



## Andrew Jones

### Abstract

Gender relations in education is well documented. We know that politically experienced men often find the practical nature of dealing with sexual politics difficult. We also know that male teachers can experience anxiety when their own gender performance is scrutinised within the context of a school culture, this may also include male sexual identities when hegemonic heterosexual masculinity is challenged or critiqued within schools. Studies have explored the nature of teaching, and how teachers are themselves categorised within a micro-culture, and labelled accordingly as to their ideologies; with relationships existing between teacher ideologies, self-representation and masculine subjectivities, which are complex, and in a constant state of negotiation. In this presentation, I share a critical ethnographic investigation into attitudes and perceptions of several secondary male art teachers in New South Wales and the Australian Capital Territory. The purpose of the study was to explore the male hegemonic constructs that exist within some schools; and how that structure may influence male art teachers in relation to their behaviour and beliefs. I will also discuss systems of power and hidden assumptions in social situations relating to the work of being a male art teacher. Are male art teachers under any pressure to act out behaviour and identities that are in line within hegemonic school cultures? Do male art teachers perceive being defined by their teaching subject, is the subject they teach connected to their own masculinity? male teachers can experience anxiety when their own gender performance is scrutinised within the context of a school culture, this may also include male sexual identities when hegemonic heterosexual masculinity is challenged or critiqued within schools. Studies have explored the nature of teaching, and how teachers are themselves categorised within a micro-culture, and labelled accordingly as to their ideologies; with relationships existing between teacher ideologies, self-representation and masculine subjectivities, which are complex, and in a constant state of negotiation. In this presentation, I share a critical ethnographic investigation into attitudes and perceptions of several secondary male art teachers in New South Wales and the Australian Capital Territory, its purpose to explore the male hegemonic constructs that exist within some schools; and how that structure may influence male art teachers in relation to their behaviour and beliefs. Some male teachers may find that masculine values expressed in the classroom may influence teaching practice and behaviour; the literature identifies boys' behaviour in the classroom is problematic.

In this presentation I will discuss systems of power and hidden assumptions in social situations relating to the work of being a male art teacher. Are male art teachers under any pressure to act out behaviour and identities that are in line within hegemonic school

cultures? Do male art teachers perceive being defined by their teaching subject, is the subject they teach connected to their own masculinity?

### **Bio**

Andrew Jones graduated from Staffordshire University in 1991, studying Fine Art Sculpture. After migrating to Australia in 1995 he studied at Charles Sturt University gaining a Post Graduate Secondary Teaching Diploma. Since then he has taught in many educational settings in both country New South Wales and the Australian Capital Territory; and has now been teaching in all boys' schools for the last fifteen years. Andrew is currently finishing a Masters of Art Education Research through Charles Sturt University. Andrew also tutors at the Australian Catholic University on the secondary-visual art Graduate Diploma of Education Course.