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成為女性主義教師：身分認同與實踐經驗的意義探問

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摘 要

本研究以身分認同的角度切入，探究七位大學女性教師，做為一個女性主義教師是如何的存在與作為？「女性主義教師」是在怎樣的過程中，於她們心中形成意義與實踐方向？她們如何思考女性主義教學行動？本研究發現，女性主義是受訪教師女性意識與覺知生命經驗中性別議題之最初啟蒙，在擔任教職後，女性主義教育學即成為她們教學實踐之主要信仰。然而，成為女性主義教師的實踐歷程中，現實的教學者與改革者之雙重主體位置，加上校園組織結構與權力的限制，使得她們的女性主義教學行動受挫，甚而動搖這樣的身分認同。女性主義教育學雖是女性主義教師展現培力教學的重要滋養，但它同時也是一種「真理政權」，規範與限制了她們的身分認同與教學實踐。本研究揭露了女性主義教師在女性主義意識、身分認同與實踐的經驗與困境，以及這些經驗與她們教學實踐的關聯。這些發現將提供我們理解女性主義教師教學世界裡的難題，進而能去追問那些使她們受壓制的來源，開闢解放教育與實踐的新天地。

關鍵詞：女性主義教師、身分認同、實踐

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高等教育

Becoming a Feminist Teacher: The Sense-making of Feminist Teachers Identities and Practicing

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Abstract

This study uses narrative research to explore how seven university female teachers view the existence and practice of a feminist teacher and her achievements. How does “being a feminist teacher” significantly affect practice, and what kind of thought processes are involved? How do they view the action of feminist teaching? The study finds that feminisms enlighten the consciousness of female teachers, and feminist pedagogies become the main belief for their teaching practices. In the process of becoming a feminist teacher, however, the dual position of be a realistic teacher and reformer, in addition to the campus organizational structure and the power limits makes their feminist teaching suffer setbacks, even weaken their identities. Feminist pedagogies are the key to light up those feminist teachers’ academic and teaching practices, but they also serve as “the regime of truth” to limit feminist teachers. This study explores the experiences and difficulties of feminist teachers in feminist consciousness, identities, and practices, and the connections between those experiences and actual teaching practices. These

findings help us understand the problems in the teaching worlds of feminist teachers, and reveal the source of oppression to help create a new realm of liberation in education and practice.

Keywords: feminist teacher, identity, practice

