

1. Record Nr.	UNINA9910791166403321
Titolo	Queer Teachers, Identity and Performativity [[electronic resource] /] / edited by A. Harris, E. Gray
Pubbl/distr/stampa	London : , : Palgrave Macmillan UK : , : Imprint : Palgrave Pivot, , 2014
ISBN	1-349-49492-5 1-137-44192-5
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (133 p.)
Collana	Palgrave Studies in Gender and Education, , 2524-6445
Disciplina	371.1008664
Soggetti	Sociology Teaching Educational sociology Educational sociology Education and sociology Gender identity in education Self Identity (Psychology) Gender Studies Teaching and Teacher Education Sociology of Education Gender and Education Self and Identity
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title; Copyright; Dedication; Contents; Acknowledgements; Notes on Contributors; Series Editor's Introduction; Introduction: Marked Presence/Unremarkable Absence: Queer Teachers,'Identity' and Performativity; 1 Trans Teacher Experiences and the Failure of Visibility; 2 Reframing Queer Teacher Subjects: Neither in nor Out but Present; 3 Teachers and Civil Partnership: (Re)Producing Legitimate Subjectivities in the Straight Spaces of Schools; 4 Out in Britain: The Politics of Sexuality Education and Lesbian and Gay Teachers in Schools 5 LGBTQ Teachers and the Location of Difference in English

Schools Conclusion: Extravagance and Equity: Queer Tensions in Education; Bibliography; Index

Sommario/riassunto

What do we mean when we talk about 'queer teachers'? The authors here grapple with what it means to be sexually or gender diverse and to work as a school teacher within four national contexts: Australia, Ireland, the UK and the USA. This new volume offers academics, educators and students a provocative exploration of this pivotal topic.