

Brody, David (2015).

The attitudes of school principals and daycare directors in achieving gender balance in ECEC
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Abstract

This research examines attitudes of ECEC leaders around the world towards men's participation on their staff and identifies cultural influences related to hiring men. Cushman (2006) found that New Zealand principals favoured male candidates in order to improve achievement for boys. Brookings (2004) showed that principals discriminated against equally qualified females. This study extends these questions to daycare directors and lower elementary principals. The claim that male teachers improve achievement and provide positive role models is widely debated (Carrington & Tymms, 2005), yet principals and directors enlist these arguments for their pro-male hiring practice. The qualitative study uses semi-structured interviews of six daycare directors and principals from different countries. Thematic analysis employing grounded theory produced categories of analysis. Interviewees granted permission for digital recordings and inspected and corrected transcriptions prior to analysis. A generally positive view of men's participation was found, although widely different motivations were expressed for hiring men, including role model, individual competence, and achieving a just society. Beliefs about men's unique contribution ranged from no particular benefit to humor, authoritarian influences, conflict resolution, pragmatism, reflective thought, and providing challenging curriculum. Cultural influences were revealed. In Norway, where gender-equality is a national priority, the director actively recruits male staff. While in the UK, where rigid bureaucracy drives decisions, the director does not recruit, rather, adheres to non-discriminatory practices for male applicants. Policy makers need to consider attitudes of school and daycare leaders and encourage their active recruitment of men in ECEC.

Keywords

gender balance, hiring, daycare directors, school principals, ECEC workforce

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The Visionary and the Functionary: Two managerial models of gender balance in ECEC

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Aims

- What characterizes the attitudes and beliefs of the managers towards male ECEC workers?
- How they understand the issues surrounding gender balance?
- What actions, if any, to managers take to achieve gender balance?

Findings



The visionary's view



The functionary's view

Critical Issues

- General approach towards men in ECEC
- The unique contribution of men
- Recruitment and hiring
- Parent responses
- Physical contact with children
- Staff relations
- The glass escalator

Critical Issues

- General approach towards men in ECEC



Critical Issues

- The unique contribution of men



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Critical Issues

- Recruitment and hiring



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Critical Issues

- Parent responses



Critical Issues

- Physical contact with children



Critical Issues

- Staff relations

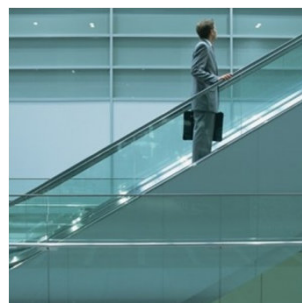


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Critical Issues

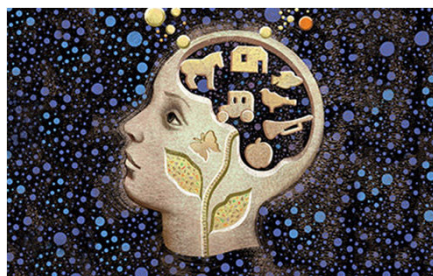
- The glass escalator



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Previous experience



Conclusions

- A shared vision and dancing in the ditches



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Thanks for your attention!

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