

# Portraits of Male Art Teachers: Notions of Masculinity, Resilience and Anxiety

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## Abstract

**Male art teachers in secondary education are part of a profession where one's own artistic practice and classroom practice can be inextricably linked to a professional teaching identity and school culture. My previous research project found that some male art teachers were ridiculed by colleagues with oppressive behavior in relation to their masculine identity within hegemonic school cultures, as well as a perceived lack of professionalism within the role of male art teacher. We are informed that male teachers can experience anxiety when their own gender performance is scrutinised within the context of a school culture. Studies have illustrated the nature of teaching, and how teachers are themselves categorised within a micro-culture, and labelled accordingly as to their ideologies, relationships, teacher ideologies and self-representation of masculine subjectivities (Mac An Ghail, 1994). This paper examines some anxieties and oppressive behaviours associated with negotiating the secondary school culture as a male art teacher; as well as snapshots of resilience and negotiation of school cultures. Such discussion is needed to question hegemonic roles and styles of masculinity within the education and provide other teachers with the resilience to stay in the profession longer, and provide strategies to explore who they are, and who they might become (Davis, 2014).**

## Keywords

Masculinity, Hegemonic cultures, Anxiety, Resilience.