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Abstract

The aim of the study is to understand how childhood experiences can influence teacher trainings students' understanding of gender equality. Court (1994, p. 5) points out "how cultural ideas, about appropriate ways to "be" feminine or masculine, are associated with beliefs about the kind of work people are most suited to". Specific gendered experiences determines how personal behaviour standards are interpreted, Martin and Ruble, 2004. This is related to teacher training students possibilities to reconstruct their understanding of gender equality by reflecting on their own experience of gender cues and its influence on their gender identity. The study rely on gender system theory to highlight dimensions which continue to cause gender inequality in society. It is driven from Connell's (1987) theory of hegemonic masculinity and Martin's and Ruble's (2004) description of how gender identity develops. Anecdotes of 113 female students about their first memories of being girls were analysed qualitatively to identify the influence of their gender constructions on understanding gender equality. The student names were changed and the citations chosen carefully to protect their anonymity. Teacher educators seem to have failed to adequately address issues of gender equality in their practice. The anecdotes involve descriptions of gender identity processes that start with the perception that, I can be whoever I like, followed by a yes I can but... and ending in a resignation which they justified with the high cost of following their desires. Academics and practitioners need to acknowledge the implications of these findings and act upon them.

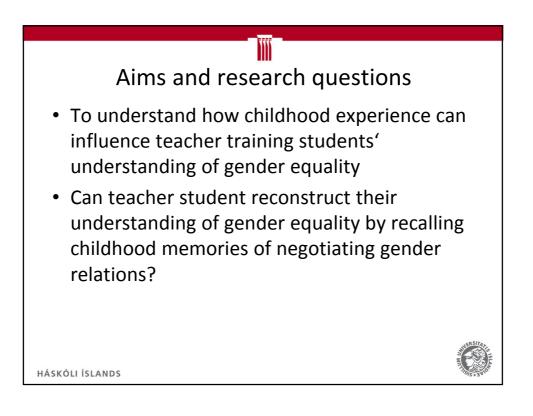
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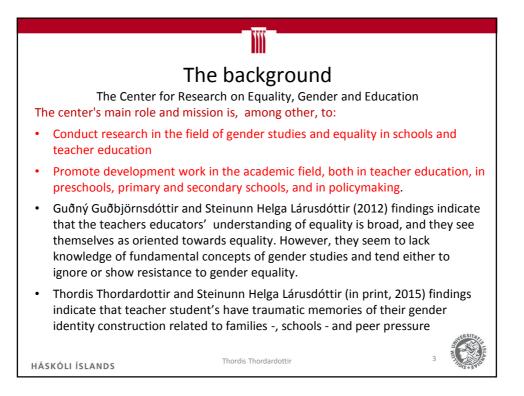
teacher training education, gender construction, childhood memories, equality, professional values

Author

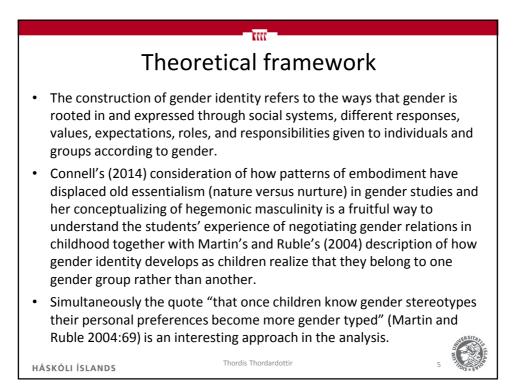
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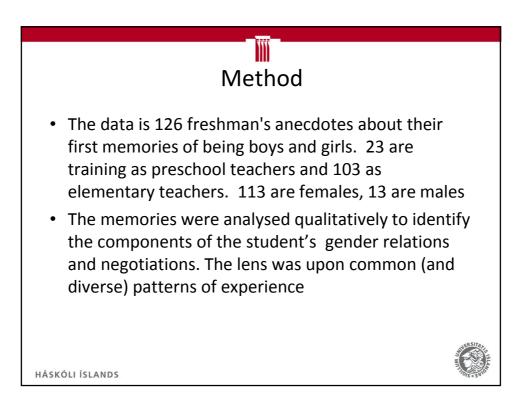


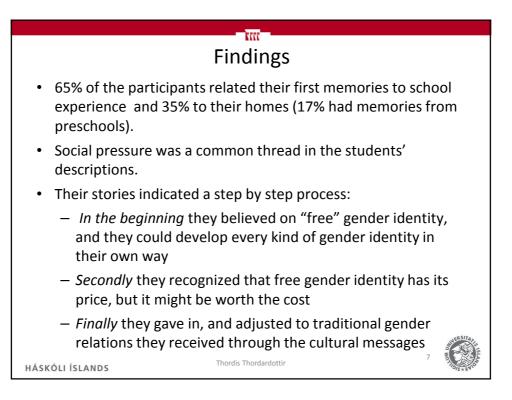


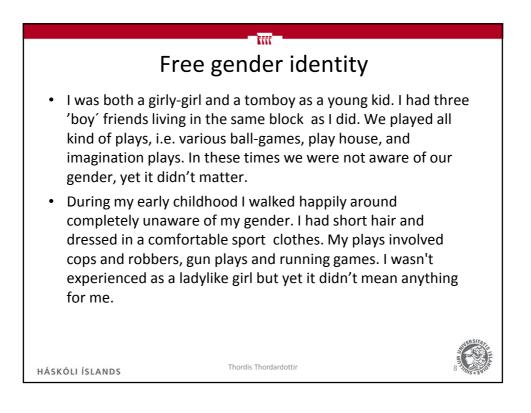




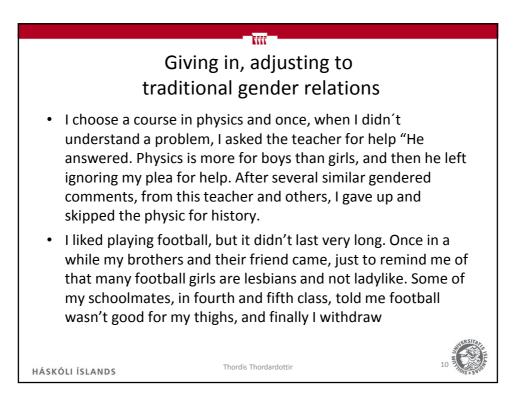


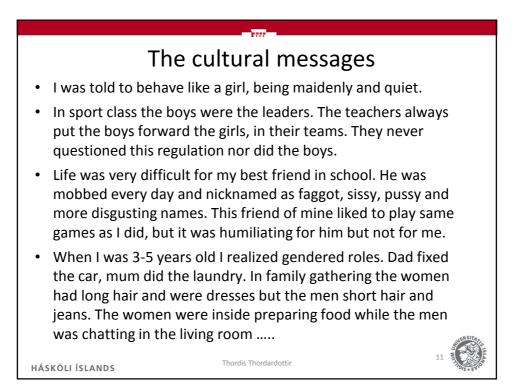


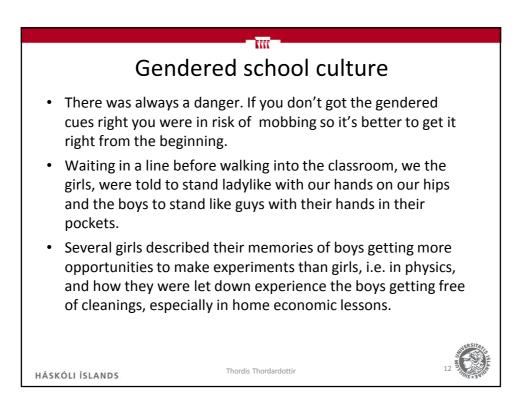


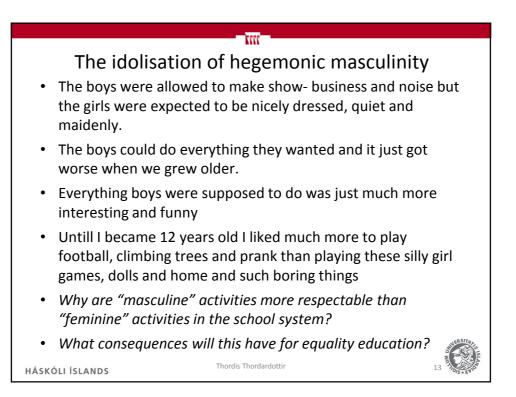


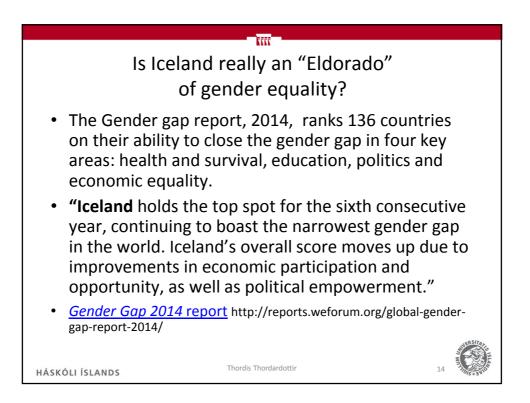
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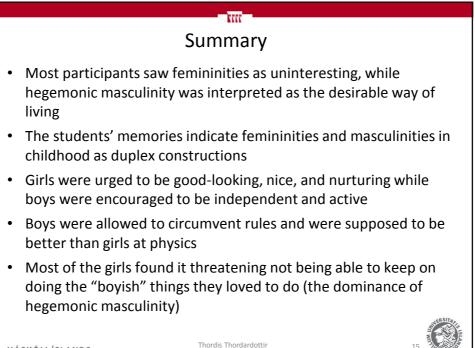












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Implication
This findings indicate lack of gender equality in these students' education from early childhood to high school, despite countless researches on gender discrimination in education and public policy on equality in behalf of the Icelandic ministry of education and equality acts
What can be done?
The knowledge is standby so now it is action time, these findings could agitate teachers to think of the consequences of the silence of gender equality in the school system

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