



A both 'Gendered' and 'Non-gendered' profession: teachers' and children's perceptions of gender and teacher-child interactions in Scottish and Chinese early childhood settings Presentation on the 25th EECERA annual conference, 9.9.2015, Barcelona/Spain

Abstract

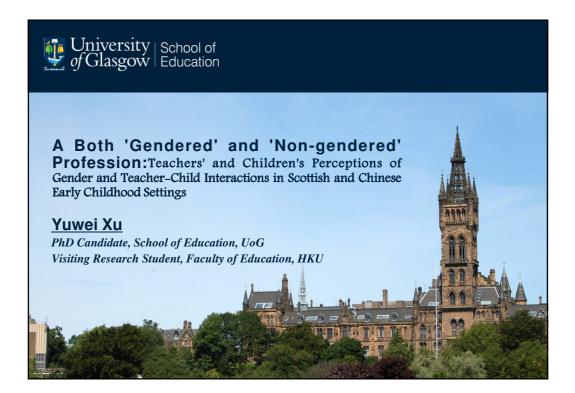
This research aims to address the global shortage of men who work with young children in early childhood education and care (ECEC), by investigating whether or not men and women teachers interact with children differently. If yes, this research hopes to demonstrate the diversities that both genders can contribute to ECEC. This is a comparative study between Scotland and China (including Mainland China and Hong Kong). Both contexts are relatively under-researched regions in this research area. This study, therefore, wishes to add further international perspectives into the topic. It draws upon theories of post-structuralism, Holmes, 2007, and regards gender as socially constructed, Francis and Skelton, 2003. People may 'do' and 'perform' gender similarly and differently as results of negotiations between social-gender structure and individual agency. This project selected 5 early childhood settings in each of the three regions. In each setting, one man and one woman teacher who jointly teach the same group of children (aged 3 to 6 years old) were chosen, as well as those children in the groups. Methods used included interviews with teachers, visual activities with children, and observations. This research is approved by the research ethics committees of the Universities of Glasgow and Hong Kong. Interactions between teachers and children can be both 'gendered' and 'non-gendered' in various ways in different cultures. These will be further illustrated in the presentation. Having both men and women teachers in ECEC is one way of challenging traditional gender stereotypes. It also presents children with gender inclusion and diversity.

Keywords

gender, early childhood education and care, teacher-child Interactions, cross-cultural, diversity

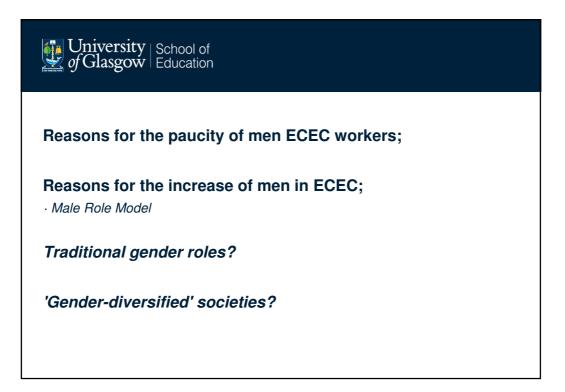
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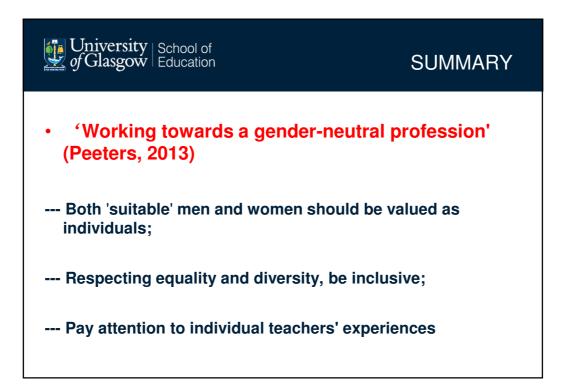
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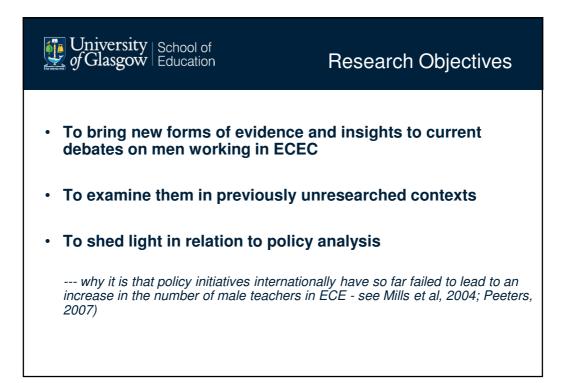


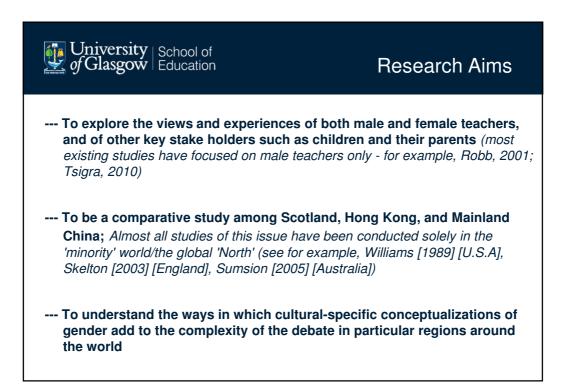


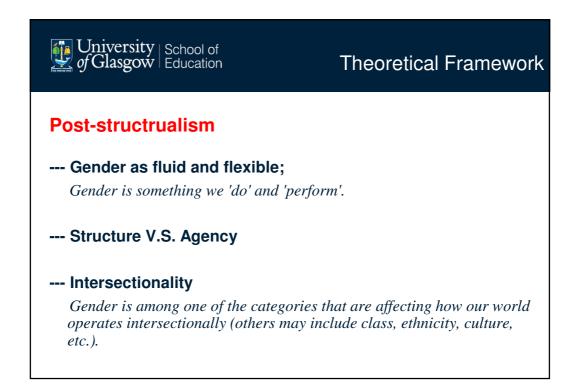




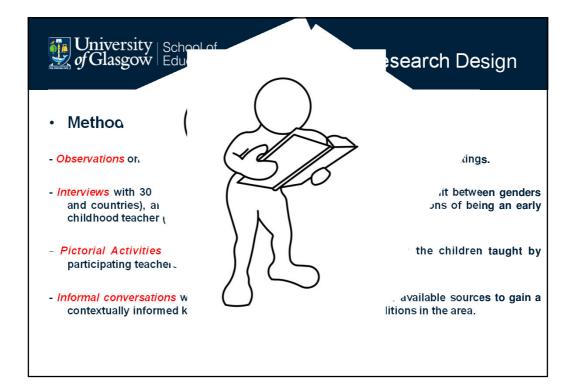








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What are interactions between teachers and children like in EC settings in Scotland, Hong Kong, and Mainland China? Whether these interactions are gendered or not? And if yes, how?		
What are teachers' and children (gendered) interactions with each three comparison cultures?		
What are the cultural-specific ge on teacher-child interactions in the cultures? And how?	· · · · · ·	



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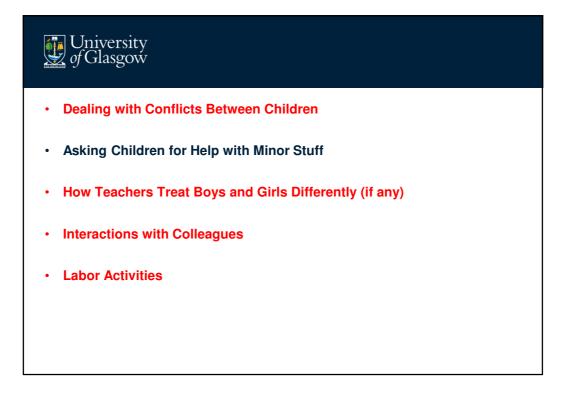


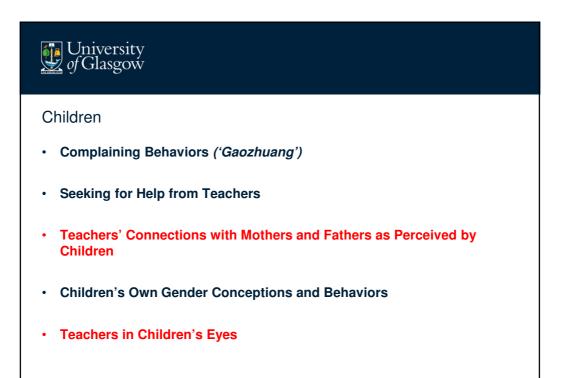
University School of of Glasgow Education

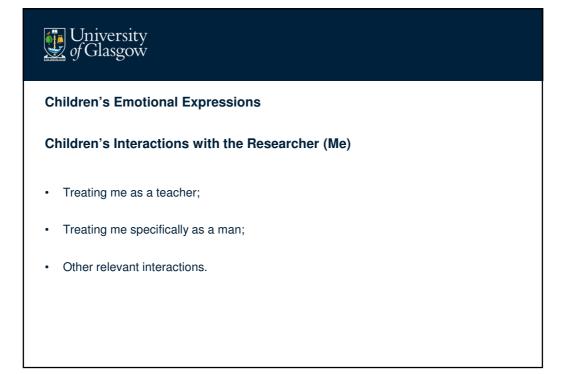
Class description

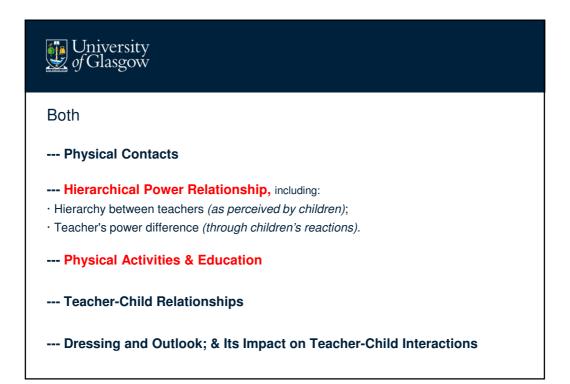
	Center 1	Center 2
Class	The Panda's	The Daisy's
Age Group	3 - 5 yrs old	3 - 5 yrs old
No. of kids	Around 20	Around 20
No. of Staff	4 Early Years Workers (1 man)	4 Early Years Workers (1 man)
Time slots	09:30-15:00	09:00-14:30
Days visited	6	5
What I did	Familiarization/Informal Talks	Interviews with teachers
	Observations	Activities with children
Pictures of a	lassroome	

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Selected provisional themes/topics from the observations
Teacher
Disciplinary behaviours,
 Caring, including: Taking children to the toilet; Eating, i.e distribution of dishes, feeding; Afternoon nap; Hair braiding (for girls); When children are crying; Other caring behaviors.









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Teacher-Child Interactions in General Activities, including:
· Roll call;
· Free activities, i.e play, corner activities;
· Teaching activities;
Story telling;
· Line up;
Morning/Afternoon exercises;
· Other activities, i.e singing, reading poetry.

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Example of a 'gendered' profession - Physical education;

- Teachers' perceptions

"Maybe it's that he is a man standing there, and it gives you a feeling that it is different. I'm not sure." (By a female teacher in Tianjin)

"Men tend to be more active and energetic when leading the activities, and children will therefore be active and energetic, too." (By a male teacher in Hong Kong)

- Chilren's perceptions

Largely based on their expereinces, in schools, at home, in the wider community, and on TV.

"Girls don't know how to play football, they go to shopping a lot instead." (Hong Kong) "Girls hate to get wet, it's dirty." (China)

