

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Career Trajectories of Men in the ECEC Workforce: Why do men leave or stay in ECEC?

Presenter(s):

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Achieving a gender mixed work force in ECEC is of major concern to scholars and educational policy makers around the world. However, there are high dropout rates among men in ECEC, both from their studies and the workplace. This research project explores men's career trajectories with a focus on reasons for dropout and job turnover. The project builds up on comprehensive research on men in ECEC (Brody 2014, Rohrmann/Emilsen 2015, Warin 2018), and on teacher turnover and dropout from academic training (Totenhagen 2016, Fuchs-Rechlin/Züchner 2018). The study represents collaborative effort between researchers from 12 countries on five continents, comprising diverse cultural and ethnic backgrounds as well as academic disciplines. Critical gender theory and intersectional theory served as a frame for a multilevel approach addressing relevant aspects of men's career trajectories in cross-cultural comparison. Two male dropouts and a persister were interviewed and asked to draw a career trajectory storyline in every participating country. The team worked collaboratively over three years to jointly formulate research aims, methodology, data collection and analysis. A process of co-constructed reflexivity was conducted to reveal strengths and biases. The project followed ethical guidelines of affiliated universities. Participants checked transcriptions prior to data analysis. Results show striking similarities worldwide, including obstacles as low status of ECEC work, gender stereotypes and paedophilia fear, but also significant differences connected to country-specific gender cultures, organisational structures and qualification paths. Results inform policymakers about topics which have to be addressed for recruiting and retaining male workers.

gender, male educators, career trajectories, dropout, cross-country comparison



David Brody, Israel, project leader
 Kari Emilsen, Norway
 Tim Rohrmann, Germany
 Jo Warin, United Kingdom
 and the MCT research team

International Research Project Career Trajectories of Men in the ECEC Workforce Why do men leave or stay in ECEC?

Yeah. So, it was weird being a guy. It was different and you were out of place.

Andrew, dropout, Australia

Research topic

Achieving a gender mixed work force in ECEC (early childhood education and care) is of major concern to scholars and educational policy makers around the world. Although the number of men in the workforce is slowly increasing, there is a high dropout rate among men who choose the profession both from their studies as well as from the workplace. The research project faces the problem by exploring how men in the field make their career decisions to remain in or leave the profession, with a focus on reasons for dropout and job turnover.



Cross-cultural research

The study represents a collaborative effort between 17 researchers from 12 countries on five continents, comprising diverse cultural and ethnic backgrounds as well as academic disciplines. Perspectives include gender studies, early childhood education, sociology, psychology, and psycho-linguistics. This team worked collaboratively over three years to jointly formulate the research aims, methodology, and data collection and analysis. A process of co-constructed reflexivity was conducted to reveal strengths and biases.

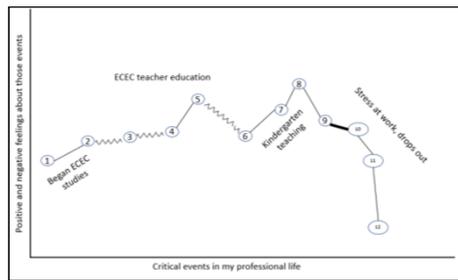


Methodology

The project used a qualitative, narrative approach to capture cultural understandings, perceptions, and constructions of men's subjective positionings in ECEC. Three case studies were conducted in every participating country, by interviewing two dropouts and one persister. Storyline methodology was applied to reveal critical moments in individual career paths. Interviews were transcribed, translated to English and then thematically categorized, creating a database from which researchers drew data to focus on particular factors related to men's career trajectories.

Subteams of researchers analysed data material on a broad range of topics:

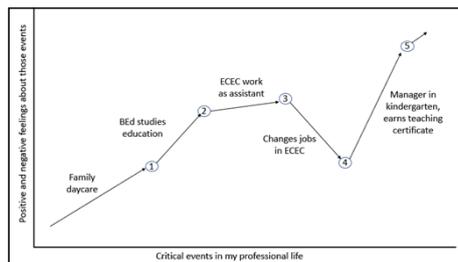
- Professionalization
- Workplace environment
- Societal Factors
- Intrinsic motivations
- Agency
- Masculinities
- Critical moments



Interviewees were asked to draw a storyline, highlighting positive and negative periods and critical moments of their career paths.

Above: Nils qualified for ECEC and still likes the job, but left the field due to team conflicts and a lack of support by the team leader.

Below: Amos took care for his own child and then decided to work in childcare. He studied ECEC and now works as a center manager.



Contact: tim.rohrmann@hawk.de

It's the world's best job. It's the best. It's so rewarding and you learn a lot. I would love to work in preschools again if it is paid better and if it was different.

Sven, Dropout, Sweden

Published in the EECERA series Towards an Ethical Praxis in Early Childhood.



Brody, D., Emilsen, K., Rohrmann, T. & Warin, J. (eds.) (2021). *Exploring Career Trajectories of Men in the ECEC Workforce. Why they leave and why they stay.* London: Routledge.

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Exploring Career Trajectories of Men in the Early Childhood Education and Care Workforce

Why They Leave and Why They Stay

Edited by
David L. Brody,
Kari Emilsen,
Tim Rohrmann
and Jo Warin



Towards an
Ethical Praxis in
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Book Launch: **Exploring Career Trajectories of Men in the Early Childhood Education and Care Workforce**

Thursday, September 9, 13:00 BST (British time) <https://zoom.us/j/91896363905>

Meeting-ID: 918 9636 3905

Kenncode: 728604

This event celebrates the collaborative efforts of 17 researchers around the world who investigated why men leave and remain in their ECEC careers. Three years of intensive work involved data collection, analysis, and writing to produce this groundbreaking book which illuminates the issues influencing men's career decisions in a female dominated field. You are invited to meet our entire group of researchers as they share their insights about this unique collaborative work.

On the program

Why this book belongs in the Ethical Praxis Book Series
Dr. Tony Bertram, Director, Amber Publications and Training, Centre for Research in Early Childhood, UK and Editor of the EECERA Ethical Praxis Book Series.

The most important parts of the research:

Editors of the book:

Dr. David Brody

Prof. Tim Rohrmann

Prof. Kari Emilsen

Prof. Jo Warin

Why you should read this book

Members of the research team and chapter authors

Audience questions and comments



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