



CONFRONTING 21ST CENTURY INEQUALITIES: TOWARDS MORE JUST SCHOOLS AND SOCIAL SERVICES

SATURDAY 7 MAY 2011
THE UNIVERSITY OF SYDNEY

This symposium will be of immense interest to those working in all levels of education, social work, juvenile justice, community development and youth work. We will explore:

- how 21st century inequalities manifest themselves across the spectrum and what role organisations and individuals might play in combating these
- what we can learn from previous and current national and international agendas in equity and the factors that impact on these agendas
- mutually beneficial collaborative activity of schools and community organisations
- success stories from a range of contexts.

Registration 8.45–9.20am
Symposium 9.30am–3.45pm
Drinks 3.45–4.30pm

COST AND HOW TO REGISTER

\$240 per person (incl. GST)
Includes morning tea, lunch and closing drinks. Group discount available.

FOR FULL PROGRAM DETAILS VISIT
sydney.edu.au/education_social_work/professional_learning

FOR MORE INFORMATION CONTACT

Britt Putland
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Opening Address: **The Hon Tanya Plibersek MP**

Keynote: **Raewyn Connell, The University of Sydney**

SCHOOLS AND SOCIAL JUSTICE IN THE 21ST CENTURY

As long as we live in an unequal society, there will be questions about the connection between schools and social justice. Social science has gathered a wealth of knowledge about this issue, but the knowledge is not always used. At this moment, social justice seems to be an inconvenient question. Yet the major structures of social inequality – class, gender, colonization – are still present. These are not static, but living structures that constantly produce new effects in economy, culture, and social power – and all are intertwined with education. So are the processes that marginalize people on grounds of disability, sexuality, or ethnicity. In the 21st century we see inequalities produced in new social arenas. These include the trans-national arenas of the world economy, the effects of the neoliberal dominance of politics, new communication technologies and networks of social relations, and arenas of environmental injustice. Questions for teachers (and educational policy makers) arise across this spectrum. What would a socially just curriculum like it? How can we abolish institutional hierarchies in education? What is socially just practice in the contemporary classroom? Australian education will be profoundly shaped by the answers we give to these questions – or our failure to answer them.

Keynote: **Ross Homel AO, Griffith University**

THE PATHWAYS TO PREVENTION PROJECT

Children's development is influenced by many contexts and institutional settings, including families, schools, childcare centres, churches, and ethnic community groups. Positive development is more likely when the developmental system that shapes these settings and their interconnections works in a manner that enriches children's environments and their access to resources. The capacity to work across contexts and maintain integrated systems of support for development is particularly important for children who experience family adversity and various forms of social and economic disadvantage that are known risk factors for healthy development. The Pathways Project has evolved since 2001 as a comprehensive service offered through a partnership between national community service agency Mission Australia, seven local primary schools and Griffith University, in several ethnically diverse, socially disadvantaged, and high crime Brisbane suburbs. Within its universal focus, the Pathways model emphasises comprehensive and integrated practice that supports development in a holistic way.

Keynote: **Peter Freebody, The University of Sydney**

NOT BY SCHOOLING ALONE: SERVICE COLLABORATION IN INEQUITABLE TIMES

Current economic conditions and political forces have intensified economic inequalities and access to quality services and supports in Australia. At the same time fragile status of agenda relating to equality, equity and social justice in the service and education sectors has existed over the last three decades in Australia. This means that only highly proactive and coordinated efforts on the parts of researchers, policy makers and practitioners can re-establish a sense of the significance and value of equity as a set of public discourses, commitments and activities. Professor Freebody will use this backdrop to summarise and draw out the major themes arising from the day's discussions. He will also draw on the extended, on-going OECD future-of-schooling scenarios to put the argument for a widespread, cross-agency, cross-community movement around equity, inclusion, and social justice. Such a movement is crucial at a time when social divisions seem to be intensifying, when young Australians, particularly those in poor, migrant, Indigenous and remote communities, face increasingly complex, uncertain and challenging circumstances.

Concurrent workshops and papers:

Dorothy Bottrell, Kelly Freebody & Susan Goodwin, The University of Sydney
SCHOOL–COMMUNITY ENGAGEMENT FOR EQUITY

Jon Callow, University of Sydney & Geoff Munns, University of Western Sydney
TEACHERS FOR A FAIR GO – ENGAGING STUDENTS IN POVERTY

Margaret Clark, Australian College of Educators
RECLAIMING THE LANGUAGE OF THE NEO-LIBERAL EDUCATION AGENDA

Denise Lynch, The University of Sydney
REFUGEE CHILDREN IN THE AUSTRALIAN CONTEXT

Please complete one registration form per person. Photocopy this page if multiple forms are needed. Print clearly and provide complete details. Combined registration payment is permissible when forms are sent together. Confirmation is sent by email, so please ensure the address given is correct.

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SATURDAY 7 MAY 2011 THE UNIVERSITY OF SYDNEY, CAMPERDOWN 9.30AM-3.45PM

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