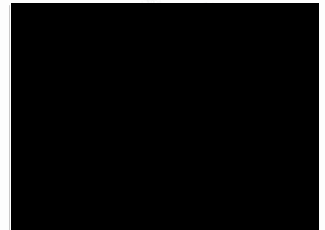
The analysis reveals vocabulary choices, grammatical structures and visual representations that construct a multidimensional view of the gender ideology encapsulated in school mission statements, showing that girls and boys are indeed discursively positioned by their schools. The results provide robust support for the prevailing view that in Australia, schooling remains a gendered experience.

Candidate's Certification

I Certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree or qualification.

I certify that any help received in preparing this thesis and all sources used have been acknowledged in this thesis.

Signature



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