

VIVIENNE HOGAN

AUT Auckland University of Technology, New Zealand

FEMINIST PEDAGOGY IN TEACHER EDUCATION - A RELATIONAL SPACE FOR RE-FORMING/FRAMING THE PRACTICE AND DISCOURSES OF GENDER IN TEACHER EDUCATION.

Abstract:

Gender is widely acknowledged as important in education by feminist theorists and is explicitly referred to in inclusive practice and in relation to equity in education. Previous research on gender and early childhood education has suggested that early childhood education teachers can unwittingly reinforce gender stereotypes leading to a narrow understanding of gender rather than viewing gender as more complex, fluid and non-fixed. The article seeks to examine teaching and learning from a feminist pedagogy to problematise and unsettle simplistic notions of gender. The context of teaching and learning was interrogated with reference to critical feminist theory including new feminist materialisms which seek to inform our understanding of the classroom as a material assemblage where bodies matter

Keywords:

gender; early childhood education; teacher education; feminist pedagogy; self-study in teacher education.