



Rethinking School Violence: Theory, Gender, Context

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The essays in this book examine how norms of gender, culture and educational practice contribute to school violence. Taking a sociocultural approach to understanding violence, chapters explore how language, image, text and everyday practice play a significant role in the production of violence in schools. Drawing on a range of theoretical traditions from across the humanities and social sciences, contributing authors ask readers to consider how taken-for-granted assumptions and normative schooling practices can be understood as part of the problem. The book argues that rethinking school violence involves considering more than student behaviour and prevention or management strategies. Instead, it requires that difficult questions be asked of educational institutions, their gendered power relations and systemic inequalities. The authors in this volume also provide strategies to intervene in and address violence in educational contexts.

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