

References

Chapter 15

1 The killjoy is a character that Sara Ahmed explores in depth throughout her work. Ahmed, S. *Living a Feminist Life*. Durham: Duke University Press, (2017)

2 While I separate these topics out for clarity, in reality they are entirely intersectional processes. Experiences of racism, for example, often overlap with gender and class. The short nature of this chapter prevents further discussion on this.

3 Haraway, D. Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*. Vol.14(3), (1988)

4 Robinson, K. *Innocence, Knowledge and the Construction of Childhood*. London: Routledge, (2013)

5 *Realising the ambition: Being Me*. Education Scotland. (2020) [Online] Available: <https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

6 Gaine, C. *We're all White, Thanks: the persisting myth about 'white' schools*. Stoke on Trent: Trentham Books. (2005)

7 Coalition for Racial Equality and Rights (CRER) *Ethnicity and Poverty in Scotland 2020*. Available here: https://b0353f24-0d04-4fc5-9c7d-2716ba8ba44f.usrfiles.com/ugd/b0353f_0db6596cc9ee46ab9aa13b97699aae79.pdf

8 I use LGBT+ as an umbrella term to refer to all minoritised sexual orientations and gender identities, with the plus symbol used as a proxy to represent those with fluid or non-binary identities.

9 Lough Dennell, B. L., Anderson, G. and McDonnell, D. *Life in Scotland for LGBT Young People*. LGBT Youth Scotland. (2017) <https://www.lgbtyouth.org.uk/media/1354/life-in-scotland-for-lgbt-young-people.pdf>

10 For further reading, see: Halberstam, J. *Trans*: A Quick and Quirky Account of Gender Variability*. Oakland: University of California Press. Gill-Peterson, J. (2018)

11 Histories of the Transgender Child. Minneapolis: University of Minnesota Press. Stryker, S. (2017) *Transgender History: The Roots of Today's Revolution*.

12 *Improving Gender Balance Scotland: Gender Stereotypes*. Skills Development Scotland; Institute of Physics; Education Scotland, (2019)

13 Care Inspectorate; Zero Tolerance Gender equal play in early learning and childcare, (2019) <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/gender-equal-play-in-early-learning-and-childcare/>

14 Heywood, S. An evaluation of the North East Glasgow pilot of the Gender Friendly Nursery programme. Glasgow City Health & Social Care Partnership (2018)

15 A full analysis is well beyond the scope of this chapter. However, in brief, the terms 'gender balance', 'gender equal', 'gender diverse' and 'gender neutral' are used at various points entirely indiscriminately. Secondly, when we posit 'balance' as the operative goal for gender in educational contexts, this assumes a binary distinction where male and female roles remain distinct from each other, based on essentialist biological differences. Finally, there remains little explicit mention of transgender children across the texts.

16 Massumi, B. *What Animals Teach Us about Politics*. Durham: Duke University Press, (2014)

17 Berlant, L. *Cruel Optimism*. Durham: Duke University Press, (2011) 215

18 Tembo, S. 'Hang on, she just used that word like it's totally easy': Encountering ordinary racial affects in early childhood education and care.' *Ethnicities*, (2020)