

Warin, Jo; Hellman, Anette & Adriany, Vina (2016).

Conversation with male teacher trainees in ECE. A case study from Indonesia.

Presentation on the 26th EECERA Annual Conference, 2.9.2016, Dublin, Ireland.

Abstract

The global pattern of men's participation in early childhood education is persistently low despite efforts in some countries to recruit more men. Our purpose is to understand this continuing pattern through a microfocus on the intrapersonal concerns of male ECE trainees interwoven with a macro-focus on wider socio-cultural influences.

Many studies of men in ECE have failed to take the wider context into account and most have been conducted in the West. This paper contributes a case study from Indonesia where we examine men's narratives of their ECE vocation in relation to the wider cultural and religious influences. Within the dominant Indonesian gender order care has always been seen as a woman's job, bolstered by religious ideas about 'kodrat', what is 'natural' to each gender group.

Our theoretical approach is derived from Connell's elaboration of masculinities and also draws on queer theory to emphasize the fluidity of gender performances.

This qualitative study was based on a dialogic focus group method in which the researchers and participants engaged in an exchange of insights about gender and ECE. A thematic analysis of data was undertaken based on constructivist grounded theory.

Participants included male ECE trainees in an Indonesian ECE department who were assured of anonymity and confidentiality. We found strong support for the idea of 'gender balance' based on family gender roles. The men also opened up about their fears concerning the way they might be perceived by others.

We conclude that ECE training should develop gender consciousness.

Keywords

Male ECE trainees, Masculinities, Teachers, ECE, Gender consciousness

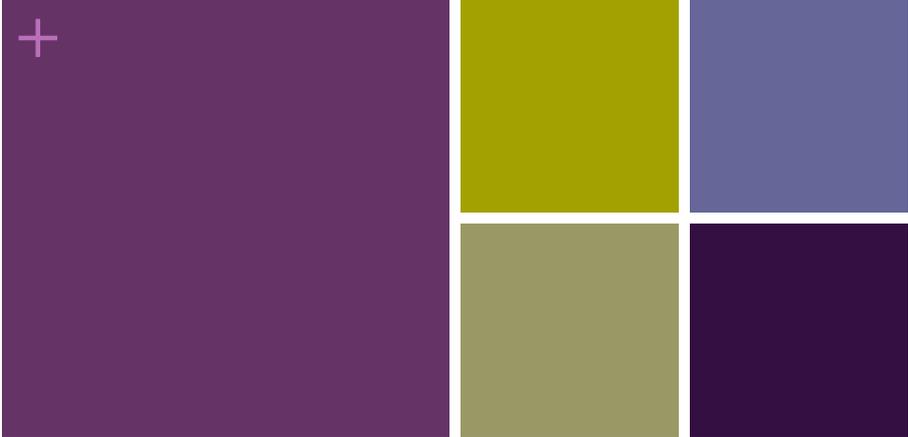
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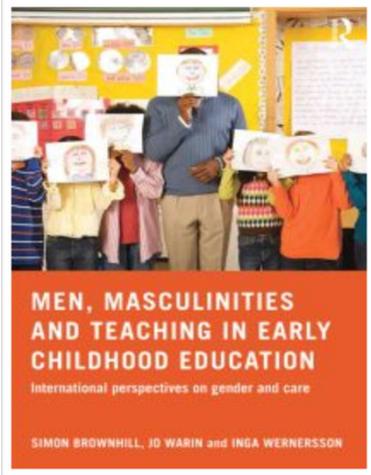
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Conversation with male teacher trainees in ECE

A case study from Indonesia
Vina Adriany, Anette Hellman & Jo Warin
Universitas Pendidikan Indonesia, Lancaster University & Gothenburg University

+ INTERNATIONAL PERSPECTIVES
ON GENDER AND CARE IN ECE



MEN, MASCULINITIES
AND TEACHING IN EARLY
CHILDHOOD EDUCATION
International perspectives on gender and care
SIMON BROWNHILL, JO WARIN and INGA WERNERSSON

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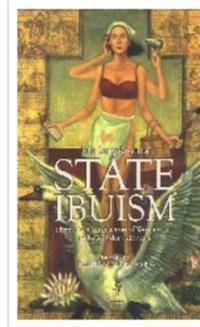
+ BACKGROUND TO THE STUDY

- International concern about lack of male teachers in ECE (Brody , 2014: Less than 3%) Why?
- The greater involvement of men within ECE has the potential to transform gender relations
- How? Gender flexible pedagogy



+ BRIEF INTRODUCTION OF INDONESIA GENDER DISCOURSE

- Strong discourse on “kodrat”
- State Ibuism (Suryakusuma, 1987)



+ GENDER DISCOURSE IN ECE IN INDONESIA

- Care has always
seen as a
woman's job
- Extension of
'kodrat' and state
ibuism



+ AIMS OF THE STUDY

- To explore pre-service male teachers' perceptions about being male in ECE
- To ask about their:
 - rationale for career in ECE;
 - perceptions about the value of men in ECE;
 - ideas about ways to recruit and retain men in ECE

+ METHODOLOGY

- 3 pre-service male teachers
- Data collected using focus group discussion. A dialogic focus group
- Dynamic of focus group: power relations between subjects and researchers (age, gender, nationality, language, & status)
- Data analysis informed by grounded theory



Folie 7

- 5 I am not quite sure if our discussion with the participants asked about this. Maybe Anette can confirm with her notes?
Vina Adriany; 19.06.2015

Folie 8

- 6 we will talk about my position as their lecturer and also your position as an international expert in their eyes (which is true :))
Vina Adriany; 19.06.2015

+ FINDINGS

Overall:

The men expressed a strong value for the involvement of men in ECE. They wanted government support for this.

They believed in 'gender balance' influenced by traditional family gender roles and heterosexist assumptions supported by religious beliefs.

+

- Used a discourse of gender role models
- Opened up about fears concerning the way they might be perceived by others
- Described the influence of their culture and religion



+ ROLE MODELS DISCOURSE

■ Father's roles

“Children are excited to see male teachers in the school. They need male teachers. Just like they need a father and a mother, a father figure in the school is male teacher”



(Zein)

+

■ Masculinization of boys

“Male teachers are very important. They are needed to develop characters like teaching bravery or discipline. Things like that, very important indeed”

(Erik)

+

■ Supervisory Status

“Male teachers in ECE can supervise their female colleagues to develop (educational) programs”

(Jajang)

+

FEAR AS MALE TEACHERS

■ *Fear of being viewed as pedophiles*

“A lot of parents worry with us. They think we are going to sexually assault their children”

(Jajang)



+

■ Fear of being viewed as homosexual

*“A lot of people asked me, why do I take ECE?
They asked me to be careful....so I am not turning
into (gesturing his hand in a stereotype girly
movement) “*

(Erik)

+

■ *I think this fear (of homosexuality) is not local
tradition. It is also not religious thing. I think it is
a fear of people in big city. In the village, we
don't have this fear.*

(Zein)

+ CULTURAL AND RELIGIOUS DISCOURSE

■ Kodrat Discourse

“Male teachers are needed in the school to keep the children on their kodrat. Girls need to act like girls and boys need to act like boys”

(Erik)



+ EMERGING QUESTIONS

- How do the men's evident beliefs in traditional family gender roles, supported by religion, REINFORCE gender differences?
- To what extent was there any evidence of possibilities for gender transformation?

+ Caveat re North/South knowledge-making

Connell's (2014) discussion of the 'coloniality of knowledge' reminds us to be aware of how, we in the global North, may be colonising data collected in the South:

"There is, then, a structural imbalance in the production of knowledge. Researchers in the South routinely study the work of researchers in the North, but the reverse is not true. Data from the colonised world can be readily inserted into this system" (p4)

Connell, R. (2014) margin becoming centre: for a world centred rethinking of masculinities, NORMA (Nordic Journal for Masculinity Studies). Vol 9 (4). Online ...

+ CONCLUSION

Participants seem to be aware that their roles in ECE might bring some positive impact. Even though it is still very ambiguous, they believe they have something to offer as men – especially as fatherfigures.

- They had overcome 'embarrassment' to persist in their ECE career choice
- They wanted to be taken 'seriously' and work 'seriously'
- They had strong praise for the support and encouragement of their professional trainers
- Further support could include 'gender sensitivity' training

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Thank you!



Wayang Topeng.
Courtesy of Esplanade Open Theater, 2009

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