Male Teachers and the "Boy Problem": An issue of recuperative masculinity politics

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Abstract

ABSTRACT. In this paper, we interrogate the call for more male role models within the context of boys' education debates in Australia and North America. We explicate links between failing masculinities and this call for more male teachers, arguing that the debate is driven by a "recuperative masculinity politics" committed to addressing the perceived feminization of schooling and its detrimental effect on boys' education.

Author Biographies

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WAYNE MARTINO is an Associate Professor in the Faculty of Education at the University of Western Ontario. His books (with Maria Pallotta-Chiarolli) include So what’s a boy? Addressing issues of masculinity and schooling (Open University Press, 2003) and Being normal is the only way to be. Adolescent perspectives on gender and school (University of New South Wales Press, 2005). His latest book is entitled Gendered outcast and sexual outlaws (Haworth Press, 2006).

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Abstract

This article focuses on the call for more male teachers as role models in elementary schools and treats it as a manifestation of "recuperative masculinity politics" (Lingard & Douglas, 1999). Attention is drawn to the problematic gap between neo-liberal educational policy-related discussions about male teacher shortage in elementary schools and research-based literature which provides a more nuanced analysis of the impact of gender relations on male teachers' lives and developing professional identities.

Male Teachers as Role Models: Addressing Issues of Masculinity, Pedagogy and the Re-Masculinization of Schooling. @article{Martino2008MaleTA, title={Male Teachers as Role Models: Addressing Issues of Masculinity, Pedagogy and the An issue of recuperative masculinity politics. Wayne martino & michael kehler. The University of Western Ontario. ABSTRACT. In this paper, we interrogate the call for more male role models. within the context of boys' education debates in Australia and North. America. We explicate links between failing masculinities and this call for. more male teachers, arguing that the debate is driven by a
“recuperative. masculinity politics” committed to addressing the perceived feminization problem of a male teacher shortage. Games of truth and the boys’ education debate. Foucault (1984) proposes critical inquiry into the historically contingent, regimes of normalizing practices within which particular modes of subj