‘Gender games’: a post-structural exploration of the prospective teacher, mathematics and identity.


Summary: In this article, I draw on post-structural and feminist epistemologies to analyse interview data from two prospective teachers on a primary education degree. Specifically I use Foucauldian critical discourse analysis to discuss the competing discourses of the masculine mathematician and the feminine primary school teacher. The initial purpose of the article is to deconstruct the themes of control, choice and confidence, which I argue are prevalent within mathematical discourses within our current neoliberal society. A further aim of the article is to explore the representation of discourse and data within educational texts, which I do by experimenting with the language used throughout.

Classification: C60 D20 E20

Keywords: post-structuralism; discourse analysis (Foucault); gender; neoliberal society; discourse; philosophy; teacher education; primary school teacher

doi:10.1007/s10857-009-9109-0