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## Teaching and Teacher Education

Volume 25, Issue 3, April 2009, Pages 383-390

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# Sexuality, schooling, and teacher identity formation: A critical pedagogy for teacher education

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<https://doi.org/10.1016/j.tate.2008.09.002>

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### Abstract

Offering an alternative to normative teacher education that excludes meaningful sexuality and gender education from its curriculum, this article presents a critical teacher education multicultural curriculum based in the United States that included an autoethnographic narrative assignment as reflective space for teacher candidates to consider their identities as shaped by lived experiences with gender and sexuality. Using a categorical analysis of a cohort of 38 teacher candidate autoethnographies, discussed are insights revealed about their lived histories. Patterns included gender identification, heteronormativity, patriarchy, sex education, schooling experiences, teacher complicity, and teacher identity effects and sense of agency along with implications for educating future teachers.



## Keywords

Gender; Sexuality; Multicultural education; Teacher education; Critical pedagogy; Teacher identity

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