Preface

Stories of Men and Teaching is based on a three year research project known as the *Teaching Men* project. *Teaching Men* was devised to investigate the dynamic relationship between masculinity, fiction and teaching in the service of one central question; *how are male teachers influenced by fictional narratives in the construction of masculinities within education*?

The *Teaching Men* project explored this question in three distinct ways. Firstly, by describing a methodological system of narrative analysis that is able to account for the influence of a fictional text alongside a reading of interview data. Secondly, by focusing on a specific cohort of male teachers in order to measure the influence of a fictional text, illustrating possibilities of how masculinity can be enacted within education. Finally, by assessing how the narrative nature of critical reflective practice enables the integration of fictional texts, and the literary tropes they contain, both widening and restricting perceptions of teachers and teaching. The *Teaching Men* project demonstrated how fictional narratives and their encompassing ideologies can become a powerful force in the shaping of male teachers' professional identities.

The *Teaching Men* project mapped the analysis of complex biographical narratives captured in interviews with a group of teachers in London (the UK) and Brisbane (Australia). As part of the analysis *Teaching Men* pilots an innovative methodological process which aims to manage the structural and textual differences between fictional texts and interview data in an effort to find points of commonality and influence across both. This methodology is derived from Paul Ricoeur's conceptualisation of narrated time and *three-fold mimesis* in conjunction with Deleuze and Guattari's notion of *event* and *concept*. It is by using both of these theories, transposed into a methodology, that enables an interpretation of interview data alongside the fictional texts and related tropes.

Teaching Men uncovered how teaching professionals utilise tropes found in fictional texts in chaotic and unstructured ways to manage points of professional intensity as they arise. Key features such as *legacy*, *fear*, *belonging*, *reparation* and *violence* are identified as themes that occupy male teachers when considering their identity and professional performance. Each of these key features is also

represented in the fictional teacher text canon and therefore also within the taxonomy. Within the analysis of the interview data it becomes possible to suggest where and how teachers are using tropes that have originated within fictional narratives, to manage the story of their own workplace.

Teaching Men therefore offers two significant points of guidance for the profession. Firstly, it encourages an acknowledgement of the influence of fictional tropes within teacher education and specifically in relation to the use of critical reflection. Secondly, it enables male teachers, both pre-service as well as those who are established professionals, to explore how they perform masculinities within their work place, how in fact they are becoming teaching men.

To find out more about *Teaching Men* visit the website at http://www.teachingmen.com.au.

http://www.springer.com/978-981-287-217-3

Stories of Men and Teaching
A New Narrative Approach to Understanding Masculinity and Education
Davis, I.
2015, X, 76 p. 5 illus., Softcover
ISBN: 978-981-287-217-3