

EDUCATING BOYS

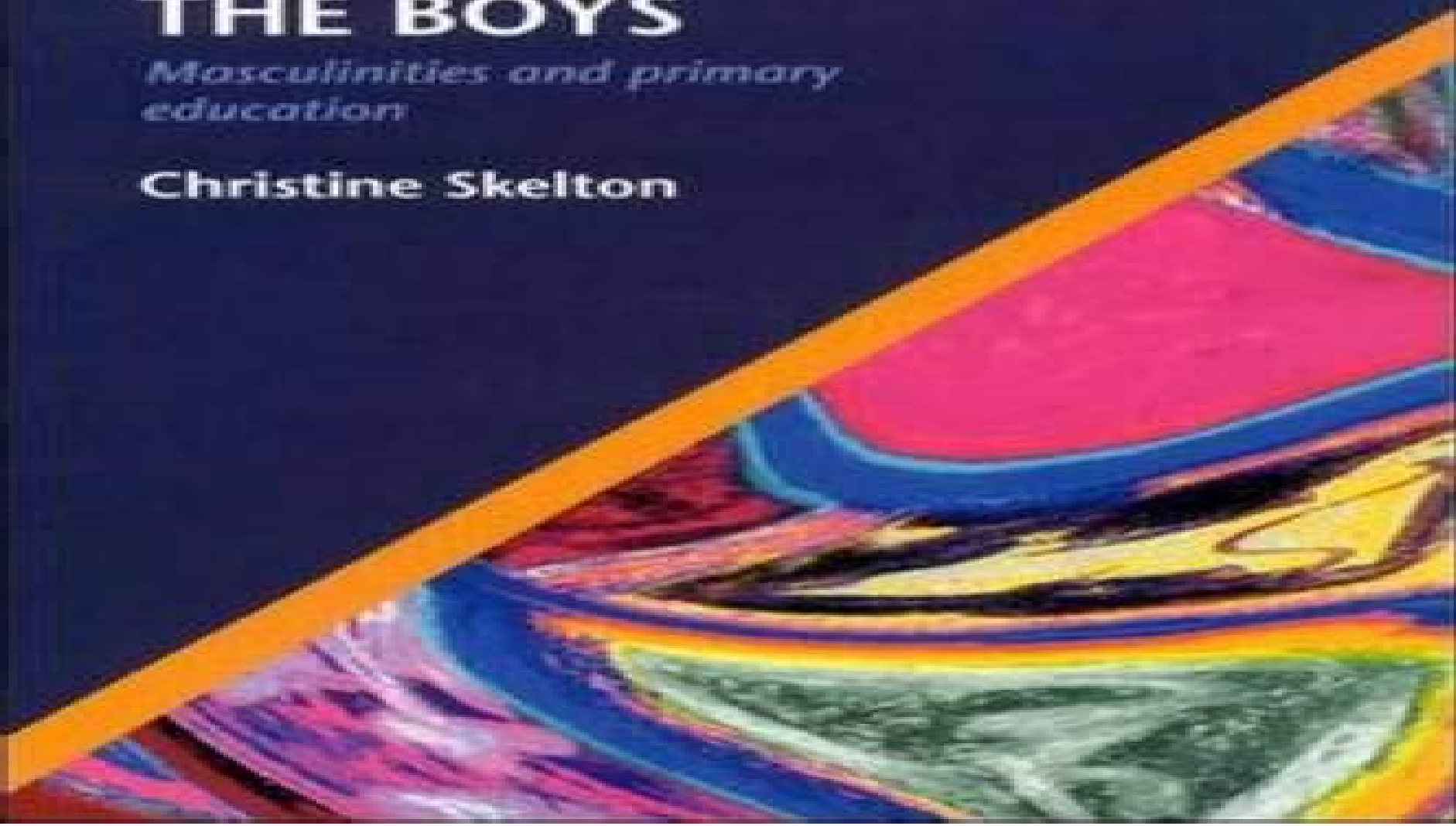
LEARNING GENDER

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SCHOOLING THE BOYS

*Masculinities and primary
education*

Christine Skelton



Schooling The Boys Masculinities And Primary Education

**Simon Brownhill, Jo Warin, Inga
Wernersson**



Schooling The Boys Masculinities And Primary Education:

Schooling the Boys Christine Skelton, 2001 This book explores where masculinity is in primary schools It has been argued by some commentators that a contributory factor to boys underachievement is the predominance of women teachers in primary schools which has led to classroom management and teaching styles which favour girls As this book shows primary schools produce a range of masculinities for pupils to draw on A number of questions are raised what are the tensions for boys between what the school expects from them as school pupils and how they are drawn to behave as a boy How does a primary school produce certain masculine styles in its day to day routines In what ways do girls respond to male practices and behaviours in the primary school classroom The book aims to provide readers with an understanding of the background literature on boys and schooling an insight into masculinity making in primary schools and to offer strategies for developing gender relevant programmes

Boys, Masculinities and Reading Laura Scholes, 2017-09-01 Boys Masculinities and Reading explores elementary students interpretations of their experiences of reading and the contextual influences that impact those experiences While research continues to highlight the apparent systematic underperformance of boys in comparison to girls on national and international reading benchmarks this text moves beyond broad generalizations to consider complexities inherent in notions of masculinity and associated tensions Applying a socio cultural perspective Scholes highlights the voices of boys and girls by focusing on their reading experiences Examining the perceived generalized crisis of boys underperformance in reading and literacy Scholes identifies the factors that shape perceptions of masculinity among different groups of boys across the globe

Boys and Schooling B. Lingard, W. Martino, M. Mills, 2008-11-12 Exploring current approaches to addressing boys education in schools this book highlights the limitations of structural reform initiatives and the failure to address the impact of socioeconomic status race sexuality disability and hegemonic masculinity on both boys and girls participation in schooling

Handbook of Studies on Men and Masculinities Michael S. Kimmel, Jeff Hearn, Raewyn Connell, 2005 In the past research in the field of gender has mainly addressed issues about women and has for the most part been developed by women Recently the study of gender has rapidly expanded and there has been a growing interest in men s and boys identities conduct and problems The Handbook of Studies on Men and Masculinities is an interdisciplinary and international culmination of the growth of men s studies that also offers insight about future directions for the field The Handbook provides a broad view of masculinities primarily across the social sciences with the inclusion of important debates in some areas of the humanities and natural sciences The various approaches presented in this Handbook range across different disciplines theoretical perspectives methodologies and conceptualizations in relation to the topic of men Editors Michael S Kimmel Jeff Hearn and Robert W Connell have assembled an esteemed group of contributors who are among the best known experts in their particular fields The Handbook of Studies on Men and Masculinities examines the construction of masculinities in four different frames the social organization of masculinities in

their global and regional iterations the institutional reproduction and articulation of masculinities the ways in which masculinities are organized and practiced within a context of gender relations and the ways in which individual men express and understand their gendered identities The Handbook is organized in a way that moves from the larger global and institutional articulations of masculinities to the more intimate and personal expressions The Handbook of Studies on Men and Masculinities provides scholars researchers and students with the most current incisive scholarship available for the men s studies area of gender studies It is a vital resource for those interested in the practical or cultural issues about men boys and gender as well as an excellent addition to any academic library

Gender, Masculinities and Lifelong

Learning Marion Bowl,Robert Tobias,Jennifer Leahy,Graeme Ferguson,Jeffrey Gage,2013-03-05 Gender Masculinities and Lifelong Learning reflects on current debates and discourses around gender and education in which some academics practitioners and policy makers have referred to a crisis of masculinity This book explores questions such as Are men under represented in education Are women outstripping men in terms of achievement What evidence supports the view that men are becoming educationally disadvantaged Drawing on research from a number of countries including the UK Australia New Zealand and Canada the contributors discuss a range of issues which intersect with gender to impact on education including structural factors such as class ethnicity and age as well as colonisation and migration The book provides evidence and argument to illuminate contemporary debates about the involvement of men and women in education including The impact of colonisation on the gendering of education and lifelong learning International surveys on men women and educational participation Gender masculinities and migrants learning experiences Boys only classes as a response to the problem of underachieving boys Men s perspectives on learning to become parents Community learning gender and public policy Older men s perspectives on re entering post compulsory education The book goes on to suggest the implications for practice research and policy Importantly it critically addresses some of the taken for granted beliefs about men and their engagement in lifelong learning presenting new evidence to demonstrate the complexity of gender and education today With these complexities in mind the authors provide a framework for developing further understanding of the issues involved with gender and lifelong learning Gender Masculinities and Lifelong Learning will be of interest to any practitioner open to fresh ideas and approaches in teaching and programming connected with gender and education

Men, Masculinities and Teaching in Early Childhood Education Simon Brownhill,Jo Warin,Inga Wernersson,2015-06-26 This stimulating book sets out to critically explore the notion of men masculinities and teaching in early childhood education It addresses the global pattern of gender teaching and care where men are in the minority and explores the notion that the greater involvement of men within teaching and associated professions has the potential to transform gender relations for future generations International contributors raise critical questions about the construction of masculinities the continuing reluctance of men to engage in this type of work and the influence of political and public debates on the issue Through this engaging discussion

readers are asked to question whether this is something that we should care about with key topics including The roles of men in education and care Teachers beliefs norms and values of gender equality The construction of male identities Gendered ideals and children s interpretations of gender Men Masculinities and Teaching in Early Childhood Education brings together a refreshing and critical set of perspectives linked to an increasingly important educational debate and will be a valuable text for practitioners professionals policy makers and parents carers Schooling Sexual Cultures Louisa Allen,2017-03-31

Moving beyond the traditional focus on curriculum and pedagogy this volume explores hidden dimensions of sexuality education in schools and how sexual meanings are produced Challenging the standard understandings of sexuality education Allen discusses how students knowledge of sexualities is often learnt outside the official school curriculum in informal spaces such as the sports field gym locker rooms and peer groups By employing visual methods and analysing student photo diaries Allen s original book captures a sexual culture of schooling that allow readers to literally see through young people s eyes

Introducing theoretical ideas in relation to queer theory and new feminist new materialisms this volume calls for a re conceptualization of how sexuality comes into being at school in order to take account of its material spatial and embodied elements *Masculinity and Education* Amanda Coffey,David James,2016-03-16 The uncertain complex and problematic relationships between masculinity and education have come to occupy a prominent position within the sociology of education in recent years This collection of articles brings together a range of different perspectives offering both empirical and theoretical contributions to our understanding of this subject The articles seek to broaden our sociological understanding by considering masculinities in relation to a variety of educational setting and contexts These include the role of football in the playground of a junior school the question of why more boys study AS level mathematics in England the changing rhetoric of education ministers and attempts to increase the number of male primary school teachers in Australia The collection also engages with the broader context of gender politics and educational theory and the volume concludes with a study of the move away from class analysis within educational theories in recent decades taking English white working class masculinity as its main focus The collection offers a perceptive insight into a crucial and current area within the sociology of education This book was originally published as a special issue of the British Journal of Sociology of Education Masculinities in Text and Teaching B. Knights,2007-12-04

In a climate of anxiety about boys and reading this book addresses the gendering of English Studies drawing on recent research on masculinity In drawing together the study of text and narrative with insight into the experience of the classroom this book will be of value to both teachers and students of English Studies **Queer Masculinities** John Landreau,Nelson Rodriguez,2011-09-28 **Queer Masculinities** A Critical Reader in Education is a substantial addition to the discussion of queer masculinities of the interplay between queer masculinities and education and to the political gender discourse as a whole Enriching the discourse of masculinity politics the cross section of scholarly interrogations of the complexities and contradictions of queer masculinities in education demonstrates that any serious study

of masculinity hegemonic or otherwise must consider the theoretical and political contributions that the concept of queer masculinity makes to a more comprehensive and nuanced understanding of masculinity itself The essays adopt a range of approaches from empirical studies to reflective theorizing and address themselves to three separate educational realms the K 12 level the collegiate level and the level in popular culture which could be called cultural pedagogy The wealth of detailed analysis includes for example the notion that normative expectations and projections on the part of teachers and administrators unnecessarily reinforce the values and behaviors of heteronormative masculinity creating an institutionalized loop that disciplines masculinity At the same time and for this very reason schools represent an opportunity to provide a setting where a broader menu can be introduced and gender sexual meanings expressions and experiences boys encounter can create new possibilities of what it can mean to be male At the collegiate level chapters include analysis of what the authors call homosexualization of heterosexual men on the university dance floor while the chapters of the third section on popular culture include a fascinating analysis of the construction of queer counternarratives that can be constructed watching TV shows of apparently hegemonic bent In all this volume's breadth and detail make it a landmark publication in the study of queer masculinities and thus in critical masculinity studies as a whole

Rethinking School Violence Kerry Robinson, Cristyn Davies, 2012-10-29 Taking a sociocultural approach to understanding violence the authors in this collection examine how norms of gender culture and educational practice contribute to school violence providing strategies to intervene in and address violence in educational contexts

International Handbook of Student Experience in Elementary and Secondary School D. Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students' interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students' experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students' experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students' experiences of schools and in fact themselves as researchers

Black Men Teaching in Urban Schools Edward Brockenbrough, 2018-05-20 This volume follows eleven Black male teachers from an urban predominantly Black school district to reveal a complex set of identity politics and power dynamics that complicate these teachers' relationships with students and fellow educators It provides new and important insights into what it means to be a Black male teacher and suggests strategies for school

districts teacher preparation programs researchers and other stakeholders to rethink why and how we recruit and train Black male teachers for urban K 12 classrooms **Lads And Ladettes In School** Jackson, Carolyn,2006-06-01 FIRST PRIZE WINNER of the SOCIETY FOR EDUCATIONAL STUDIES book award 2006 As a practising youth worker and researcher I found this book a fascinating and engaging read It provides a useful analysis and exploration of the classed and gendered anti school ethic in place presently within many schools and it will provide a meaningful analysis for academics policymakers and practitioners and anyone with an interest in gender education and young people Fin Cullen Goldsmiths College Review in Gender and Education I would therefore urge everyone concerned with what is happening in schools to read this book with its fascinating data and nuanced arguments Heather Mendick London Metropolitan University Review in British Journal of Educational Studies This innovative book looks at how and why girls and boys adopt laddish behaviours in schools It examines the ways in which students negotiate pressures to be popular and cool in school alongside pressures to perform academically It also deals with the fears of academic and social failure that influence pupils school lives and experiences Drawing extensively on the voices of students in secondary schools it explores key questions about laddish behaviours such as Are girls becoming more laddish and if so which girls Do boys and girls have distinctive versions of laddishness What motivates laddish behaviours What are the consequences of laddish behaviours for pupils What are the implications for teachers and schools The author weaves together key contemporary theories and research on masculinities and femininities with social psychological theories and research on academic motives and goals in order to understand the complexities of girls and boys behaviours This topical book is key reading for students academics and researchers in education sociology and psychology as well as school teachers and education policy makers **Race, Place and Globalization** Anoop Nayak,2016-09-08 What does it mean to be young in a changing world How are migration settlement and new urban cultures shaping young lives And in particular are race place and class still meaningful to contemporary youth cultures This path breaking book shows how young people are responding differently to recent social economic and cultural transformations From the spirit of white localism deployed by de industrialized football supporters to the hybrid multicultural exchanges displayed by urban youth young people are finding new ways of wrestling with questions of race and ethnicity Through globalization is whiteness now being displaced by black culture in fashion music and slang and if so what impact is this having on race politics Moreover what happens to those people and places that are left behind by changes in late modernity By developing a unique brand of spatial cultural studies this book explores complex formations of race and class as they arise in the subtle textures of whiteness respectability and youth subjectivity This is the first book to look specifically at young ethnicities through the prism of local global change Eloquently written its riveting ethnographic case studies and insider accounts will ensure that this book becomes a benchmark publication for writing on race in years to come

Educating the Gendered Citizen Madeleine Arnot,2009 Globalisation and global human rights are the two major forces in

the twenty first century which are likely to shape the sort of learner citizen created by the educational system Schools will be expected to prepare young men and women for national as well as global citizenship Male and female citizens will need to adapt to new social conditions only some of which will encourage gender equality This book offers a unique introduction to the contribution that sociological research on the education of the citizen can make to these national and global debates It brings together for the first time a selection of influential new and previously published papers by Madeleine Arnot on the theme of gender education and citizenship It describes feminist challenges to liberal democracy the gendered construction of the good citizen and citizenship education it explores the implications of social change for the learner citizen and offers alternative gender sensitive models of global citizenship education Reaching right to the heart of current debates the chapters focus on feminist democratic values in education teachers constructions of the gendered citizen European languages of citizenship the inclusion of women s rights into English citizenship textbooks gender struggles for equality in school pedagogy and curriculum the implications of personalised learning for the individualised learner citizen globalisation and the construction of a global ethic for citizenship education It will be an invaluable text for all those interested in citizenship education gender studies sociology of education educational policy studies critical pedagogy and curriculum studies and international or comparative education

Starting School Liz Brooker, 2002-04-16 This is a unique portrait of a group of working class families whose 4 year old children start school on the cusp of the millenium in urban Britain It is a brilliant analysis of ways in which parents children and teachers strive to cross cultural and linguistic boundaries to come to a common understanding of school Beautifully written it is essential reading for all involved in the education of young children Eve Gregory Professor of Language and Culture in Education Goldsmiths University of London This book will challenge and support practitioners in their quest to improve early childhood practice The use of theory is friendly and the real life examples of the experiences of young children and their parents really bring home to the reader the experience of inequality Readers will rarely find a book which expresses the complexity of educational experience in such an accessible form This is a valuable book for every level of early years training Iram Siraj Blatchford Professor of Early Childhood Education Institute of Education University of London How does the home experience of children from poor and ethnic minority communities influence their adaptation to school How does the traditional child centred and progressive pedagogy of early years classrooms meet the needs of children from culturally diverse backgrounds *Starting School* seeks to address these key questions by tracing the learning experiences of individual children from a poor inner urban neighbourhood half of them from Bangladeshi families as they acquire the knowledge appropriate to their home culture and then take this knowledge to their reception class The book highlights the small differences in family life in parenting practices in perspectives on childhood and in beliefs about work and play which make a big difference to children s adaptations to school In other words it shows how children succeed and fail from their early days at school It shows too how the good intentions of

good teachers can sometimes allow children from certain backgrounds to become disaffected and learn to fail and it suggests ways of working with children from working class and multicultural families which may help both children and parents to gain a better understanding of school learning in the UK

Stories of Men and Teaching Ian Davis, 2014-09-26 This book investigates the dynamic relationship between masculinity fiction and teaching answering one central question How are male teachers influenced by fictional narratives in the construction of masculinities within education It achieves this in three major steps by describing a methodological system of narrative analysis that is able to account for the influence of a fictional text alongside a reading of interview data by focusing on a specific cohort of male teachers in order to measure the influence of a fictional text and the literary tropes they contain both widening and restricting perceptions of teachers and teaching The book demonstrates how fictional narratives and their encompassing ideologies can become a powerful force in the shaping of male teachers professional identities The book focuses on a collection of 22 fictional narratives drawn from the teacher text genre Each text describes the world of teachers and teaching from differing perspectives in differing forms including literary texts dramatic works such as plays or musicals feature films and television and radio series The teacher text is a popular and prolific genre As part of the analysis the book pilots an innovative methodological process that reconciles the structural and textual differences between fictional texts and interview data in an effort to find points of commonality and mutual influence Stories of Men and Teaching reveals how teaching professionals utilise tropes found in fictional texts in chaotic and unstructured ways to manage points of professional intensity as they arise Key features such as legacy fear belonging reparation and violence are identified as themes that occupy male teachers most when considering their own identity and professional performance and each is also represented in the fictional teacher text canon

Children's Literacy Practices and Preferences Jane Sunderland, Steven Dempster, Joanne Thistlethwaite, 2016-03-31 Over the past few decades there have been intense debates in education surrounding children's literacy achievement and ways to promote reading particularly that of boys The Harry Potter book series has been received enthusiastically by very many children boys and girls alike but has also been constructed in popular and media discourses as a children's particularly a boys literacy saviour Children's Literacy Practices and Preferences Harry Potter and Beyond provides empirical evidence of young people's reported literacy practices and views on reading and of how they see how the Harry Potter series as having impacted their own literacy The volume explores and debunks some of the myths surrounding Harry Potter and literacy and contextualizes these within children's wider reading

Global Education Kristy Kelly, 2025-07-24 Bringing together leading education scholars Kristy Kelly's *Global Education Linking Theory and Practice* illustrates education whether studied locally globally or internationally as shaped by and with the potential to shape social political and economic change on a global scale

Embark on a transformative journey with is captivating work, **Schooling The Boys Masculinities And Primary Education** . This enlightening ebook, available for download in a convenient PDF format Download in PDF: , invites you to explore a world of boundless knowledge. Unleash your intellectual curiosity and discover the power of words as you dive into this riveting creation. Download now and elevate your reading experience to new heights .

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