

Emilsen, Kari (2014).

Gender and professional development in ECEC

Self organized symposium on the 24th EECERA annual conference, 9.9.2014, Hersonnisos/Greece

Abstract

This symposium continues debate on the role of gender for professional development in the ECEC work force. Although political goals have promoted strategic initiatives towards a more gender balanced work force, the proportion of male ECEC workers remains low worldwide. The symposium presents recent research focusing on different aspects of professional development from a gender perspective. It has been claimed that the professionalisation of the ECEC work force in the last decades is still widely based on female constructions of the work (Vandenbroeck & Peeters, 2008). Nevertheless there is only a little empirical support for the notion that professionalism of ECEC workers is linked to their sex/gender. The results of the symposium open up new ways for a more gender-balanced development of professionalism in the early years. The symposium is organised by the EECERA Special Interest Group Gender Balance.

Chair

Kari Emilsen | Queen Maud's University College of Early Childhood Education,
Trondheim, Norway

Contributions

Male Early Childhood Teachers' stories about their challenges their first year in the profession

Leif Askland | Oslo and Akershus University College of Applied Sciences, Norway

The child care centre as a workplace both for women and men

Bernhard Koch | University of Innsbruck, Austria

Comparing female and male ECE workers in a standardized pedagogical situation. Final Results of the German "Tandem Study"

Holger Brandes | University of Applied Sciences, Dresden, Germany