

Recent Understandings of Gender and Teachers in Educational Research - A review study

Daeun Kang

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Department of Education
University of Jyväskylä

ABSTRACT

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Under the era of Agenda 2030, inclusive quality education for all and gender equality are highlighted as Sustainable Development Goals (SDGs). Their interconnectedness is emphasized in corresponding targets and indicators displaying its timely relevance. Yet studies regarding gender equality in education field were conducted under specific country context. Thus, there is a need to mark the overarching understandings where each case can be positioned.

This study aims to map recent understandings of gender and teachers in educational research. A review study was conducted with articles from two journals, *Gender and Education* and *Teaching and Teacher Education*. The focus of analysis was in understanding what kind of gender issues have been addressed in articles on one hand and capturing the roles of teachers in the process of advancing gender equality on the other hand. The analysis was based on the concept of heteronormativity as the major challenge of gender equality.

Findings of the study are two-folded. First, four themes of Feminist stance, Male talk, Intersectionality and LGBTQ emerged regarding gender issues. Second, the roles of teachers in the process of gender equality were presented. Though teachers have been impacted by heteronormativity, they can either reproduce such challenge consolidating the status quo of inequalities or exercise their agency to tackle the challenge. In this way, limits and possibilities exist at the same time. The study concludes the discussion with implications from findings regarding gender issues and teachers. Finally, the study closes leaving recommendations for future research.

Keywords: gender, gender equality, teachers, role of teachers, educational research, heteronormativity

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1 INTRODUCTION

Agenda 2030 is the global policy initiative towards sustainable development by United Nations (2015), which includes 17 specified goals for action until the year 2030. Education and gender equality are included in these Sustainable Development Goals (SDGs) as indicated in Global Education Monitoring (GEM) report (2016, p. 6):

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5: Achieve gender equality and empower all women and girls

Goal 4 centers education calling for inclusive quality education for all. Goal 5 focuses on gender equality with special attention to girls and women. Interconnected relation of these two goals is revealed in corresponding targets and indicators.

In this stance, the topic of gender equality in education is timely relevant. In addition to global commitments, studies regarding gender equality in education have been conducted (e.g., Brunila & Edström, 2013; Brunila & Kallioniemi, 2017; Cardona López & Heikkinen, 2015; Cardona López, Nordfjell, Gaini, & Heikkinen, 2017; Ylöstalo & Brunila, 2017). Mainstream discourses include equality talk for girls and women and concerns for boys (Lahelma, 2014) and intersectional approach is utilized to address gender and race in education (e.g., Crenshaw, Ocen, & Nanda, 2015).

However, the challenge of heteronormativity still prevails hindering gender equality (Brunila & Edström, 2013; Brunila, Heikkinen, & Hynninen, 2005; Brunila & Kallioniemi, 2017; Lehtonen, 2010). Amid these ambivalences between the policy initiative and the challenge in practices, the importance of teachers is articulated to make improvements (Aina & Cameron, 2011; Unterhalter, 2017).

Focusing on gender equality in education and teachers, this research is a review study of articles from two journals, *Gender and Education* and *Teaching and Teacher Education*. The purpose of this study is to map recent understand-

ings of gender and teachers in educational research. Specifically, addressed gender issues and roles of teachers with gender equality presented in articles are at the core. Using thematic analysis, relevant themes will be discussed based on the concept of heteronormativity.

To understand the whole structure of research, a brief outline of this study follows: Previous research on gender equality in education will be collated in chapter 2 centering global commitments, discussions of gender issues in education and a challenge of heteronormativity. In chapter 3, a perspective of teachers as actors for gender equality will be established focusing on their importance and possibilities. Drawing gender equality in education from chapter 2 and teachers from chapter 3, research task and questions will be defined in chapter 4. Implementation of study will be unfolded with methodology in chapter 5. After that, findings of this study will be described in following chapters. Gender issues addressed in articles will be explained in chapter 6. The roles of teachers in the process of gender equality will be illustrated in chapter 7. In these two chapters, the relation amongst themes will be discovered as well. Finally, the overall discussion with implications will be elaborated in chapter 8, completing this study with its limitations and recommendations for future research.

2 GENDER EQUALITY IN EDUCATION

2.1 Global commitments

Currently, gender equality is emphasized by global society, indicated as 5th of Sustainable Development Goals (SDGs) (United Nations, 2015). In order to achieve the ambitious goal, various levels of commitments are required including ones from educational context. This is because gender equality as a value should be present *in* education field, but at the same time, gender equal society can be reached *through* education. Based on such understanding, strategic approaches are built by UNESCO upon how education can contribute to gender equality as stated in Incheon Declaration (2015, p. 10):

To ensure gender equality, education systems must act explicitly to eliminate gender bias and discrimination resulting from social and cultural attitudes and practices and economic status. Governments and partners need to put in place gender-sensitive policies, planning and learning environments; mainstream gender issues in teacher training and curricula monitoring processes, and eliminate gender-based discrimination and violence in education institutions to ensure that teaching and learning have an equal impact on girls and boys, women and men, and to eliminate gender stereotypes and advance gender equality. Special measures should be put in place to ensure the personal security of girls and women in education institutions and on the journey to and from them, in all situations but in particular during conflict and crises.

It underlines the role of education system for equality and lists various efforts how to achieve it from eradicating biases and gaps to raising sensitivity in teachers and curricula and establishing monitoring process and safety for girls and women. Such interconnectedness between equality and education is also shown in that 5th target of SDG4 quality education for all is on gender equality and inclusion (GEM report, 2016, p. 7). Thus, it can be said that global understandings around gender equality in relation to education and combined efforts are articulated under the agenda of SDGs nowadays.

From such global emphasis, gender in education is of timely relevance. To discuss gender equality in education, studies have been conducted in different country contexts (e.g., Brunila & Edström, 2013; Brunila & Kallioniemi, 2017; Cardona López & Heikkinen, 2015; Cardona López, Nordfjell, Gaini, & Heik-

kinen, 2017; Ylöstalo & Brunila, 2017). In fact, these discussions are needed since the strategies suggested by UNESCO clearly request to incorporate gender issues into teacher education (2015, p. 10), as aforementioned. Accordingly, relevant illustrations will be further collated in following part to understand previously addressed gender issues in education.

2.2 Discussion of gender in education

2.2.1 Mainstream discourses

According to Lahelma (2014), there have been two major discourses regarding gender issues in education. First one centers empowering girls and women for the pursuit of equality which is globally prevalent. Second one is “boy discourse” where the underachievement of boys is problematized calling special attention for boys, which is found in so-called Western countries including Finland and Europe (Lahelma, 2014, p. 171).

First, the discourse of equality focusing on girls and women has been included in global agendas as 3rd Millennium Development Goal (MDG) was upon gender equality with empowering girls and women (United Nations, 2000). Moreover, GEM report describes the importance of SDG4 quality education in relation to gender equality for girls and women in particular as follows (2016, p. 10):

Education for women and girls is particularly important to achieve basic literacy, improve participative skills and abilities, and improve life chances.

In addition to global commitments, studies have been conducted regarding equality for girls and women in education under different contexts (e.g., Brunila & Kallioniemi, 2017; Edström, 2014; Lahelma, 2011, 2012; Ylöstalo & Brunila, 2017). However, despite such efforts to promote equality, equality talk faces difficulties.

It can be due to a concept of gender neutrality, which is introduced under Finnish context in particular, meaning “talking about gender is avoided and, accordingly, the impact of gender is muted” (Lahelma, 2011, p. 267). When

gender is not addressed due to this neutrality, people may falsely believe that equality has been achieved despite gendered process and structures. Gender neutrality should not be considered as equality because it ignores the existing gendered process by keeping silence not trying to disclose problems that should be improved further. However, people fall in the trap of having achieved equality, blinded by the neutrality (Lahelma, 2011) though there remains problems of wage gap, violence towards women and segregation of gender in labor market in Finland, pointed out by Julkunen (as cited in Ylöstalo & Brunila, 2017). Based on this myth of having achieved equality, there come resistances against discourses focusing on girls and women.

Under teacher education context, even female students expressed resistances standing up to defend privileges of men, which can be explained by their desire to have a heterosexual partner (Lahelma, 2011, p. 271). These resistances bring difficulties to address gender issues in education field that were reported from voices of teacher educators according to Vidén and Naskali (as cited in Lahelma, 2011). As an example, one female educator referred to the experiences of resistances and one male educator showed his confusions not knowing how to address the issues properly as he believes these issues are too political and hard to be objective (as cited in Lahelma, 2011, p. 270).

Second, concerns for boys are the other major discourse regarding gender issues in education (Lahelma, 2014). It mainly problematizes underachievement of boys in education and such discourse is prevalent in so-called Western countries while the equality discourse centering girls and women are globally presented (Lahelma, 2014, p. 172). It is also connected with the discourse of lack of male teachers which claims for the need of more male teachers for boys in particular with role-modelling rationale (Lahelma, 2000). In this stance, the concerns towards boy are articulated as an important gender issue in education. However, Lahelma (2014) alerts the risk of addressing such discourses because the ways they have been referred remains ineffective to provide solutions and even fails to reflect various dimensions of society including reversed gap in education and labor market in Finland (p. 181).

Therefore, it can be concluded that regarding gender issues in education field, there have been two major discourses respectively centering equality for girls and women and concerns for boys according to Lahelma (2014). Both have their problems because equality talk faces resistances and difficulties while boy discourses contains risks of obscuring the advancements towards equality unless cautiously attended.

Since studies referred in this part mainly are based on Finnish context, some phenomena including gender neutrality may not be applied in other regions. However, given that Finland is considered to be a role model in terms of gender equality (Brunila & Kallioniemi, 2017), difficulties they face nowadays can be presented in other countries in future. Furthermore, resistances were reported in other regions as well regardless of the existence of gender neutrality (e.g., Powell, Ah-King, & Hussénus, 2018; Yamaguchi, 2014). Thus, it can be noted that resistances and challenges still remain against equality work in education, which makes it difficult to address gender issues in education field.

In this part, mainstream gender issues in education have been aligned centering two discourses of equality empowering girls and women and worry speech for boys. Next, discussion of multiple oppressions will be organized utilizing the concept of intersectionality (Crenshaw, 1989).

2.2.2 Multiple oppressions: Intersectionality

Although the discourse of multiple oppressions may not be incorporated into major gender issues in education, it is still relevant to be discussed. It is because girls and women face multiple challenges due to the intersections of their gender and other social categories such as race, disability and sexual orientation in education field. This leads to severer marginalization than the sum of each oppression, which is called intersectionality (Crenshaw, 1989, p. 149).

The term intersectionality was coined in 1980's in United States, when Crenshaw (1989) problematized single issue framework dealing with racism or sexism exclusively and claimed that it cannot grasp the precise experiences of people who suffer from the oppressions of both gender and race. For that rea-

son, intersectionality itself as analytical framework is required rather than putting Black women into already existing analytical structure (Crenshaw, 1989). Based on this claim, Collins and Bilge provide general description of intersectionality as follows (2016, p. 2):

Intersectionality is a way of understanding and analyzing the complexity in the world, in people, and in human experiences. The events and conditions of social and political life and the self can seldom be understood as shaped by one factor. They are generally shaped by many factors in diver and mutually influencing ways. When it comes to social inequality, people's lives and the organization of power in a given society are better understood as being shaped not by a single axis of social division, be it race or gender or class, but by many axes that work together and influence each other. Intersectionality as an analytic tool gives people better access to the complexity of the world and of themselves.

From this excerpt, intersectionality is considered as a tool for analysis to examine social inequalities. Though these inequalities could derive from diverse range of categories, the focus here will be on gender and race.

Discussion of Lutz, Herrera Vivar and Supik (2011) can be added to deepen contextual understandings. It is claimed that intersectionality is actively discussed in Europe nowadays but the degree of such debate and inclusion in feminist mainstream discussion varies depending on specific countries. Countries where English articles spread easily seem to be quick to incorporate intersectionality in their discussions such as Netherlands and Scandinavian countries, not to mention UK (H. Lutz et al., 2011). On the other hand, Ferree (2011) describes the unique atmosphere in Europe around intersectionality discourse compared to US. There exists a different context in Europe regarding alliances between white mainstream feminists and women of color for integrating intersectionality. European feminists are concerned that if gender is seen from diversity acceptance perspective and put together with race, it may end up only achieving rights in lower tier, displaying their possible reluctance according to Ferree (2011). However, despite these differences among contexts, Davis (2011) underlines that overall, intersectionality as a concept in feminism has been successful. Intersectionality is seen important by feminist scholars regardless of their various fields but its classification is very controversial whether it belongs to a theory, concept or other categories. Nevertheless, this feature of intersec-

tionality being vague is what Davis (2011) suggests as the reason behind its success since scholars from different fields can utilize the term for their arguments.

Given the definition and contextual understandings of intersectionality, corresponding examples in education field can be discussed, which are found in US context. For instance, Watson (2016) points out that Black boys are at the center of efforts made by research and national initiatives in education which leads Black girls to be marginalized again for their gender after race. Such marginalization of Black girls is reported with educational achievements (Annamma et al., 2016; Wun, 2014), expulsion from school (Crenshaw, Ocen, & Nanda, 2015), and student criminalization (Morris, 2015). However, it is not only limited to the students. According to Reed (2012), Black female principals still face challenges of sexism and racism even though they overcame glass ceiling in that they became school principals of which majority are still white men. Therefore, it can be said that the marginalization of intersectionality happens in education field regardless of positions whether it is about students, teachers, or even principals. As these experiences can be analyzed through intersectional approach, not by single issue framework, relevant discussion is required to make advancements towards gender equality in education.

In this section, discussions of gender issues in education field have been established. First, it started with two mainstream discourses of gender in education, which are equality talk empowering girls and women and concerns for boys. Then, it moved to intersectionality discussion in education offering relevant studies. Since previous discussions of gender in education have been aligned, heteronormativity as the challenge of gender equality will be indicated next.

2.3 Heteronormativity as the challenge of gender equality

Heteronormativity has been problematized as one of major challenges that hinder gender equality (Brunila & Edström, 2013; Brunila et al., 2005; Brunila & Kallioniemi, 2017; Lehtonen, 2010). The word *heteronormativity* can be broken

down into two parts, *hetero* from heterosexual and *normativity*. It can be inferred that heterosexuality functions as normative, marginalizing non-heterosexuals. To elaborate understandings, how researchers previously defined the term can be explicated.

Lehtonen (2010, p. 177) explains as follows:

I use heteronormativity to refer a way of thinking or reacting that refuses to see diversity in sexual orientation and gender, and that considers a certain way of expressing or experiencing gender and sexuality to be better than another. This includes normative heterosexuality and gender normativity, according to which only women and men are considered to exist in the world. According to heteronormative thinking, gender groups are internally homogeneous and each other's opposites, and hierarchical in that men and maleness are considered more valuable than women and femaleness. The heterosexual maleness of men and the heterosexual femaleness of women are emphasised and are understood to have biological origins.

Brunila and Edström (2013, p. 302) note the term as follows:

The heteronormative order, where there is a division into two genders, leads to assumptions about a fundamental dissimilarity between women and men. This way of thinking includes an assumption of the heterosexuality of both parties. What makes heteronormativity problematic in terms of gender equality is that characteristics that are labelled as masculine are seen as more valuable than feminine ones.

According to them (Brunila & Edström, 2013; Lehtonen, 2010), heteronormativity assumes that there are only two genders, women and men who are attracted to the opposite party and furthermore, characteristics viewed as "masculine" are more valued than "feminine" ones presenting the hierarchy. These definitions manifest two layers of problems. First, as it sees masculine values superior to feminine ones, there comes and strengthens the hierarchy of gender. Second, it does not accept the diversities including non-binary identities and diverse sexual orientations. Moreover, differences among same gender are rather omitted as it focuses on dissimilarities of only two genders.

Therefore, heteronormativity is a challenge because it consolidates the hierarchy of gender and forces binary concepts of gender, not recognizing differences in the same gender and diversities among identities and orientations. Since two layers of problems exist, masculine over feminine and heterosexual normative, heteronormativity in education can be explored with two dimensions likewise.

First, heteronormativity as the hierarchy of gender order can be discussed with examples from Finland and Sweden. Its prevalence in the education field is criticized as one of the obstacles to improve gender equality in a study of Brunila and Kallioniemi (2017). As a major hindrance, they problematize heteronormativity entangled with the trend of projectization and marketization in nowadays (2017, pp. 5–6). Moreover, Brunila and Edström (2013) also point out that heteronormativity is a major obstacle under influences of marketization and projectization. These researchers underline that heteronormativity is even embedded in solutions suggested to promote gender equality offering two examples. First example (2013, p. 306) is a Finnish equality project which had concerns about imbalanced ratio of gender in labor market depending on the sector. Paradoxically, the way to solve this problem contained heteronormative order attracting girls into male-dominant field, which means that girls are the ones whose interest should be changed. However, in case of men, they are valued by mere presence, believed to contribute to a different view only with their existence, as the researchers explain with second example of equality work in Swedish contexts (Brunila & Edström, 2013, p. 306). Likewise, heteronormative order presented in suggested solutions to advance equality is displayed in another study of Edström (2014). It is disclosed that the work towards gender equality tends to focus on changing girls into traditionally considered masculine ways rather than boys into feminine ways in Swedish preschool setting. To Swedish pedagogues, girls are seen as the ones who are in more need to be changed than boys, reflecting heteronormative order (Edström, 2014, pp. 552–553). Considering that the work and efforts discussed in both articles (Brunila & Edström, 2013; Edström, 2014) were originally made to improve gender equality, it clearly mirrors how heteronormativity is deep-rooted in education sector.

Second, heteronormativity can be tackled for its assumption of heterosexual norms in education as well. Though gay rights and marriage have been visible and legalized recently in some countries, mostly in Europe and North America, heteronormative order still remains. Murray (2011) accuses heterosexiest environment of school referring to a suicide case committed by a queer

student. In addition, Blackburn and McCready (2009, p. 227) point out that queer students still go through homophobia though queer people are visible and there exist resources for support. It is not restricted to the experiences of students. According to Endo, Reece-Miller and Santavicca (2010, p. 1029), all of the lesbian and gay teachers in their study decided not to open their sexual orientations to students and one of the reasons behind was that they were afraid of possible resistances mainly from parents. Also, Benson, Smith and Flanagan (2014, p. 393) claim for the integration of queer issues in teacher education program as student teachers experience homophobia in their academic program.

These experiences and accounts are examples of heteronormative norms which have been criticized by lesbian feminism and queer theory. According to Lorber (2010), tackling heteronormativity is at the center of lesbian feminism. However, the viewpoint of lesbian feminists takes one step further than just pointing out the mere existence of other sexual orientations. She states that they suggest to have relationship with other women instead of men, who are considered as "the enemy" because heterosexual relationship is only in favor of men but oppressive to women intrinsically, taking radical and pessimistic view about men (Lorber, 2010). On the other hand, queer theory takes their criticism of heteronormativity into another level. Lorber (2010) explains that queer theory resists all the conventional notions of gender, sex and sexuality by destabilizing such as mixing the styles that is considered to be of men or women. Therefore, it can be said that while lesbian feminism criticizes heteronormativity by identifying themselves as lesbians, who are not heterosexuals resisting such coercive system, the perspective of queer theory is very different as they want to destroy the categorization itself. Both of lesbian feminism and queer theory tackle heterosexual normative order in different ways.

Overall, heteronormativity as a major challenge to advance gender equality in education field has been discussed with its two layers of problems. One is consolidating the hierarchy of gender order and the other is not accepting diversity due to heterosexual being normative. However, queer theories are considered to be insufficient to address inequalities among gender as their aim is

rather breaking down the categorization itself, which is different direction from the way feminists seek to improve gender equality (Holmes, 2007, p. 127).

2.4 Summary

In this chapter, previous understandings upon gender equality in education have been organized. First, it started with global emphasis on gender equality and its close connection with education. Such emphasis under SDGs era demonstrates timely relevance of the topic, *gender* in education, from which the time frame of three years in this study derived. Second, relevant discussions in education field were collated focusing on mainstream discourses and intersectional approach. Mainstream discourses indicate equality empowering girls and women and worry speech for boys. Intersectionality addresses multiple oppressions due to the intersections of different social categories, such as gender and race. These discussions of equality for girls, concerns for boys and intersectionality can become possible categories of themes in this study. Finally, the challenge of gender equality in education, heteronormativity, was articulated. It is the conceptual base of this study where categories of themes will build by examining how heteronormativity is addressed and what is the relation between teachers and heteronormativity as the challenge of gender equality.

3 TEACHERS AS ACTORS FOR GENDER EQUALITY

Teachers and teaching have been at the core of global concern presented as main topics in educational discussions. World Bank emphasizes the responsibility of teachers as below (2018, p. 1):

A teacher's responsibility is not simply to teach. Teachers must help students acquire the competencies to problem solve, analyze, focus on difficult tasks, think creatively, communicate, and work with others. Teachers have the responsibility to ensure that all children—each with their own challenges and potential—can learn effectively and have an enriching experience in school. Successful education systems have policies to attract, prepare, motivate, and support teachers in this challenging task.

It means that responsibility of teachers is not limited to a specific development of students but whole developments are expected for teachers to help and encourage. One significant aspect included in these developments can be raising gender awareness and sensitivity in students to reach gender equal society. Accordingly, the reasons why teachers are important for gender equality are discussed (e.g., Aina & Cameron, 2011; Unterhalter, 2017).

3.1 The importance of teachers: Why

Under the global agenda of quality education, teachers and teaching are emphasized. It is expressed in the articles that directly refer to the agenda of quality education. Alexander (2015, pp. 256–257) points out that monitoring of quality elements in Education For All (EFA) was problematic since it failed to reflect teaching and learning in practices properly. In addition, Sayed and Ahmed (2015) reveal the position of teachers in quality education based on their analysis of policy texts of post 2015 agenda, which is reflected as SDGs nowadays. It turns out that teachers were seen important for quality but limits were present in that teaching and learning in broader and various contexts was not captured (Sayed & Ahmed, 2015, p. 337). With such emphasis on teachers, the question of

why arise. In particular, why teachers are important for gender equality needs to be built.

Unterhalter (2017) argues the importance of teachers in this global world of inequalities and injustices. According to her, teachers matter because they are able to critically reflect upon the values relevant to linking diverse levels of societies, from local and national to global one (2017, p. 24). She underlines the agency of teachers to refer to the issues of global injustices. This also applies to the gender inequality as one of social injustices and her illustration as follows (2017, p. 30):

Teachers are crucial transmitters of ideas about horizontal inequalities. They are also key actors in helping to unpick the forms in which they are constructed and reproduced. Pedagogic relationships may use instruction, appropriately sequenced or scaffolded disciplinary knowledge, other forms of reflection on information and experience, or some combination.

Here, horizontal inequalities signify the inequalities of class, gender, race and ethnicities utilizing the concept of Stewart (2009). The role of teachers as the ones who transmit ideas is explicated with how they do it in this excerpt (Unterhalter, 2017).

Likewise, impacts that teachers have upon gender issues are addressed in previous studies from various contexts including US and Finland (e.g., Aina & Cameron, 2011; Gunderson, Ramirez, Levine, & Beilock, 2012; Lahelma, 2012; Lee, 2008). It is stated in Education For All (EFA) report published by UNESCO (2003, p. 145), as follows:

Many studies show how teachers' attitudes infuse everyday practices within schools, impacting on the formation of gender identities. This may happen even where teachers believe that they are treating girls and boys equally.

Though EFA report is under MDGs era, which is before the period of SDGs nowadays, the role of teachers is stated with the relevance of gender equality. It means that since teachers and students meet almost everyday spending most of their time together, teachers' attitudes can influence students explicitly and implicitly at the same time. Specifically, the responsibility of teachers regarding formation of gender identity is emphasized. However, teachers can influence more than mere identity formation regarding gender issues.

Aina and Cameron (2011, p. 13) underline teachers' impact on constructing ideas and significances related to gender in their study of early childhood education. They also mention the classroom environment for development of ideas related gender with the example of Lee's study (2008, p. 15), in which young Korean immigrant girls internalized that only men can become presidents of US because pictures of the American presidents in their classroom were only men. Since classroom environment can differ from teacher to teacher, this could be classified as the implicit influence of teacher regardless of their intention. The researchers explicitly recommend for teachers to be careful when they choose class materials including books and toys. In addition, cross-gender activities and non-stereotyped toys are encouraged to use (Aina & Cameron, 2011, pp. 15-16).

Moreover, teachers can convey their beliefs about gender equality itself to their students directly, which is linked to the claim of Unterhalter (2017) aforementioned. Lahelma (2012, p. 11) finds out that the some interviewees from her research believe Finland already has gender equality because they were told by their teachers in schools. Though boys were easily forgiven by teachers and expectation for girls and boys were different, they still believe Finland to be a country which already achieved gender equality (Lahelma, 2012, pp. 9-11).

Furthermore, performance of students can be affected by expectations of teachers as underlined in the study of Gunderson, Ramirez, Levine and Beilock (2012). In their article of reviewing research, the roles of parents and teachers are discussed with gender-related attitude of mathematics. They point out that the expectations of parents and teachers for math competence are different depending on the gender of students and this can influence attitudes and performances of students (Gunderson et al., 2012). This signifies teacher can also have impacts on students' performances, which is practical and tangible area of students' life in school, by their gender-biased expectation.

Therefore, it can be said the reason why teachers are of importance for gender equality is because teachers have a huge impact in gender issues by affecting students on their formation of identity, ideas and the beliefs about the

concept of gender equality itself. In addition, their impacts are not only limited to conceptual and abstract areas but also practical school life of students including their performances.

As such, the reasons *why* teachers are important for gender equality has been established in this part. These reasons bring the need to examine teachers in terms of gender equality in education, which will later be one of main discussions in this study. In order to set theoretical background, *how* teachers are able to make differences should be clarified.

3.2 Capabilities and agency of teachers: How

How teachers make differences is portrayed with details in the study of Okkolin, Koskela, Engelbrecht and Savolainen (2018). Under the imperative of inclusive education, experiences of Finnish teachers to engage diverse students are depicted. Teachers were able to include students with special needs and various groups of students by their daily classroom practices (Okkolin et al., 2018).

Likewise, teachers and their teaching have been in the focus of research under various country context showing global expectations and concerns towards them. Researchers base their claims on the concepts of capabilities and agency of teachers in terms of how teachers are able to make changes (Buckler, 2016; Cin & Walker, 2013; Thomas & Rugambwa, 2011; Vähäsantanen, 2015).

In Sub-Saharan regions, Buckler (2016) explores the relationship between official images of the work of teachers and real lives of teachers as professionals utilizing the approach of capabilities by Sen (1999). This research was under the umbrella of quality aspect of Education For All (EFA) agenda. It specifies agency of teachers in both perspectives including freedom in that teachers had a freedom to choose and achievement in that they actually chose and exercised their agency (Buckler, 2016, pp. 172–173).

Under Finnish context, Vähäsantanen (2015) refers to the agency of teachers in changes with the example of vocational school teachers amid education

reform. According to the study, though teachers perceived the reform as top-down and mainly regulated by administration, they exercised agency with their work (Vähäsantanen, 2015, p. 5). It reveals that this was possible as they had freedom to choose, which, sometimes they had superabundant freedom and felt that support is needed for making decisions. However, it turns out that the extent of agency manifested varied among teachers, manifesting individual elements. Although the study is based on Finland, the researcher claims that it is applicable in other countries as well for changes in education (Vähäsantanen, 2015, p. 9) .

Lives of Turkish female teachers of three generations are examined by Cin and Walker (2013). According to them, first generation of these teachers identified themselves as nation-builders and teachers with more welcoming but the other two generations were rather seen as women, not teachers, with less welcoming (2013, p. 403). It depends on the times and context. However, researchers mainly claim that there have been persistent inequalities and discriminations to women with various aspects but there is space for women to exercise agency through their teaching which finally brings some changes (Cin & Walker, 2013).

Tanzanian case is explored by Thomas and Rugambwa (2011) through capabilities approach. In their study, the perception of teachers with gender equity was that students participate and are represented equally, which is viewed as certain degree of improvements considering regional context. Furthermore, teachers made efforts to draw attention to gendered norms and power relations but reflecting such ideas into formal system was restricted (Thomas & Rugambwa, 2011, p. 171).

Whilst Buckler (2016) discuss professional capabilities of teachers including agency freedom and achievement, Vähäsantanen (2015) describes the agency of teachers in changing situations. Cin and Walker (2013) bring female teachers' agency for making changes and their possibilities. Finally, Thomas and Rugambwa (2011) display the capabilities of teachers and the limits regarding gender equity narrowing down the scope.

In conclusion, studies upon teachers' capabilities and agency were conducted around the world expressing global concern. As the understanding of *how* teachers can make differences has been collated based on theories, previous practices can be explored to respond the question of *what*. In following part, what kind of improvements have been made with teachers and what is needed for them will be stated.

3.3 Improvements and further possibilities: What

With such importance and abilities of teachers on gender issues, there are possibilities that teachers can improve current situation and make differences in real life. In the EFA report published by UNESCO (2003), it is pointed out that teachers are very important for change, being the role models themselves for their students. The study of Arnot and Phipps (2003) supports and proves the possibilities of teachers in order to change situations. They illustrate the educational feminism which contributed to make advancements with gender parity in United Kingdom. According to them, under the feminist initiatives in 1980s, teachers were participating actively in various sectors to promote gender equality by raising gender awareness as their initial steps (2003, p. 10). Their various activities were as follows (Arnot & Phipps, 2003, p. 10):

Teachers promoted strong curriculum and school subject networks, they engaged in institutional research projects with the help and collaboration of higher education academics, and they activated gender equality policies in teacher unions, local educational authorities and schools. The initial priority was to raise gender awareness through the use of legislation, in-service courses for teachers, managers and policy makers, the collection of relevant evidence, and the provision of guidance materials.

It shows their diverse range of participation from schools and institutions to policy-making. After these movements, it became common that gender monitoring was included in the level of school development plans and inspection sectors as well and in addition, though it was limited, teacher education included consideration of gender with their initial courses (Arnot & Phipps, 2003, p. 10). Therefore, it can be said when efforts of teachers are put together to enhance gender equality, differences can be made not only for the lives of stu-

dents but also for the whole atmosphere in the education system to step forward.

Furthermore, if teachers have sufficient help and support, more progress is possible. According to Luongo (2012), teachers can change their thoughts and behaviors with trainings. In this study, teachers who received the trainings of professional development with gender equity became more aware of their biases which they had not noticed before the training. These teachers showed positive changes after trainings though other teachers who were not in the trainings remained unchanged (Luongo, 2012, p. 535). It proves that even if some teachers are not familiar with gender sensitivity and awareness there is possibility for them to advance their ideas with in-service training.

Therefore, it is inferred that with teacher's agency and the support for them with proper trainings, teachers can make even greater improvements towards gender equality in education, teaching and displaying the students how they can address and reflect upon such issues. It is *what* teachers are able to do. However, it should be mentioned as well that teachers alone cannot solve this complex challenge of inequalities. The help and supports from education systems are required.

3.4 Summary

In this chapter, teachers as actors for achieving gender equality have been explicated focusing on *why* they are important, *how* they can make changes and *what* they are able to do. These understandings were compiled in order to build theoretical and previous knowledge on *teachers*, which is the other of two main topics in this study. First, the importance of teachers in gender issues was argued to bring the needs for discussions upon teachers. It provides the rationale for this study to examine teachers. Second, theoretical backgrounds of how teachers can make change addressed agency and capabilities. Possible themes related to teachers in this study can base on such agency and capabilities. Finally, previous practices and differences made by teachers were explored with further

needs to support them. These can enrich implications of this study regarding teachers and education systems.

4 RESEARCH TASK

Agenda 2030 (United Nations, 2015) explicitly states gender equality and quality education for all as its goals for sustainable future. As these two goals are not exclusively separated but closely linked, such interconnected relevance is reflected in the policy initiative regarding how education system should act to reach gender equality (UNESCO, 2015, p. 10). In this process of achieving equality, teachers have been emphasized with their agency and capabilities (e.g., Buckler, 2016; Cin & Walker, 2013; Thomas & Rugambwa, 2011; Vähäsantanen, 2015). Historically, teachers were active agents of social change improving equality in education field as shown in the case of UK (Arnot & Phipps, 2003). Yet teachers face resistances and difficulties when addressing gender issues (Vidén and Naskali, 2010 as cited in Lahelma, 2011). Moreover, the challenge of heteronormativity (Brunila & Edström, 2013; Brunila et al., 2005; Brunila & Kallioniemi, 2017; Lehtonen, 2010) still remain hindering advancements towards gender equality.

Amid these ambivalences between policy agenda and difficulties in practices, there has been abundant research with gender in education. However, most of them reveal individual cases under specific country context (e.g., Brunila & Kallioniemi, 2017; Buckler, 2016; Cin & Walker, 2013; Edström, 2014; Thomas & Rugambwa, 2011). Furthermore, though there is a review of relevant discourses (Lahelma, 2014), it is mainly based on so-called Western countries. Thus, there is a need to mark the overarching understandings under which each case can be positioned. Conducting a review study can meet the need collating previous understandings that have been compiled.

Under such rationale, the aim of this study is to map recent understandings of gender and teachers in educational research. It is because educational literature has accumulated diverse range of inquiries from which significant review is possible. As a review study, it can shed a light on embedded descrip-

tions of gender and teachers in the research nowadays offering the baseline for future actions and initiatives. In order to achieve the aim, a systematic review of articles in two journals, Gender and Education (GE) and Teaching and Teacher Education (TTE) is conducted. Articles as unit of analysis are selected based on their relevance to research questions that follow:

1. What kind of gender issues have been addressed in the articles?
2. How teachers are presented with gender issues in the articles?

First question deals with the matter of *what*- what kind of themes can be found with addressed gender issues in articles. As there are various topics under the umbrella of gender, the issues covered in articles are classified with broader themes. It is connected to the discussions of gender in education and the challenge of heteronormativity from chapter 2.

Second question underlines the matter of *how*- how teachers are presented regarding gender issues in the articles. The roles of teachers in the process of gender equality will be illustrated with its relation to heteronormativity based on discussions of teachers as actors from chapter 3. These research questions will be answered with the analysis of articles from both journals.

5 IMPLEMENTATION OF THE STUDY

5.1 Research methods

A systematic review of literature is chosen as the method of this research. It may be argued that the intersections of gender issues and education field can be understood utilizing other methods including interviews with teachers and focus groups. However, this study does not aim to grab understandings made by teachers regarding gender issues, but centers understandings of gender and teacher presented in educational research.

Given these foci, a systematic review will serve the purpose of this study since it aims to “systematically search for, appraise and synthesis research evidences” (Grant & Booth, 2009, p. 102). In addition, systematic reviews are described as “ideal method to rigorously collate, examine and synthesize a body of literature” (Munn, Stern, Aromataris, Lockwood, & Jordan, 2018, p. 7). From these illustrations, three steps of systematic reviews are inferred as collecting, analyzing and incorporating, which guided the whole research process.

For analytical approach, thematic analysis was utilized. Braun and Clarke (2006) define thematic analysis as “a method for identifying, analyzing and reporting patterns (themes) within data” (p. 79). It is considered to discuss both manifest and latent contents, not restricted to describing a mere phenomenon according to Vaismoradi, Turunen and Bondas (2013, p. 401). Thus, thematic analysis is an appropriate approach for this study in that each research question requires interpretation exploring gender issues and the roles of teachers in the process of gender equality presented in articles.

Moreover, flexibility is an advantage of thematic analysis (Braun & Clarke, 2006, p. 78). This research addresses social phenomenon, gender in education as a broad context which is blurred, not clear-cut for its nature. Thus, flexibility is required to identify and analyze possible themes and patterns presented in the articles. However, as there exists the risk of flexibility pointed out by Holloway

and Todres (2003), flexibility should be exercised by researchers in a very careful way.

With these reasons, a systematic review with thematic analysis was chosen as the method of this research. Since rationales of methodology have been established, the research process including data collection and analysis will be discussed in following part.

5.2 Research process

The whole research process in brief as follows: First, the methodology was chosen, a systematic review with thematic analysis. Second, research articles published in 3 years, 2015-2017, in two journals, Gender and Education and Teaching and Teacher Education were collected as data. Third, data were analyzed to answer research questions. Finally, implications and recommendations were inferred from the findings.

5.2.1 Data collection

Amongst various journals in educational research, two journals are selected for this study, which are Gender and Education, and Teaching and Teacher Education. It can be argued that two journals may not be sufficient to represent diverse range of educational research. Thus, it is admitted that only two journals out of extensive amount of educational literature will not be able to disclose whole scope of embedded understandings in the field. However, as this study does not attempt to overgeneralize understandings made from two journals as those of whole educational research, it can still convey significant results in case the names and major topics of these two journals are specified.

The reason of choosing these two journals relates to the purpose of this study that aims to map understandings regarding *gender* and *teachers*. Given such keywords of this research, each journal that is dedicated to gender or teachers was preferred with the expectation of cross-searching. First, it is illustrated that the journal Gender and Education (GE) addresses education in

broader context including all kinds of education, for example, from preschool to higher education, and parenting according to its aims and scope (Gender and Education). At the same time, it is stated clearly that gender is at their core area of interest. For this reason, GE was considered as suitable choice for its relevance with gender in this study.

Second, according to the aims and scope of Teaching and Teacher Education (TTE), it is mentioned explicitly that their main concerns are on teachers, teaching and teacher education (Teaching and Teacher Education). In addition, TTE contained more articles when searched with gender compared to other journals that discuss teachers or teaching. Thus, it was seen as appropriate for this research.

After two journals were selected, articles were found with keyword cross-search under the time frame of 2015-2017. As this study aims to map recent understandings, articles that have been published recently should be included. The definition of *recent* in this study became SDGs era, from the year 2015 onwards. Since this study started in 2018, the time frame of three years, 2015-2017 was possible.

For TTE, the term *gender* was searched within title, keywords and abstract. For GE, the term *teachers* was searched within title and keywords. In this case, articles including *teaching* were also found. However, these articles with *teaching* were still included at the beginning so that they can be taken out or remain depending on their relevance to the research questions in later stage. The difference between these searches, TTE for title, keywords and abstract but GE for only title and keywords without abstracts, was due to the limited function of search in each journal. For both journals, review articles and book review were excluded.

With these articles found, first screening was conducted reading them without making any notes. Exclusion criteria were based on the relevance with two research questions. From TTE, 8 quantitative articles were out because gender was not their main focus but rather one of the additional variables to examine differences. It can be explained in that quantitative studies include

gender as one of the demographic elements which might distinguish possible difference in their results, not as their main topic.

From GE, two articles were excluded due to low relevance with teachers for gender equality. One article (Gachago, Clowes, & Condy, 2016) centers family aspect and the only relevance is their participants being preservice teachers, which merely offers the limited rationale that teachers should be able to challenge dominant discourses. The other one (Schirmer, 2017) discuss the issue of teacher's union and the only possible link is teachers as feminized profession, which overall expresses low relevance with teachers for gender equality.

In addition to such exclusions, there are two articles that were taken out during analysis stage for its limited relevance. From GE, another article (Cameron-Lewis, 2016) was excluded because its main argument is more about how sex education and its approach should be, not focusing on teachers. From TTE, another article (Dutro & Cartun, 2016) was excluded because gendered position is only mentioned as one of the concepts that is often used with binary which should be avoided not centering gender at their core. After these screenings, the list of articles was finalized, 12 articles from TTE and 30 articles from GE, in total 42 articles.

However, it needs to be clarified that this study is not about comparing these two journals. If there is significant difference between journals regarding research questions, it will be mentioned but the comparison per se is not at the core. Rather, this study concentrates on the presented understandings of gender and teachers regarding gender equality.

5.2.2 Data Analysis

After data preparation, data were analyzed using thematic analysis to answer two research questions (RQs). Each set of analysis was conducted to respond each research question. First, to answer RQ1, analysis was conducted for gender aspects addressed in articles. Second, how teachers are presented in articles regarding gender issues was concerned with RQ2.

Preliminary analysis started with reading articles and making summary papers. As skimming through was completed during screening phase, articles were reread with highlighting and note-taking. After that, summary papers of articles were written. A summary paper is one page of word document that briefly summarized main points of an article including its purpose, methodology, main claim, voices heard, conceptual framework and country context (Appendix 1). After filling out basic information of a study, significant gender aspects relevant to RQ1 were marked down under the heading *other things to mention*, where possible codes emerged.

For main analysis, analytical tables (Appendix 2) were organized with summary papers. The purpose of these tables is to find themes based on codes and to disclose relation among themes. These tables synthesized summary papers by year of publishing and name of journal, thus in total 6 tables were formed, three for GE and three for TTE. After merging summary papers into tables with possible codes in mind, irrelevant columns were deleted leaving only four columns, purpose of study, conceptual framework, key findings and country context. Purpose of study clearly displayed intentions of researcher and conceptual framework stayed for its perspective that may include feminism. Key findings revealed results of the study where claims regarding gender and teachers were found. Country context remained for possible comparisons. Based on these four columns, then, significances of each study were manifested regarding gender issues. They were stated in another column of RQ1 and codes were underlined in these sentences. Finally, a theme was decided according to categorizing criteria (see Figure 1) in the same column of analytical tables.

FIGURE 1 Categories of gender issues

Codes	Themes
Feminist pedagogy	1 Feminist
Feminism as conceptual framework	
Experience of female	
Inequalities - gaps, disadvantages, sexism	
Tackles to status quo	
Disparity but without feminist stance	* Gender without feminism
Bias, stereotypes	
Lack of male teacher	2 Male talk
Concerns for boys	
Race/Ethnicity and gender	3 Intersectionality
Class and gender	
Disability and sexuality	
Diversity of identity and sexual orientation : Ts	4 LGBTQ
Diversity of identity and sexual orientation : Stus	

After the analysis of gender aspects presented in the articles (RQ1), the relevance between teachers and gender issues (RQ2) was analyzed. As data were already assorted and organized while working on RQ1, it was less complicated to find elements related to teachers. Summary papers and analytical tables were reread centering roles of teachers with gender issues. While immersing into the data, possible codes appeared and these were written down by a hand in paper sheets to see from broader context. With these codes, overarching themes emerged. Three themes centering roles of teachers with gender issues were revealed and some codes took different viewpoints, not being classified in any of the three (see Figure 2). The relation between themes was disclosed as well. Finally, significances of each study regarding teachers and its theme were then added in the column RQ2 in analytical tables.

FIGURE 2 Categories of roles of teachers with gender issues

Codes	Themes
Experiences of female teachers/educators Gendered expectations	Impacts to teachers
Reproducing gendered discourses Conveying incorrect message of enough equality Confused and do not know how to tackle	Limits of teachers
Being aware of needs Showing positive attitudes Tackling discourses Active agents - pedagogies, curriculum	Possibilities of teachers
Dif between Ts and Stus Dif between female Ts and male Ts Rationales for male recruitment ETCs	Not belong to any

However, it should be noted that the process of categorizing was not linear, moving back and forth repeatedly. After struggling process of categorizing codes and re-naming themes, four themes of RQ1 and three themes of RQ2 were finalized and established.

As overall research process has been detailed focusing on data collection and analysis in this part, reliability of this research will be acknowledged in the following part.

5.3 Reliability

According to Lincoln and Guba (1985), as cited in Elo et al. (2008), trustworthiness can be evaluated with four elements, credibility, dependability, transferability and confirmability. Credibility is concerned with the accuracy of findings and dependability is understood as stable findings despite repetition. Transferability signifies possible generalization in other contexts and confirmability means neutrality or objectivity, not affected by biases of researchers (as cited in Elo et al., 2008, p. 2).

Trustworthiness of this study can be explicated with such understandings. To enhance credibility and dependability, selection process of articles were reported in details. In addition, analysis and interpretation were conducted in

three steps of reading articles, writing summary papers and making analytical table, and these processes were repeated to enrich the rigor of the analysis. However, there is a limit with this thematic analysis in that it is based on the subjective interpretation of the only author, myself, which was pointed out by Vaismoradi et al. (2013, p. 403) as "pure qualitative nature". As the analysis was conducted by the author alone with interpretative nature of this study, credibility and dependability may be limited. Moreover, the confirmability of this study is low in that the implications are discussed based on the interpretation of the author. However, it can be said that transferability is relatively high as the findings of this research are in accordance with previous literature and the challenges of gender equality are not only limited to the education field but in other contexts as well.

In this part, trustworthiness of this research has been argued with four elements of credibility, dependability, transferability and confirmability. Next, ethical considerations of this study will be discussed.

5.4 Ethical considerations

In terms of ethical considerations in educational research, it is described that "Research ethics ensure the well-being of research participants and guarantee their rights during the conduct of the research" (Suter, 2014, p. 97). Accordingly, protecting privacy and keeping anonymity of participants are emphasized. However, since this study chose a systematic review of literature as its method without any participants, different considerations of research ethics should be articulated.

Responsibility of researcher is considered with research conduct according to Finnish Advisory Board on Research Integrity (TENK) (2012, pp. 30-33). To demonstrate the responsible conduct of this study, efforts to avoid irresponsible practices of fabrication, falsification and plagiarism can be argued. First, the process of data collection and analysis followed stated methodology and results

found with this analysis are presented without any invention. Second, to prevent researcher's bias and misinterpretation, hypothesis was not made before analysis, open to any possible conclusions. Results are reported as they are and articles that were hard to be classified are still reported addressing such difficulties shown during analysis stage without any deliberate omission. Finally, throughout the whole research, references are clearly stated to avoid plagiarism following guidelines of University of Jyväskylä.

In this chapter, the implementation of study has been explicated. First, a systematic review of articles with thematic analysis as research methods of this study was selected with rationales. Second, the research process was stated illustrating data collection and analysis in details. Third, reliability of study was argued utilizing the concept of trustworthiness (Lincoln & Guba, 1985). Finally, research ethics were discussed focusing on responsibility. In following chapters, results of this study will be discussed, chapter 6 for gender issues and chapter 7 for the roles of teachers in the process of gender equality.

6 GENDER ISSUES

For the first research question, four following themes emerged amongst articles; Feminist stance, Male talk, Intersectionality and LGBTQ. However it does not mean each article belongs to one of the four themes exclusively. Some articles (e.g., Glock, 2016; Nyachae, 2016; Vickery, 2016) may belong to more than one theme as they clearly show several themes in their discussion. Also, other articles do not belong to any of these four themes though they have gender issue in their analysis (Bullough, 2015; Chang-Kredl & Colannino, 2017; Masinire, 2015; Mizala, Martínez, & Martínez, 2015; Scharber, Pazurek, & Ouyang, 2017; Simpson & Linder, 2016; Subbaye & Vithal, 2017; Thornberg & Oğuz, 2016; P. W. S. J. Watson et al., 2017). These articles will be depicted with the relevance of the first theme, feminist stance. Findings will be organized under themes and the country context of each theme will be briefly explained.

6.1 Feminist Stance

Feminist stance is the theme of the articles which clearly contains feminism as their research topic, such as feminist pedagogy or their conceptual tool of analysis. It problematizes hierarchical gender order in heteronormativity (Brunila & Edström, 2013; Lehtonen, 2010). In addition, if articles deal with gender equality as their main focus of study and make claims which are in accordance with feminist perspectives, then they belong to this category as well. However, in case of articles which did not clearly use the terms feminism and feminist at all, they were not included though their results could have been backed up with feminist perspectives. Interestingly, with this definition, all of the articles which belong to this theme are from Gender and Education (GE), none from Teaching and Teacher Education (TTE).

6.1.1 Gender within Feminist stance

This theme of feminist stance is connected to global commitments of gender equality (e.g., EFA report, 2003; UNESCO, 2015) focusing on empowering girls and women. It is also what Lahelma (2014) points out as one of major gender discourses in education that problematizes the hierarchal gender order. Under this theme, articles describe diverse topics related to teachers, feminist pedagogy and inequality.

First, teacher related topics including identity and perception are disclosed. With identity, Vickery (2016) displays the identity of Black women teachers, referring to intersectionality. However, discussions are not only limited to the influence of gender on teachers' identity but also include assumed identity from outside, which is gendered, in a study of Woolhouse (2015). It is described as follows (2015, p. 144):

I have argued that the narrative performances produced highlight how the intelligible SENCO identity is continually (re)interpreted and negotiated. Such performances are cross cut by, and call into question, a binary rhetorical construction of SENCOs as feminine, because while SENCOs are orientated to 'belong' in specific ways, their performances also rescript how this belonging is constituted.

Here, SENCO stands for Special Education Needs Coordinator which is seen as feminized but these educators keep negotiating such discourses internally. Woolhouse (2015) focuses on such reinterpretation that tackles gendered assumption while exploring identity of special education teachers in UK.

Perception of teachers reveals the construction of ideas and beliefs leading to influence on behaviors. Balfour (2016), taking feminist hermeneutical ethnography, explores the impact of Italian resistance on teachers who believed themselves as active agents for social change. Engebretson (2016, p. 51), on the other hand, illustrates the ideas of preservice teachers with gender issues, showing their frustration that they were stuck with gendered ideas but did not know how to tackle the status quo. This study (Engebretson, 2016) puts the perception of preservice teachers about gender issues at the core, while Balfour (2016) utilizes feminist stance as analytical framework. However, Tao (2017) focuses on the behaviors of female teachers in Tanzania with their perception of priorities.

It turns out female teachers put more values into caring responsibility than their male colleagues (pp. 5–6). The feminist interpretation approach used here shows the double duties female teachers suffer from school and house, but their agency “in order to reclaim spaces for opportunity and achievement” (p. 14) is illustrated as well under the constraints of poverty and inequality (Tao, 2017). Aside from identity and perceptions, various aspects such as self-efficacy (Kass, 2015), working life (Pittard, 2017), experiences (Alderton, 2017), teaching as performance (Falter, 2016) are discussed.

Second, feminist pedagogy is another topic mentioned several times. For instance, McCusker (2017) brings her own experience of teaching feminist pedagogy, illustrating as below (p. 456):

The feminist space we established in order to support more meaningful discussions about anti-discriminatory, anti-oppressive and feminist perspectives brought tensions and challenges, but also many enlightening and positive moments for all involved. The project supported the claim that feminist pedagogy offers opportunities to engage with students in a deeper and more satisfying way. It is a dynamic process of interaction that offers new possibilities in teaching and learning processes. It inevitably involves discomfort and challenge, as it requires constant monitoring of one’s own values, positioning and practices.

Coexistence of possibilities and challenges is pointed out in this excerpt. In addition, David (2015) reviews developments of feminist pedagogy. Nyachae (2016) reflects upon feminist pedagogy analyzing related curriculum whilst Ollis (2017) reports limits of a feminist pedagogy implemented in Australian context. In these stances, various perspectives are utilized to address feminist pedagogy.

Third, inequality per se is at the core. Biemmi (2015) compiles sexism in Italian schools from educational choices, stereotypes to textbooks and thoughts of students claiming as below (p. 821):

The investigations so far conducted by gender and education scholars in Italy confirm the need for an intervention that promotes gender equality in the Italian school system and which helps schools to overcome the sexist stereotypes that still strongly limit the choices of boys and girls to careers that are traditional for their genders.

Furthermore, Cubero et al. (2015) explore the opinions of teachers about gender equality, who will be in charge of equality plan in Andalusia showing resistance and skepticism. It is concluded as follows (p. 650):

Analysis of discussions of the Equality Plan revealed the strong presence of social voices sceptical of equality in the school, such as *inequality doesn't exist, women are making too much progress*, and so on, highlighting the reality of the social context and suggesting the need for further action to highlight gender inequality.

Thus, both of them (Biemmi, 2015; Cubero et al., 2015) problematize inequalities addressing voices of resistances against equality work (Cubero et al., 2015) and referring to sexism in schools (Biemmi, 2015). Apart from talking about teachers, feminist pedagogy and inequality, historical exploration of the low status of early childhood education (Read, 2017) and discourses that teaching materials form about mean girl (Bethune & Gonick, 2017) are addressed as well.

In terms of country context, all but two articles are from European, North American and Australian context. The exceptions are, one from Israel (Kass, 2015) about the low self-efficacy of female teachers and the other from Tanzania (Tao, 2017) which attends to the female teachers' perceptions and behavior under social limits of poverty and inequality.

6.1.2 Gender without Feminism

A number of articles examine gender without mentioning feminism and they are from both journals, GE and TTE. Out of 9 articles in total, 4 articles are from GE (Masinire, 2015; Scharber et al., 2017; Subbaya & Vithal, 2017; Watson et al., 2017) and 5 articles from TTE (Bullough, 2015; Chang-Kredl & Colannino, 2017; Mizala et al., 2015; Simpson & Linder, 2016; Thornberg & Oğuz, 2016). Their topics vary from simple differences among gender to gender biases and disparities. Interestingly, though they mainly concentrate on stereotypes and biases and even in some cases disparities, which can be substantiated by feminist perspective, they do not take their discussion further there. For example, two articles from GE (Scharber et al., 2017; Subbaya & Vithal, 2017) attend to gender disparity specifically. Subbaya and Vithal (2017) look into the academic promotion in higher education to figure out the presence of gender gap which could be based on feminism but they do not mention it at all. Likewise, Scharber et al. focus on publishing rate and find the gender gap (2017, p. 18) but do not take further elaboration with feminism. Articles from TTE mainly deal with gender

biases or differences. For instance, Mizala et al. (2015) indicate gendered expectation of preservice teachers with mathematics as below (2015, p. 75):

Another relevant finding was that the pre-service elementary school teachers studied tended to extrapolate underachievement in mathematics to general academic achievement problems only in the case of female students. As we found no such effect when a similar experiment was carried out in relation to language teaching, we are able to conclude that gendered stereotyping only seems to operate in the teaching of mathematics.

Their discussion confirms gendered expectations but it stops there, not tackling further such expectations from feminist viewpoint. Such reluctance to be engaged with feminism is found amongst other articles from TTE (Bullough, 2015; Chang-Kredl & Colannino, 2017; Simpson & Linder, 2016; Thornberg & Oğuz, 2016). Overall, the reluctance of bringing feminism into their studies is found in both journals but it is more prevalent in TTE given none of its articles takes feminist position explicitly.

6.2 Male Talk

Male talk means that topics of analysis are males, which includes worry speech for boys and the shortage of male teachers, especially in Early Childhood Education (ECE). Both worry speech for boys and lack of male teachers were mentioned earlier in chapter 2 that the discourse of concerns for boys is prevalent in Western countries (Lahelma, 2014) and that the need for more male teachers are not sufficiently justified from viewpoints of students (Lahelma, 2000).

First, both GE and TTE have interests in worry speech for boys. From GE, Bristol (2015) indicates concerns for Black boys in US claiming as follows (p. 64):

Given the social and educational crisis facing boys globally and in particular those of African descent in the Americas, policy-makers and practitioners should turn their attention to what and how boys learn in school.

Likewise, from TTE, Glock (2016) draws attention to the difficulties faced by ethnic minority boys in Germany arguing that teachers tended to choose milder strategies with ethnic minority girls but tougher ones for boys leading to double disadvantages to them (2016, p. 110). Interestingly, both of their worry speeches for boys engage in intersectionality, marginalized boys with their race or ethnic-

ity. However, there is also another article about boys in general by Glock and Kleen (2017). Though the total number of articles may not be sufficient to conclude, all of the studies were conducted either in Germany or US adding examples to the prevalence in Western contexts, which is pointed out by Lahelma (2014).

Second, in case of male shortage, it is very salient in ECE. Amongst articles with ECE, all but two articles discussed the issue of male teachers, mostly focusing on their shortage. Two exceptions attend to possible gender bias of teachers (Simpson & Linder, 2016) and the low status of ECE with historical case study of nursing from feminist viewpoint (Read, 2017). However, the perspective they take regarding male shortage is different depending on the context. In UK, the rationale of recruiting more men is the topic, but avoiding the way that may strengthen gender stereotypes and biases. For example, Warin claims as follows (2017, p. 14):

Gender flexibility is preferable to gender balance as the rationale for recruiting, training and retaining more men in the ECEC workforce. The concept of gender balance often, implicitly, draws on an ideal of adult complementary gender roles within the nuclear family (usually assumed to be heterosexual). It suggests a value for having both a masculine and a feminine contribution, side by side, in the care and education of children in pre-school. It stresses gender difference and could be seen to bolster the reproduction of traditional gender roles and stereotypes with an encouragement for men to behave as father figures and women as mother figures, with roles and identities of male and practitioners being positioned against each other. So, it can lead us into a reinforcement of essentialist approaches to male and female attributes.

It argues that gender flexibility is more appropriate than gender balance as a rationale for recruiting more men because gender balance theory may reinforce stereotypes of gender. Furthermore, Moreau and Brownhill (2017) points out that role modelling discourse to bring more men into ECE may worsen the inequality as it favors men over women (p. 375).

In other contexts, the focus is more on the voices of males teachers including internal gendered ideas by male student teachers in South Africa (Bhana & Moosa, 2016) and gendered expectations towards in-service teachers in China (Yang & McNair, 2017). From country context viewpoint, this phenomenon of male shortage in ECE and relevant concerns are rather global, not only in Europe and North America but also in Asia and Africa.

6.3 Intersectionality

Intersectionality here refers to the intersections of gender and other social categories including race, class, sexual orientation and disability, of which people clearly suffer from multiple oppressions, utilizing the concept of Crenshaw (1989). Though other types of intersections are possible, the intersection of gender and race or ethnicity is found to be at the center with articles. Two articles of exceptions have different types of intersectionality, one with class and gender (Read, 2017) and the other with sexuality and illness (Louise Gomez, Lachuk, & Powell, 2015). Surprisingly, in case of intersection with race, it is not limited to women, since some articles express the concerns towards marginalized boys with their race or ethnicity (Bristol, 2015; Glock, 2016).

Black feminism is salient under this theme. For instance, Vickery (2016) argues that the backgrounds of teachers, as Black women, impact upon their identity and teaching (p. 729):

After spending time with each teacher and her students, it was quite clear that the participants' backgrounds and experiences as African-American women significantly impacted how they taught citizenship to their students. Two findings emerged from the data that spoke to this phenomenon. First, the teachers' prior experiences heavily shaped their teacher identity and how they approached teaching conceptions of citizenship. The second finding demonstrated that both teachers felt the urgency, the necessity, of teaching students about the realities of experiencing civic estrangement (Tillet 2012) and how to successfully navigate those waters.

Likewise, Nyachae (2016, p. 800) explores the Sisters of Promise curriculum, which was made by Black women teachers for Black girls but finds out that even in that curriculum, there still existed some elements that may reinforce racism and sexism.

Aside from Black feminism, one article reflects upon the experiences of researchers themselves as Brown women in higher education institutions (Cortes Santiago, Karimi, & Arvelo Alicea, 2017). Therefore, intersectionality mainly refers to the experiences of women of color, though articles also concern boys and men of color (Bristol, 2015; Glock, 2016).

In addition, intersectionality discourse is very salient in US context, all but one from US. The only exception is in German context, which is the case of ethnic minority boys aforementioned (Glock, 2016). Considering that intersection-

ality discussion started from US with movements for the rights of women of color (Collins & Bilge, 2016) and Crenshaw 's coining of the term (1989), the country context of this theme is understandable.

6.4 LGBTQ

The fourth theme, LGBTQ, hereby means diverse sexual orientations and trans- and gender diverse identities that are beyond heterosexual and gender binary division, which criticizes heterosexual normative order (Lehtonen, 2010). Interestingly, though it is admitted that sample size may be not sufficient, articles from GE focus on experiences of LGBTQ teachers while articles from TTE draw attention to the supports for students. From GE, as an example, Neary, Gray and O'Sullivan (2016) reconstruct the relationship of schooling and sexualities by conveying voices of LGBTQ teachers who would go through civil partnership in Ireland as follows (p. 262):

We have argued that close attention to the minutiae of individual (often invisible), emotional labour in school-based social interactions sheds light on, and interrupts, the apparent effortlessness of everyday negotiations, revealing the ways that (hetero)normative logics are simultaneously inculcated, resisted and reformed.

Likewise, Henderson (2017) describes the experience of LGBT identified teachers in UK centering complexities.

On the other hand, articles from TTE take a different perspective, concentrating on supports for students. In this instance, Collier, Bos and Sandfort (2015) examine the intentions of teachers in Netherlands to intervene in the bullying situation regarding gender expression or sexual orientation of students with following results (p. 40):

In general, the participating teachers reported strong intentions to intervene in the hypothetical scenarios of sexual orientation and gender expression related bullying presented to them in the survey.... Those teachers who had less negative attitudes toward homosexuality also had significantly more positive behavioral beliefs related to intervention, greater self-efficacy to effectively intervene, and stronger descriptive and injunctive norms related to intervention.

In addition, Malins (2016) explores whether teachers refer to the issue of various sexual orientations in Canada. It turns out that most of the teachers were aware

of such needs but they were afraid of resistance from parents (Malins, 2016, pp. 134–135). A study in Australia (Bartholomaeus, Riggs, & Andrew, 2017) attends to the capacity of school. Educators were positive in general but women were more positive than men and more positive attitude could be found with experiences (Bartholomaeus et al., 2017, p. 132).

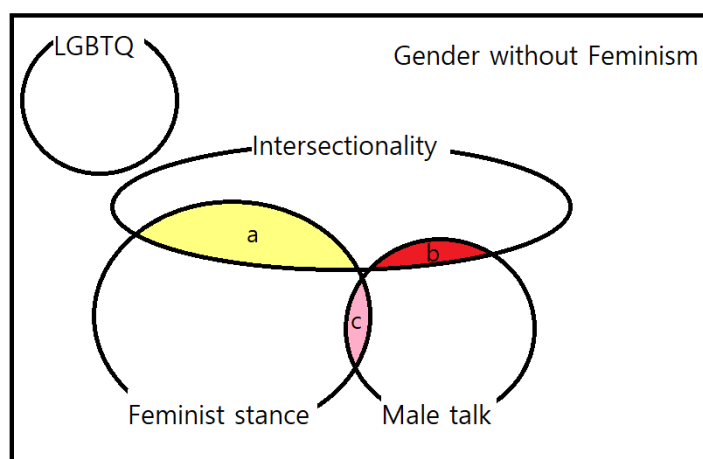
Interestingly, though these articles tend to problematize heteronormativity explicitly, they concern heterosexuals being norms not the hierarchy among gender. This is in line with the previous understanding that queer theories may not be appropriate to address existing inequalities (Holmes, 2007).

In terms of country context, it is very obvious all the discussions are in Global North, each from Ireland, UK, Canada and Australia. It is because human rights of LGBTQ are recently recognized including marriage and still in many other countries, they are struggling to achieve such rights.

6.5 Relation among themes

It is obvious that themes are not exclusive to one another, but rather they share some parts (see Figure 3).

FIGURE 3 Relation among themes of gender aspects



All of the articles belong to this diagram but it does not necessarily belong to one of four circles, which are themes. A number of articles have gender aspects but do not belong to any of these four and rather stay in *gender without feminism*

in the diagram. Articles that have more than one theme is shown as colored either *a*, *b* or *c*. Surprisingly, there is not any article that has LGBTQ aspects with intersectionality discussion though it is possible. This can be due to small sample size.

Part *a*, colored as light yellow, signifies the articles that have feminist stance and intersectionality which are mainly the cases of Black feminism (Nyachae, 2016; Vickery, 2016). In addition, the study about the status of ECE workers (Read, 2017) stays here for its feminist stance and intersectional element of class and gender. In case of Brown women discussion (Cortes Santiago et al., 2017) may not belong to part *a* in a stricter sense, as its theme is intersectionality but not bringing feminism explicitly. However, since the discussion of women of color intrinsically has feminist elements, the study of Cortes Santiago et al. (2017) can be classified in part *a* as well. Part *b* with red, is for intersectionality theme that attend to Black boys (Bristol, 2015) and ethnic minority boys (Glock, 2016).

Finally, part *c*, colored as pink, may not include any article at all in a stricter sense like Brown women discussion with part *a*. On the other hand, there are articles that deal with male shortage discourse but with enough caution not to worsen inequalities or stereotypes (e.g., Moreau & Brownhill, 2017; Warin, 2017), being aware of concerns from feminist viewpoint (Lahelma, 2000, 2014). Thus, these articles (Moreau & Brownhill, 2017; Warin, 2017) can belong here in part *c*. They show that Feminist stance and Male talk can go hand in hand together, with enough caution.

In conclusion, the boundaries of theme are not clear-cut but rather blurred and changeable depending on interpretations, displaying the flexibility of thematic analysis (Braun & Clarke, 2006). Therefore, it is better to consider this diagram as something that helps to understand the unexclusive and relational feature of these themes, not as one and only correct answer for their relation.

In this chapter, first research question has been discussed, describing four themes found with gender aspects in recent articles and its relation. Feminist stance, Male talk, Intersectionality and LGBTQ are the four themes and they are

not exclusive to each other rather, having some parts in common with blurred boundaries. As the matter of *what*, what kind of gender aspects has been discussed here in chapter 6, the matter of *how* with second research question, how teachers are presented with gender issues will be further explicated in the next chapter.

7 ROLES OF TEACHERS IN THE PROCESS OF GENDER EQUALITY

Regarding second research question of how teachers are presented with gender issues, themes related to roles of teachers in the process of gender equality appeared. Three themes are found based on its relation with heteronormativity: Impacts to teachers, Limits of teachers and Possibilities of teachers. First, impacts to teachers indicate that teachers have been impacted by heteronormativity from which gendered discourses derive. Second, limits of teachers reveal the thoughts and behaviors of teachers which reproduce heteronormativity. Finally, possibilities of teachers show their agency to tackle and overcome heteronormativity. Though there are some articles with different angles from broader research question, themes regarding the roles of teachers will be illustrated in this chapter. Other findings apart from these themes will be briefly mentioned in chapter 8.

7.1 Impacts to the teachers

It turns out that teachers themselves have been impacted and suffered from heteronormativity where gendered discourses derive. This is specifically presented in details with articles expressing the voices of female teachers (e.g., Alderton, 2017; Cortes Santiago et al., 2017; Kass, 2015). For example, Kass (2015) attends to Israeli female teachers with low self-efficacy and finds out that they have kept silence in both their families with parents and public sphere, their workplaces with principles (p. 500). Such experience is not only limited to in-service teachers. Alderton (2017) illustrates the case of Kelly, a student teacher who faced gendered discourse being considered “passive, quiet and non-mathematical” (p. 13). Santiago et al. (2017) displays the experience of teaching

assistants, who were Brown women with double oppressions due to their gender and race. However, gendered expectation can be also shown towards teachers in specific fields including ECE and special education teachers (e.g., Read, 2017; Woolhouse, 2015). Historical maternal discourse is explored with nursery training (Read, 2017). The identity of special education teachers is seen feminized (Woolhouse, 2015). Moreover, different expectations for men and women are confirmed in Shanghai Kindergartens as follows (Yang & McNair, 2017, p. 15):

... it is easy to see that strict adherence to stereotypical gender roles limits opportunities for both men and women in the profession. Although the men identified ways they felt constrained by gendered expectations, they also acknowledged ways they benefited from these same expectations.

Though teachers have been affected by these existing inequalities and stereotypical discourses deriving from heteronormativity, their attitudes and behaviors can vary. They may internalize such discourses and reproduce them to their students. However, it is also possible that they are aware of such inequalities, deciding to exercise their own agency to stop conveying the same messages. Interestingly, both limits and possibilities of teachers are found within articles and these will be further illustrated in the following parts.

7.2 Limits of teachers

Limits of teachers are mainly shown in that they do not tackle heteronormativity from which they have suffered, but rather they repeat the same challenge. First, teachers may reproduce gendered discourses and expectations. For instance, aforementioned ECE teachers in Shanghai seemed to have internalized gendered ideas and behave accordingly (Yang & McNair, 2017, p. 11):

Both the men and the women were complicit in maintaining without challenge the gendered division of labor within the schools. Although the men often felt they were asked to do more than the women and seemed, at times, to resent this, they also did not question the tasks assigned to them. They even agreed that they were better at some tasks than women and that women were better at other tasks, such as reading to children, teaching music, and taking care of the young children.

Thus, it is possible that they reproduce such ideas to their students directly or implicitly. As a result, students may learn from different duties and work of their teachers internalizing gendered behaviors. Likewise, gendered stereotypes and expectations were found towards students among pre-service teachers in Chile (Mizala et al., 2015, p. 74).

Second, though teachers may know they are stuck with heteronormativity, they are not sure about how to deal with it. For example, Engebretson (2016) indicates frustrations of pre-service teachers as below (p. 51):

In these ways, the participants here reveal themselves to be caught in a gendered space with largely no clear direction as to how to navigate through it in a way that would be liberating or challenging to the status quo.

Moreover, though teachers are aware of the needs to address the issue of diverse gender and sexual orientations, they were afraid of the resistance mainly from parents (Malins, 2016, pp. 134–135).

Apart from repeating heteronormativity, teachers may convey the incorrect message that gender equality is already achieved. In the study of Cubero et al. (2015), one male teacher argued “... there’s no such inequality at my school” (p. 644) showing the myth of sufficient equality (Lahelma, 2011) among teachers in Spain. This misbelief can be further delivered to the students and they may internalize such talk. Considering teachers in this study are in charge of equality plan (Cubero et al., 2015), the initial intention of the policy itself can be distorted.

Interestingly, some articles point out the limits of teachers in that they show stereotypes (Glock & Kleen, 2017, p. 100) and choose different strategies towards their students depending on gender (Glock, 2016, p. 110) centering disadvantages of boys. Likewise, another article claimed that teachers should engage all the students especially Black boys (Bristol, 2015, p. 64). These fall under the umbrella of Male talk, specifically worry speech for boys that Lahelma (2014) points out for its risk.

In conclusion, limits of teachers were implied in the articles that they may reproduce what they have heard not knowing how to tackle the problems and

inculcate the wrong message of equality. These limits strengthen heteronormativity hindering the improvements of gender equality. However, the possibilities of teachers were also presented in articles leaving some hope.

7.3 Possibilities of teachers

Though the limits of teachers were inferred from the articles, the possibilities to overcome heteronormativity could be found as well. One of the limits aforementioned that teachers do not know how to tackle the status quo can be seen as a positive side in that they are aware of the needs at least. Thus, it can be considered as both sides of coin that one as a possibility that they are aware of the problems and the needs to address but the other as a limit that they do not know how to deal with.

Other possibilities were also found. First, teachers showed positive attitudes with addressing issues and expressed the willingness to intervene. For example, a study from Australia reveals as follows (Bartholomaeus et al., 2017, p. 132):

The findings reported in this article indicate that overall the teachers and pre-service teachers had positive attitudes towards working with trans and gender diverse students. However, the findings suggest that women had more positive attitudes when working with trans and gender diverse students.

Furthermore, in Netherlands, teachers expressed willingness to intervene in situations where gender non-conforming students are bullied (Collier et al., 2015, p. 40). These results (Bartholomaeus et al., 2017; Collier et al., 2015) can be interpreted that teachers are ready and willing to tackle heteronormativity, heterosexuals being normative in particular.

Second, teachers as agents for change were presented. In Reggio Emilia in Italy, female teachers identify themselves as agents of social change with the historical influence (Balfour, 2016, p. 454):

Many of the Reggio Emilia teachers, therefore, offer rich personal narratives and historical accounts related to women's active role in the Italian Resistance and in post-war Italy... They highlight the significance of women's political activity in the past and conceptions of teaching in the present. Here in Reggio Emilia, memories of women's political legitimacy during the Italian Resistance and subsequently in the early founding of these

schools seem motivated by the spirit of the Resistance, and women teachers' idea of them-selves as political actors and professionals.

In Tanzania, the agency of female teachers was manifested under the constraints they suffer for their gender (Tao, 2017, p. 14). Black female teachers responded their identity as Black women impacted their way of teaching feeling the urgent need to teach about such oppressions (Vickery, 2016, p. 729). Moreover, specific forms of agency appeared. Some teachers participated in making curriculum (Nyachae, 2016). Feminist pedagogy (David, 2015; McCusker, 2017; Ollis, 2017) was utilized and some of these articles were written by the teachers who explicitly identify themselves as feminists (David, 2015; McCusker, 2017).

Therefore, possibilities were presented in that teachers are aware of the needs, willing to take actions and exercising their agency. Though teachers themselves have been impacted and suffered from heteronormativity, they are still able to make improvements, attempting to overcome the challenge. However, even among their efforts, difficulties emerge again. For example, the curriculum made for Black girls, there were elements that strengthen the status quo of racism and sexism (Nyachae, 2016, p. 800):

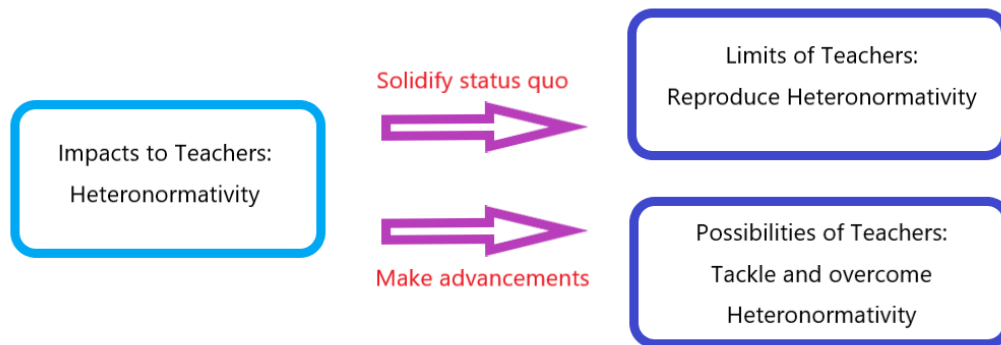
One contradiction within the SOP curriculum is that Black girls are encouraged to name their oppression without resisting it. A second contradiction is that Black girls are to be self-aware for the benefit of others, more than for themselves. In reality, Black girls who are hard-working, self-aware, and conforming are not guaranteed the advantage of racist and sexist institutions, systems, and structures working on their behalf. A third contradiction is that the SOP curriculum supports the liberation of Black girls only so long as it fits within the White womanhood normative of what it means to be a 'lady'.

In addition, Ollis (2017, p. 472) points out the limits of post-modern feminist pedagogy in that it is hard to operate in practices despite its positive roles.

7.4 Relation among themes

Compared to the relations found among themes of gender issues, the relation of themes for teachers and gender is relatively simple (see Figure 4).

FIGURE 4 Relations among themes with teachers



As shown in the picture, impacts that teachers have had from heteronormativity can be manifested in two ways, either solidifying status quo of inequalities or making advancements. On one hand, teachers may produce and reproduce heteronormativity consolidating the unequal status quo, which is considered as limits. On the other hand, teachers may exercise their agency to tackle heteronormative order and participate in making advancements, which is seen as possibilities. Thus, teachers can choose between these two options, proving the importance of teachers in gender issues (Aina & Cameron, 2011; Gunderson et al., 2012; Lahelma, 2012; Lee, 2008; Unterhalter, 2017) .

In this chapter, second research question of *how* teachers are presented with gender issues has been addressed, centering the impacts to them and their limits and possibilities from the relation to heteronormativity. It can be said that though teachers themselves have been affected by heteronormativity, they can choose whether they may consolidate the status quo of inequalities or become agents of changes to make improvements. Next, discussion of findings and conclusion will be stated.

8 DISCUSSION AND CONCLUSION

In this chapter, findings presented in chapter 6 and 7 will be explained with earlier discussions made in chapter 2 and 3. First, four themes of gender issues, Feminist stance, Male talk, Intersectionality and LGBTQ will be illustrated based on the concepts from chapter 2. In chapter 2, *mainstream discourses* regarding gender in education disclosed equality talk focusing on girls and women and worry speech for boys. Then, *multiple oppressions* were described utilizing the term, intersectionality. In addition, *heteronormativity* as the challenge of gender equality was addressed. Second, three themes regarding roles of teachers will be elaborated with their relation to heteronormativity from the perspective of teachers as actors in chapter 3. Third, implications for teachers and education systems will be suggested based on two earlier discussions. Finally, the limits of the study and recommendations for future studies will be mentioned closing the whole research.

8.1 Gender issues

Gender issues are understood with four themes, Feminist stance, Male talk, Intersectionality and LGBTQ. First, in terms of *mainstream discourses* (Lahelma, 2014), **theme 1** and **2** are identified. **Theme 1** feminist stance indicates gender issues are constructed as addressing inequalities focusing on girls and women. It adds empirical examples to what Lahelma (2014) calls equality discourse. As shown in the result, theme 1 was found in Israel (Kass, 2015) and Tanzania (Tao, 2017) as well, partly confirming the diverse range of contexts claimed by Lahelma (2014). The reason for partly proving is that most of articles were based on European and North American context, which is likely due to the limit of sample size with journals.

Theme 2 male talk reveals that gender issues can be articulated under concerns for boys and shortage of male teachers that is problematized. In case of worry speech for boys, it is exactly what Lahelma (2014) defines as boy dis-

course. Its presence only in Germany and United States from this study proves the regional prevalence only in Western countries (Lahelma, 2014) though the number of articles may be seen insufficient. Such prevalence of boy discourse can be due to the myth of equality (Lahelma, 2011) that equality for girls and women is already sufficient and this myth was presented among teachers in Spain (Cubero et al., 2015, p. 644). Furthermore, these concerns for boys connected to the recruitment of more male teachers were seen (Bristol, 2015), which is pointed out by Lahelma (2000) with role-modelling discourse.

However, the risk of such discourses under **theme 2** needs to be alerted. Lahelma (2014, p. 172) states that though worry speech for boys has important agenda, it is often utilized as backlashes by men's movement of anti-feminism, hindering discussions with unbiased attitudes. In case of male shortage, some discourses like role modelling and gender balance can even strengthen the stereotypes of gender and existing inequality, as pointed out in the studies of Moreau and Brownhill (2017, p. 373) and Warin (2017, pp. 13–14). Moreover, Lahelma (2000, p. 184) argues that lack of male teachers is viewed as a problem among teachers but for students, the gender of teachers is not important as long as one is good enough just as a teacher. Therefore, such discourses need to be cautiously addressed as indicated in the articles in UK context (Moreau & Brownhill, 2017; Warin, 2017).

In line with these *mainstream discourses* of gender in education including **theme 1** and **2**, reluctance to engage with feminism can be discussed. There were a number of articles that disclose gender related issues such as stereotypes or differences which could have been supported by feminist stance but they chose not to. Such distancing from feminist position is salient in TTE as none of it takes feminism explicitly. It may be because researchers do not want to be seen as feminists, trying to take "neutral" position or they do not identify themselves as feminists. This reluctance might be relevant to the ones found among female students in the studies of Lahelma (2011, pp. 270–271). However, specific reasons behind the reluctance among researchers are needed to be studied further, leaving spaces for future studies.

Second, *multiple oppressions* were confirmed within **theme 3** intersectionality. It mostly presents the intersection of gender and race or ethnicity mainly derived from Black feminism displaying its prevalence in US (e.g., Crenshaw et al., 2015; Crenshaw, 1989). Possible reluctance of incorporating intersectionality in mainstream feminism in Europe (Ferree, 2011) was in fact identified in that only one study (Glock, 2016) under this theme was conducted in Germany and it concerns boys of minority. Thus, experiences of girls and women of color were not found in European context. Though it may be due to small number of sample size, it can be criticized calling for more attention given that many studies with other themes were conducted in Europe.

Third, *heteronormativity* as a challenge was explicitly problematized with **theme 1** and **4**. Theme 1 feminist stance tackles the hierarchy of gender embedded in heteronormativity whilst theme 4 LGBTQ criticizes the norms of heterosexuals, another layer of heteronormativity. However, different perspectives of two themes to tackle heteronormativity are indicated in that the premise of theme 1 is based on gender binary as it centers inequalities between men and women but theme 4 pursues diversity, breaking down the categorization itself (Lorber, 2010). In particular, theme 4 displays experiences and challenges faced by LGBTQs presented in Europe, North America and Australia. Given the different social and legal status of LGBTQ depending on country context, it is not surprising. However, it is interesting that though addressing inequalities under theme 4 is possible, for example, by taking intersectional approach to experiences of lesbian students or teachers with their double marginalization by gender and sexual orientation, it was not presented. In this stance, it can be criticized manifesting the limits of queer theory to discuss inequalities (Holmes, 2007, p. 127).

8.2 The roles of teachers for gender equality

Themes regarding the roles of teacher in the process of gender equality were disclosed in this study based on their relations to heteronormativity, the major

challenge of gender equality. **Impacts to teachers** indicate that teachers themselves have been impacted by heteronormativity as claimed by Lahelma, Lappalainen, Palmu and Pehkonen (2014) that teachers internalize gendered processes themselves regardless of whether they are aware or not. It should be noted that impacts are not only found among female teachers but also male teachers with gendered expectations (Yang & McNair, 2017). Amid such difficulties, **limits of teachers** are displayed reproducing heteronormativity. For instance, teachers may follow gendered expectations without tackling them though they may think it is not right or fair (Yang & McNair, 2017). It leads to conveying biases and stereotypes as students can learn from what teachers do depending on their gender. However, strengthening the status quo of inequalities in this way is not the only option for teachers. **Possibilities of teachers** to tackle and overcome heteronormativity are shown in that they are aware of inequalities, decide to stop repeating the challenge and focus on making advancements with their agency (e.g., David, 2015; Nyachae, 2016; Tao, 2017; Vickery, 2016). Thus, it can be said that limits and possibilities exist at the same time despite experiences of teachers that they suffered and were pushed back under heteronormative order.

These findings can be enriched with the understandings of *why* teachers matter, *how* and *what* teachers have been able to do as explicated in chapter 3. First, the finding that teachers themselves have been impacted by heteronormativity is significant considering the importance of teachers (Aina & Cameron, 2011; EFA report, 2003; Unterhalter, 2017), *why* question. It embodies the risk and challenges of teachers who were already influenced by unequal status quo as they can influence upon various aspects with gender issues. Second, though teachers have been affected by gendered discourses, it is shown that both limits and possibilities of teachers exist. Their possibilities to tackle heteronormativity are based on the concepts of agency and capabilities in terms of *how*, which was discussed in chapter 3. These possibilities were manifested in several ways including taking feminist pedagogy and participating in making curriculum

(Nyachae, 2016; Ollis, 2017; Vickery, 2016), which can be added to *what* teachers are able to do.

However, it may be frustrating that even among such possibilities, the limits still exist. For example, amongst efforts made by teachers, elements that may solidify status quo were found despite their intention (Nyachae, 2016). It is connected to previous research that disclosed heteronormativity presented among solutions and equality work (Brunila & Edström, 2013; Edström, 2014). There come the needs to support teachers, *what* is required to help teachers from education systems. Nyachae (2016) claims the reason behind limits was that teachers were not sufficiently exposed to relevant feminism and pedagogy. Teachers were more confident when they had relevant trainings (Bartholomaeus et al., 2017, p. 132) in accordance with findings of Luongo (2012) that teachers could see their own biases after trainings. Thus, sufficient support for teachers should be available so that teachers can exercise their agency not reproducing heteronormativity.

There were articles with different angles which could be interesting to examine more apart from the roles of teachers in the process of gender equality. First, some articles describe differences between female and male teachers that can be classified into two categories. One is gender gap between them such as academic promotion (Subbaye & Vithal, 2017) and publishing rate in higher education settings (Scharber et al., 2017). The other is differences among teachers depending on their gender including different priorities of values (Thornberg & Oğuz, 2016), different expectations towards students (Watson et al., 2017) and how they are perceived differently (Chang-Kredl & Colannino, 2017). Second, rationales for male recruitment (Bristol, 2015; Moreau & Brownhill, 2017; Warin, 2017) were discussed. Finally, other articles take various topics including teaching material (Bethune & Gonick, 2017), usage of Pinterest (Pittard, 2017), distance learning for feminist pedagogy (Herman & Kirkup, 2017) and service learning for understanding one's own intersectionality (Louise Gomez et al., 2015).

8.3 Implications to teachers and education systems

For teachers, it is important to understand various gender issues and how these are articulated in their own educational contexts. Gender issues are in fact understood as diverse discourses not only limited to equality for girls and women (Lahelma, 2014) but also including Male talk, Intersectionality and LGBTQs. Furthermore, these various topics are interconnected not existing separately as shown in the relation among themes (see Figure 3). In this stance, teachers need to be aware that gender issues can incorporate various topics and these topics are linked to one another. Then, teachers can reflect upon how they would address such talks properly in their classrooms. Moreover, teachers must believe in themselves knowing they have agency and capabilities to make improvements (Buckler, 2016; Cin & Walker, 2013; Thomas & Rugambwa, 2011; Vähäsantanen, 2015). Since accumulated efforts could bring improvements in the society as a whole (Arnot & Phipps, 2003), it is important for them to be assured of their potential.

However, to make such advancements, education system must provide extensive supports for teachers. Though supports can be given in various forms, trainings must be offered to help teachers. It is because with proper trainings, teachers are more confident (Bartholomaeus et al., 2017) and become aware of their own biases that they could not see beforehand (Luongo, 2012). Trainings of relevant pedagogy such as gender awareness and sensitivity can be incorporated in teacher education, which is in accordance with approaches suggested by UNESCO (UNESCO, 2015). At the same time, in-service trainings must be available for teachers who are already in the field. Finally, opportunities for teacher to practice what they learn from such trainings must be given. For example, autonomy can be ensured so that teachers can try relevant pedagogy in their classrooms since feminist pedagogy was utilized as agency of teachers (e.g., Ollis, 2017; Vickery, 2016). In addition, since participation in curriculum design was also manifested with their agency (Nyachae, 2016), offering such

opportunities can encourage teachers to be actively engaged rather than assigning tasks under top-down policies.

8.4 Limitations and recommendations

There are several limitations with current study. First, understandings were established from only two journals, which may not precisely reflect understandings embedded in whole educational research as mentioned earlier in chapter 5. Since each journal has its own dedicated specialization, GE for gender and TTE for teachers and teaching, it cannot represent educational research as a whole. Thus, understandings confirmed in this study are significant only under the context of two specific topics, gender and teachers. If the range of journals included in this study had been broadened, findings may have been able to represent the whole educational research. Second, this analysis may contain the understandings of gender in the past, not the most recent ones due to the time gap between when studies had been conducted and when they were published. Though articles published from 2015-2017 were included for the timely relevance with SDGs, there is higher chances that studies were conducted quite some time ago in the past. Third, sample size is not numerically equivalent from each journal, 12 articles from TTE and 30 articles from GE, possibly disclosing more voices from GE. Finally, as most of the studies are from Europe, North American and Australia, voices of Global South may not be reflected properly.

For future research, recommendations are suggested in terms of gender issues, teachers and contexts. First, with gender issues, studies of intersectionality and LGBTQ in education should be encouraged. Intersectional approaches are needed to examine experiences of people with multiple oppressions. In particular, such approach can be taken under European context as there was not any article regarding girls and women of color whilst most of the studies in other themes were conducted in Europe. Furthermore, experiences of diverse women of color can be examined not restricted to Black feminism. Moreover, intersec-

tional approach is possible with LGBTQ as well focusing on the experiences of lesbian teachers and students. In addition, LGBTQ research in broader contexts is expected as more regions and countries will legalize diverse forms of couples with marriage rights.

Second, with teachers, various scales of studies regarding the improvements made by teachers can be reported further. From case studies in classroom level to large scale studies with societal improvements of equality can be explored. It is important to compile such advancements since they can be utilized as guidelines for teachers to make differences in practices knowing they have such potential.

Finally, in terms of country context, most of the studies have been conducted in so-called Western countries, such as Europe, North America and Australia. Therefore, research in Global South should be encouraged, more preferably with their own voices than under the eyes of Western researchers.

Personally, I do think that findings from this study are interesting in that gender issues in education field can actually be understood with more themes than generally expected. Moreover, it was liberating to realize that teachers have agency to make improvements and such agency is exercised in daily life. Amid challenges against gender equality, this agency of teachers is very much required. However, as the understandings drawn here were based on textual analysis from articles in journals, I would also like to know how teachers think and practice in their own classrooms to advance gender equality and what kind of supports they need from education systems.

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APPENDICES

Appendix 1 Summary paper

One from 2015 Gender and Education

- 1) Basic info ; Title, author, year, name of journal
 'Teachers negotiating discourses of gender (in)equality: the case of equal opportunities reform in Andalusia' by Mercedes Cubero, Andrés Santamaría, M Ángeles Rebollo, Rosario Cubero, Rafael García & Luisa Vega in 2015 GE
- 2) Keywords
 Doing gender equality, Culture, Discourse practices, Andalusian Equality Plan, Co-education
- 3) Purpose of the study / research objectives and research questions
 To examine how Andalusian teachers who are experts in co-education discuss gender (in) equality and in doing so construct shared meanings about gender equality and how these meanings can influence their practices
- 4) Data collection and analysis methods
 Group discussion among teachers and experts - Doing gender approach
- 5) Who talks; whose voice we listen to
 Teachers and experts who are responsible for the implementation of a Plan for Gender Equality in public secondary schools in Andalusia
- 6) Conceptual framework
 Discourse
- 7) Key findings ; what is claimed?
 Analysis of discussions of the Equality Plan revealed the strong presence of social voices sceptical of equality in the school, such as *inequality doesn't exist, women are making too much progress*, and so on, highlighting the reality of the social context and suggesting the need for further action to highlight gender inequality. Thus there is still much to be done.
- 8) Country context
 Spain
- 9) Other things to mention
 It deals with the discourses among teachers who are experts and in charge of the implementation of Equality plan but even among themselves resistances were shown believing they have already achieved equality. The need for visualizing inequality is explicitly stated.

One from 2015 Teaching and Teacher Education

- 1) Basic info ; Title, author, year, name of journal
 'Pre-service elementary school teachers' expectations about student performance: How their beliefs are affected by their mathematics anxiety and student's gender' by Alejandra Mizala, Francisco Martínez, Salomé Martínez in 2015 T and TE
- 2) Keywords
 Pre-service teachers, Teachers expectations of students, Mathematics anxiety, Gender bias, Survey-experiment methodology
- 3) Purpose of the study / research objectives and research questions
 To examine whether the expectations of pre-service elementary school teachers about students' achievement, and their beliefs regarding student need for academic support, are influenced by future teachers' mathematics anxiety or by student gender and socioeconomic status
- 4) Data collection and analysis methods (Quantitative)
 Survey – Experimental methodology where the participants read and then answer the questionnaire. Three way ANOVA was used for analysis .
- 5) Who talks; whose voice we listen to
 Pre-service elementary school teachers
- 6) Conceptual framework
 Teacher expectations and Mathematics anxiety
- 7) Key findings ; what is claimed?
 Math anxiety can influence pre-service teachers' expectations about students.
 Pre-service teachers' expectations about math achievement are gender biased.
 Underachievement in math is extrapolated to general achievement only for girls.
 No interaction effects were found between math anxiety and math gender bias.
 Math anxiety may affect teachers' capacity to develop inclusive learning classrooms.
- 8) Country context
 Chile
- 9) Other things important to mention
 Though gender was one of the students' characteristics, it is obviously an important factor as they deal with gender and SES only. Results show the existence of gender bias in pre-service teachers' expectations toward students.

Appendix 2 Analytical Table

First page of 2015 Gender and Education

Gender and Education		2015			Daeun Kang	
Bibliographical Information Title – Author(s)	Purpose, objective(s) Research question(s)	Conceptual Frame	Key Message WHAT IS CLAIMED?	Country context	RQ1 Gender issues (1 Feminist 2 Male talk 3 Intersectionality 4 LGBTQ)	RQ2 Teachers 1 Impacts to T 2 Limits of T 3 Possibility of T
Gender & Education Association: a case study in feminist education? - Miriam E. David	To review how feminist educators, developed the pedagogies and professional approaches to gender and education	Feminist education	Feminism values have been transcended but struggles and achievements differ depending on the cohorts and contexts. Feminism has empowered women's lives and teaching. 2 nd wave can be still found in various aspects.	English speaking western countries and Israel	The topic of the study is <u>feminist pedagogy</u> and education 1 Feminist	Possibilities as agents are shown from feminist educators using <u>pedagogies</u> 3 Possibility of Teachers
Gender in schools and culture: taking stock of education in Italy - Irene Biemmi	To take stock of gender inequality in aspects of the Italian education system, assessing the progress made and identifying unresolved problem areas that require major policy intervention	Gender equality, Sexism	In Italian education, gender stereotypes and sexism can be found in various aspects including educational choices, textbooks and thoughts of students.	Italy	Sexism and <u>inequalities</u> are the focus of the claim 1 Feminist	Teachers put emphasis on the differences between boys and girls <u>reproducing stereotypes</u> 2 Limits of T
'I was always the good girl': the twofold silencing of teachers as a force fostering a low sense of professional self-efficacy - Efrat Kass	To expand the theory of self-efficacy in relation to feminist perspectives by exploring the factors and the dynamics that foster a low sense of professional self-efficacy in Israeli female teachers	Teacher's self-efficacy, Feminist perspective	They have experience of being silenced from authority figure in private life – parents and public life – principal.	Israel	<u>Conceptual frame explicitly take feminism</u> and the experience of female teachers are in the focus 1 Feminist	<u>The experience of being silenced of female teachers</u> are shown 1 Impacts to T
Still in the LEGO (LEGOS) room: female teachers designing curriculum around girls' popular culture for the coeducational classroom in Australia - Lucinda McKnight	To examine the phenomenon of boys' dominance in curriculum in a contemporary context, through an empirical study with female teachers designing English curriculum around girls' media in a coeducational secondary school.	Heteroglossia and ideological becoming by Bakhtin	Barbie was related to more negative comments but Lego more neutral or even positive. Curriculum design still disadvantages girls' culture and contains misogyny in their contexts but efforts have been made as well.	Australia	<u>Disadvantages of girls in curriculum is claimed</u> with comments to different types of toys by teachers 1 Feminist	Barbie – 'girls' toy' was more negatively seen from <u>teachers showing heteronormativity</u> but <u>existence of efforts</u> were stated as well 2 Limits and 3 Possibilities of T

First page of 2015 Teaching and Teacher Education

Teaching and Teacher Education		2015			Daeun Kang	
Bibliographical Information Title – Author(s)	Purpose, objective(s)/ Research question(s)	Conceptual Frame	Key Message WHAT IS CLAIMED?	Country context	RQ1 Gender issues (1 Feminist 2 Male talk 3 Intersectionality 4 LGBTQ)	RQ2 Teachers 1 Impacts to T 2 Limits of T 3 Possibility of T
Understanding teachers' responses to enactments of sexual and gender stigma at school - Kate L. Collier, Henry M.W. Bos, Theo G.M. Sandfort	To explore teachers' intentions to intervene upon observing enactments of sexual and gender stigma, operationalized here as bullying motivated by the sexual orientation or gender expression of the victimized student	Belief, norms, self-efficacy and intention to intervene of teachers	Less negative attitudes of teachers for diverse sexual orientations can bring more positive results intervening more confidently and effectively.	Netherlands	Bullying situation of students with <u>non-conforming gender</u> was hypothesized. 4 LGBTQ	<u>Willingness to intervene</u> is shown among teachers. 3 Possibility of T
Pre-service elementary school teachers' expectations about student performance: How their beliefs are affected by their mathematics anxiety and student's gender - Alejandra Mizala, Francisco Martínez, Salomé Martínez	To examine whether the expectations of pre-service elementary school teachers about students' achievement, and their beliefs regarding student need for academic support, are influenced by future teachers' mathematics anxiety or by student gender and socioeconomic status	Teacher expectations and Mathematics anxiety	Gender biased expectations were found among preservice teachers. The anxiety of mathematics may influence their capacity.	Chile	It deals with <u>gender biased expectation</u> but it <u>does not problematize such from feminist viewpoint</u> though it is possible. * Gender without feminism	<u>Gendered expectation</u> of preservice teachers were found. 2 Limits of T
The interplay between service learning and the ideological becoming of aspiring educators who are "marked" as different - Mary Louise Gomez, Amy Johnson Lachuk, Shameka N. Powell	To investigate the impact of service learning on two aspiring educators enrolled in a course exploring the intersections of race, class, gender, ability, language background, and sexual orientation	Ideological becoming and Service learning	Service learning plays positive role as students could receive help and supports to become ideological selves.	US	Experiences of student teachers with <u>intersectionality (race and gender; sexuality and illness)</u> are explored. 3 Intersectionality	Positive side of service learning for student teachers was explored * Not belong to any of three