

SO WHAT'S A BOY?

Addressing Issues of Masculinity and Schooling



Wayne Martino / Maria Pallotta-Chiarolli

So Whats A Boy Addressing Issues Of Masculinity And Schooling

**Steven Tozer, Bernardo P.
Gallegos, Annette Henry, Mary Bushnell
Greiner, Paula Groves Price**

So Whats A Boy Addressing Issues Of Masculinity And Schooling:

So What's a Boy? Wayne Martino, Maria Pallotta-Chiarolli, 2003-04-16 This book bears the hallmark of Open University Press texts. It is well laid out and nicely produced. It manages a good balance between textbook and cutting edge research. The book is impressive in its command of a wide range of writings on sexuality, gender, masculinity and schooling. Educational Review. Secondary school teachers, principals and school counsellors would be the primary audience for this book, although youth workers and other workers with adolescent males should also find the boys' perceptions of school and adolescent culture of great interest and considerable use. Youth Studies Australia. This book focuses on the impact and effects of masculinities on the lives of boys at school. Through interviews with boys from diverse backgrounds, the authors explore the various ways in which boys define and negotiate their masculinities at school. The following questions and issues are addressed: What does it mean to be a normal boy and who decides this? How do issues of masculinity impact on boys from culturally diverse backgrounds: indigenous boys, those with disabilities and boys of diverse sexualities? What issues of power impact on these boys' lives and relationships at school? What effects do these issues have on boys learning at school? Through problematizing and interrogating the question of what makes a boy a boy, this fascinating title offers recommendations and indicates future directions for working with boys in school. **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. **Boys and Their Schooling** John

Whelen, 2011-04-28 This book presents an ethnographic study of the experiences of teenage boys in an Australian high school. It follows a group of thirteen to fifteen year olds over a period of more than two years and seeks to understand why so many boys say they hate school yet enjoy being with one another in their daily confrontations with the formal school. The study acknowledges the ongoing significance of the boys' debate to policy makers and the media and therefore to teachers and parents, but moves it on from issues of gender construction and the panic about achievement to the broader question of what it is to experience being schooled as a boy in the new liberal educational environment. **The Problem with Boys'**

Education Wayne Martino, Michael D. Kehler, Marcus B. Weaver-Hightower, 2009-08-03 This book offers an illuminating analysis of the theories, politics and realities of boys' education around the world: an insightful and often disturbing account of various educational systems' successes and failings in fostering intellectual and social growth in male students. Examining original research on the impact of implementing boys' education programs in schools, the book also discusses the role of male teachers in educating boys, strategies for aiding marginalized boys in the classroom and the possibilities for gender reform in schools that begins at the level of pedagogy. Complete with case studies of various classrooms, school districts and governmental policy programs, the detailed essays collected provide a look into education's role in the development of

masculinities paying special attention to the ways in which these masculinities intersect with race class and sexuality to complicate the experience of boys within and outside of a classroom setting Boys, Girls, and the Myths of Literacies and Learning Roberta F. Hammett, Kathy Sanford, 2008-03-28 This timely and authoritative book provides a critique and deconstructs the myths that serve to uphold the current moral panic around boys supposed failures in literacy and diminished chances of success Readers are asked to look beyond simple gender binarism to see different more complex and often more egregious categorizations of students in their classrooms other than the simplistic male female categories and begin to question and address some of those issues poverty racism violence environment and more complex issues of gender patriarchy and hegemony The authors suggest different ways of teaching literacies to both boys and girls and propose that while solutions are not simple they are critically important in promoting positive educational experiences for all students regardless of gender class culture race or sexual orientation *EBOOK: Lads and Ladettes in School* Carolyn Jackson, 2006-06-16 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 **Elite Schools** Aaron Koh, Jane Kenway, 2016-02-19 Geography matters to elite schools to how they function and flourish to how they locate themselves and their Others Like their privileged clientele they use geography as a resource to elevate themselves They mark and market place This collection as a whole reads elite schools through a spatial lens It offers fresh lines of inquiry to the new sociology of elite schools Collectively the authors examine elite schools and systems in different parts of the world

They highlight the ways that these schools and their clients operate within diverse local national regional and global contexts in order to shape their own and their clients privilege and prestige The collection also points to the uses of the transnational as a resource via the International Baccalaureate study tours and the discourses of global citizenship Building on research about social class meritocracy privilege and power in education it offers inventive critical lenses and insights particularly from the Global South As such it is an intervention in global power knowledge geographies 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 **The SAGE Handbook of Gender and Education** Christine Skelton, Becky Francis, Lisa Smulyan, 2006-10-23 The Handbook of Gender and Education brings together leading scholars on gender and education to provide an up to date and broad ranging guide to the field It is a comprehensive overview of different theoretical positions on equity issues in schools The contributions cover all sectors of education from early years to higher education curriculum subjects methodological and theoretical perspectives and gender identities in education Each chapter reviews syntheses and provides a critical interrogation of key contemporary themes in education This approach ensures that the book will be an indispensable source of reference for a wide range of readers students academics and practitioners The first section of the Handbook Gender Theory and Methodology outlines the various feminist perspectives on researching and exploring gender and education The section critiques the notion of gender as a category in educational research and considers recent trends evident especially in the gender and underachievement debates to locate gender difference solely within biology This section provides the broad background upon which the issues and debates in the other sections can be situated Section two Gender and Education considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils students teachers and other adults in the different sectors of education It also includes a chapter on single sex schooling Section three Gender and School Subjects comprises chapters that cover gender issues within the teaching and learning of particular school subjects for example maths literacy and science It also includes topics such as sex education and assessment The chapters in section four Gender identity and educational sites address up to date issues which have a long history in terms of explorations into gender and educational opportunities More recent inclusions in the debates such as disability sexuality and masculinities are discussed alongside the more traditional concerns of race social class and femininities The final section Working in Schools and

Colleges illuminates the working lives of teachers and academics The chapters cover such topics as school culture career progression and development and the gendered identities of professionals within educational institutions The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community

How High Should Boys Sing? Martin Ashley, 2016-04-29 A boy sings a beautiful thing www.boychoirs.org but is it What kinds of boy singing what kinds of music and to whom Martin Ashley presents a unique consideration of boys singing that shows the high voice to be historically culturally and physiologically more problematic even than is commonly assumed Through Ashley's extensive conversations with young performers and analysis of their reception by peer audiences the research reveals that the common supposition that boys don't want to sound like girls is far from adequate in explaining the missing males syndrome that can perplex choir directors The book intertwines the study of singing with the study of identity to create a rich resource for musicians scholars teachers and all those concerned with young male involvement in music through singing The conclusions of the book will challenge many attitudes and unconsidered positions through its argument that many boys actually want to sing but are discouraged by a failure of the adult world to understand the boy mind Ashley intends the book to stand as an indictment of much complacency and myopia with regard to the young male voice A substantial grant from the Arts and Humanities Research Council has enabled the production of a multi media resource for schools choirs and youth organizations called Boys Keep Singing Based on the contents of this book the resource shows how once the interest of boys is captured in primary schools their singing can be sustained and developed through the difficult but vital early secondary years of ages 11-14 about which this book says so much The resource is lavishly illustrated by short films of boys singing supported by interviews with boys and their teachers and a wealth of animated diagrams and cartoons It is available to schools and organizations involved in musical education through registration at www.boyskeepsinging.com

Boys, Bodies, and Physical Education Göran Gerdin, 2017-01-12 Using visual ethnography this book explores the many forms of pleasures that boys derive in and through the spaces and their bodies in physical education Employing the works of Michel Foucault and Judith Butler Gerdin examines how pleasure is connected to identity schooling and power relations and demonstrates how discourses of sport fitness health and masculinity work together to produce a variety of pleasurable experiences At the same time the book provides a critique of such pleasurable experiences within physical education by illustrating how these pleasures can still for some boys quickly turn into displeasures and can be associated with exclusion humiliation bullying and homophobia Boys Bodies and Physical Education argues that pleasure can both be seen as an educational and productive practice in physical education but also a constraint that both engenders and privileges some boys over others as well as reproducing narrow and limited conceptions of masculinity and pleasures for all boys This book works to problematize these pleasures and their articulations with gender bodies and spaces

The Politics of Policy in Boys' Education M. Weaver-Hightower, 2008-11-10 An accessible and original

look into the education policy of Australia that considers how it came about how it was steered to the political right how some educators struggled to implement or resist it in their schools and how it applies to other systems *Degrees of Difference* Nancy S. Niemi, 2017-04-19 This volume investigates the dissonance between the supposed advantage held by educated women and their continued lack of economic and political power Niemi explains the developments of the so called female advantage and boy crisis in American higher education setting them alongside socioeconomic and racial developments in women's and men's lives throughout the last 40 years Exploring the relationship between higher education credentials and their utility in creating political economic and social success *Degrees of Difference* identifies ways in which gender and academic achievement contribute to women's and men's power to shape their lives This important book brings new light to the issues of power gender identities and the role of American higher education in creating gender equity

Ensuring the Success of Latino Males in Higher Education Victor B. Sáenz, Luis Ponjuán, Julie L. Figueroa, 2023-07-03 Latino males are effectively vanishing from the American higher education pipeline Even as the number of Latinas attending college has actually increased steadily over the last few decades the proportional representation of Latino males continues to slide relative to their Latina female counterparts The question of why Latino males are losing ground in accessing higher education relative to their peers is an important and complex one and it lies at the heart of this book There are several broad themes highlighted catalogued along with the four dimensions of policy theory research and practice The contributors to this book present new research on factors that inhibit or promote Latino success in both four year institutions and community colleges in order to inform both policy and practice They explore the social cultural factors peer dynamics and labor force demands that may be perpetuating the growing gender gap and consider what lessons can be learned from research on the success of Latinas This book also closely examines key practices that enable first generation Latino male undergraduates to succeed which may seem counterintuitive to institutional expectations and preconceived notions of student behavior Using narrative data the book also explores the role of family in persistence outlines how Latino men conceptualize fulfilling expectations negotiate the emasculation of the educational process and how they confront racialization in the pursuit of a higher education uncovers attitudes to help seeking that are detrimental to their success and analyzes how those who succeed and progress in college apply their social capital whether aspirational navigational social linguistic familial or resistant While uncovering the lack of awareness at all levels of our colleges and universities about the depth and severity of the challenges facing Latino males this book provides the foundation for rethinking policy challenges leaders to institutionalize male focused programs and services and presents data to inform needed changes in practice for outreach and retention Gendered and Sexual Norms in Global South Early Childhood Education Deevia Bhana, Yuwei Xu, Vina Adrian, 2023-12-01 This volume examines gendered and heteronormative norms embedded within early childhood education ECE in the Global South including Brazil China Pakistan South Africa and Vietnam In this book the contributors

explore how gender culture religion masculinity sport and conservative politics intersect to perpetuate and resist gendered and sexual norms The book presents a range of possibilities for disrupting and challenging these norms within early childhood educational contexts Grounded in colonial and postcolonial discourses the book emphasises the entanglement of gender and sexuality in ECE with legacies of colonisation and surrounding social and cultural dynamics highlighting our responsibility to address gender inequalities and injustices The book will appeal to researchers faculty and teacher educators with interests in gender and sexuality in education international and comparative education and early childhood education

Handbook of Research in the Social Foundations of Education Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often misunderstood and increasingly important field of study **Creating**

Gender-Fair Schools, Classrooms and Colleges Lynn Raphael Reed, Tina Rae, 2007-03-27 For many teachers gender issues related to role models image and expectations have an effect upon the behaviour and achievement of both boys and girls often to their disadvantage This innovative and practical resource for teachers of students aged 14 19 provides o a programme to promote gender equality and inclusivity in schools and colleges o a rationale for the programme based on social justice o a practical set of classroom activities to implement the programme The book adopts an action inquiry methodology engaging students and staff in the processes of investigating what is currently happening and planning implementing and reviewing improvements This contributes to the development of the school or college as a self evaluating organisation which listens to the voice of the young person The programme also supports teachers and other school staff in developing as reflective practitioners and children and young people in developing as reflective learners A real strength of the resource is the inclusion of practical activities that have been carefully designed for pupils These are excellent and lend themselves for use in a variety of ways This is a thoroughly recommended resource SENCO Update **Life in Schools and Classrooms** Rupert Maclean, 2017-05-04 This book discusses key aspects of life in schools and classrooms and surveys the changes that have occurred over the years in educational research policy making and practice in these school and classroom settings It not only examines cutting edge research in these areas but also showcases good practices in the field Among the topics reviewed are recent developments in assessment methods for collecting and analysing data on classroom practice school leadership and the pros and cons of class size and small class teaching topics which are currently hotly debated in education systems around the globe As such the book objectively examines the various debates and surveys the full range of evidence available Education researchers policy makers and practitioners often hold differing views about the reasons for teacher and student behaviour in classrooms and for example its relevance to class size Many of these views are based on gut feelings rather than hard evidence Unfortunately these three groups with differing perspectives often talk past each other rather than engage in a productive mutually beneficial dialogue The book builds an effective bridge between researchers

policy makers and practitioners regarding the impact of these various aspects of classroom life so that the viewpoints of each can be carefully considered and evaluated **Debating Childhood Masculinities** Utsa Mukherjee, 2024-09-16

Foregrounding children's agency and voices this expert collection brings together cutting edge interdisciplinary scholarship to examine how childhood masculinities are constructed experienced regulated and represented in different parts of the world Politics, Policies and Pedagogies in Education Bob Lingard, 2013-07-24 In the World Library of Educationalists international experts compile career long collections of what they judge to be their finest pieces of work extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Bob Lingard has spent the last 30 years researching and writing in universities in Australia England and Scotland about changing education policy issues His work is written from a sociological perspective and with a commitment to social justice He is the co editor and co author of 17 books and more than 100 journal articles and book chapters In Politics Policies and Pedagogies in Education Bob Lingard provides critical sociological engagement with the politics of education The focus is education policy and the impact of globalization including epistemological and methodological issues necessary for researching education policy today Topics analyzed include educational restructuring new accountabilities and testing mediatization of education policy policy as numbers the global policy field and policy borrowing pedagogies Lingard also considers the nature of educational research today He has selected 12 of his key writings and in a critical introduction situates and contextualizes the work against key developments in the field and in the changing world

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