

Men in Early Care and Education: A Handbook for Affirmative Action

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with Stuart Cleinman

a very special thanks to the vision and “eyes” of Alan Guttman, Bryan Nelson, and JoNeen Ohlaker

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What can we do to support positive male involvement with children as parents, caregivers, and early educators? - Bryan G. Nelson (Derman-Sparks and Edwards, 2010)

It takes a man to teach a boy to become a man.

Ms Williams, family child care provider, Gardena, CA

Okay, so I'm stalling, not quite ready to leave for work... My wife, astute person that she is, asks me if I'm unhappy at work... used to be I'd be bolting out the door for work... I FINALLY pause to reflect and realize that this is the first place that I've been in many years in which my immediate work area lacks "male energy".

My traditional filing system of cardboard boxes has been "disallowed"... my propensity for displaying my work and collecting recyclables for use in the classrooms is frowned upon... "When are you getting rid of those boxes?" is a familiar "greeting".

The restrooms smell of tropical fragrances.

My motorcycle helmet has even been "assigned" a place on a designated shelf. No talk of March madness. No talk about Linsanity. No talk about modifications and exhaust systems for motorcycles during lunch.

Sometimes explicitly, but often times more subtly of course come the messages, "Greg, can you turn on the heat? Greg, can you put that desk together and take it out to the center? Greg, can you fix the vertical blinds? Greg, can you organize the storage room?"

And for the first time in a long time, I remember how truly odd is it to be a man in this line of work.

The Author, March 28, 2012

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Aaron, one of my 25 4-year-olds, helping me with snack one day asked me "Mr. G, do you work?" I told Aaron that I was his teacher, and that was my job. Aaron replied " Well my dad has a real job!" I asked him "What is your dad's job?" he said "My dad works in a factory, and he wears a hat, and has a lunchbox."

Peter Geetham Gebhardt, M.A.T. Posted May 31, 2012 to Men In Child Care Facebook Group

Fore-Words:

Thank you for picking up this paper. If you are inspired enough to make it to the end of this – you will undoubtedly notice that certain themes are recurrent. It is my hope that you will see this not as repetitive or redundant. My wish is that you view these recurring themes more as a double helix of DNA – circling around, each time with new connections.

This particular paper, a handbook of sorts, is a project begun by me, but inspired by many and supported by a larger community of practice – a small effort in a much larger movement by an increasingly active, interconnected and determined group. Perhaps after reading this, you will wish to join this community of practice of men and advocates for men in the lives of young children.

Respectfully,

Gregory Uba

* * * *

Before we begin, it is crucial to recognize that men are active participants in their absence from the lives of children. Whether due to expectations from society, from family, from peers, from their own parents; whether due to job responsibilities, realities of life; due to actions taken by their mentors, counselors, teachers and professors that steered them into more traditional career choices; or due to the absence of invitation to participate in their child's life from co-parents, teachers, directors and principals... men have chosen to accept their absence from the lives of children.

Even among those of us that have braved the social stigma and embarked upon a career in Early Care and Education (ECE), there has been an involvement in our own marginalization. When we abide by policies that prevent us from touching children, comforting them, participating in important nurturing activities such as diapering – we *“participate in the reproduction of the myth of stoic, distant men... in (our) own marginalization. While stoicism and inexpressiveness are*

considered to be generalized attributes of men, these are clearly deviant behaviors in the world of teaching young children” (Sargent, 2001).

Alan Guttman reminds us of this, saying: “... Affirmative Action “capital A, capital A” - was enacted to address the intentional, systemic, historical and institutionalized pattern of Discrimination “capital D” that exists in our society. While (this paper) may cite some of the subtle and not so subtle discriminatory ways that men in the ECE field are regarded - it is predominantly discrimination of the “small d” variety. While such “small d” discrimination is real and may deter men from entering the field of ECE - the main reason there are only 2%-5% men (of all races) in the profession... they CHOOSE not to enter the profession for the many reasons (this paper) will cite, including lack of respect, remuneration, etc. Essentially, we Men are discriminating and not going into the field.”

Yet there is something to be said of the lack of will expressed by the early care and education profession as a whole to address the absence of men in even the best of our ECE environments. Admittedly taken a bit out of context from the book, Anti-Bias Education for Young Children and Ourselves, by Louise Derman-Sparks and Julie Olsen Edwards (2010), the following observation more than applies to the gender gap in ECE:

“One major dynamic of advantage and disadvantage that especially affects early childhood practice is that of the “visibility” or “invisibility” of certain kinds of people and cultures in a program.”

Teachers, assistants, office and nutrition staff, engineering and housekeeping staff, and parents are all among the classroom’s “people” and contributors to the classroom culture. What does an examination of your program’s resources say about the visibility of men as resources at your program? Does the obvious absence of men in early care and education programs not demand affirmative action (small “a”, small “a”) on our part?

In Western early education coursework, the value of diversity and family engagement is universally recognized, yet, as advocates, we clearly have room for improvement when it comes to the gendered profession in which we work. While the absence of men in early education is a global

challenge, some countries have demonstrated the will to confront the issue with policy objectives. Norway, for example, “has set a target of 20% male workers in early childhood services” (Moss, 2000).

And there you have it. It is the hope of the collaborators of this handbook that the following words may serve not simply as a statement of grievances, but as a call to action for men and those that advocate for them. It is our hope that in the following pages, we will have not only provoked questions, but have provided the tools, strategies and resources that will support real progress in male engagement efforts in your family, in your program, and in your community.

* * * *

A Bit of History

Throughout the history of humankind, differentiated gender roles have been assigned to men and women by their particular cultures. In almost every case, the role of caregiving has been assigned to women. This was true in pre-Columbian America and continues to be true today. In an effort to gain a better understanding of the historical context of the Men in ECE movement, I conducted a search of the literature. In doing so, it became evident that the Western cultural assignment of the caregiving role to women was apparently sufficiently self-evident that there is little research on the subject of gender and caregiving until 1970. Most of this early conversation targeted the caregiving role of the father, and did address the matter of non-familial care of young children by men.

In the 1990s, a nascent movement on gender equity as it related to men in child care can be identified. Beginning in Europe with initiatives sponsored by members of the European Union, men in ECE found themselves beneficiaries of a larger examination of and commitment to gender equity. While rare American advocates such as Bryan Nelson and Bruce Sheppard were writing on the topic by the early 1990s, it wasn't until years later that the challenge of men in ECE gained traction in the

professional journals among a limited number of American ECE professionals. The roots of this American movement appear to be found with male members of the National Association for the Education of Young Children (NAEYC). However, it seems that real attention to the issue within the larger ECE community was not generated until the latter part of the 2000s. At about the same time as America, New Zealand began examining the issue in the professional journals.

The notion of using the internet as a way for men in ECE to stay in touch has its genesis in 1999, conceived as a listserv by participants at the national annual conference of NAEYC. Today, given the rare and far-flung nature of men in the ECE community, and the growing use of social media by these men, the early recognition of the value of social media is significant.

Interest in the issue of men in the lives of young children in the United States focuses upon three distinguishable, but interconnected challenges.

- *Father Involvement* has become a focus of initiatives in Head Start as well as local community-based initiatives. Long Beach Community Action Partnership and Role of Men Academy (Long Beach, CA), the South Bay Center for Counseling (the Los Angeles South Bay), St John's Child and Family Development Center (the western part of Los Angeles County), Venice Family Clinic (West Los Angeles and Inglewood), Los Angeles County Office of Education, and Bright Horizons have all implemented father engagement projects in the county where I live. These initiatives have included to varying degrees workshops for and by fathers and male role models, father and child activities, mentoring, and special events targeting father engagement.
- *Men in early care and education* has become a focus within the professional community. The National Association for the Education of Young Children (NAEYC), the California Association for the Education of Young Children, and World Forum Foundation have all created forums for men to come together. Social networking opportunities have been established by NAEYC as well as a number of groups on Facebook.

- *Outcomes for Children* have received attention as well. The Los Angeles County Child Care Resource and Referral Agencies now offer workshops related to such innovative topics as creating boy-friendly learning environments. Videos by PBS and Media Education Foundation, such as *Tough Guise* and *Raising Cain* examine the well-being of boys. A number of books for parents examine outcomes for children specific to gender. Nationally recognized speakers such as Pedro Noguera and Geoffrey Canada speak to the issue of gender and education.

The United States has been slow to both recognize and confront the challenge to increase the ranks of men among early care and education professionals, and the resulting disappointing plateau in the percentage of men in ECE reflects this. And while the European Union has identified the absence of men in ECE as part and parcel of a larger equity issue and has developed initiatives to address this challenge, the results have had limited success. Nevertheless, it is apparent that there has been greater progress toward a less gendered ECE workforce in the parts of the world that have established policies and/or initiatives to promote men entering into caregiving professions.

New Zealand is assigning resources to the challenge of male involvement in ECE. Most recently, New Zealand, through its national ECE network, Child Forum, has announced a program offering ten \$4,500 scholarships for men entering its ECE teacher education program.

Germany has its 13 million euro "*More Men in Early Childhood Education and Care*" initiative - a collaborative effort between the Ministry of Family Affairs and the European Social Fund of which the "*long-term aim (from men in early childhood education and care) is 20 percent*" (ChildForum, 2012). The "*Strong guys for strong kids*" campaign in Stuttgart and "*Variety, Man!*" campaign in Hamburg are examples (ChildForum, 2012).

The evidence suggests that progress is possible, that it requires continued support through policy and initiatives, that it will be painfully slow, and that the United States is already late to the table. Innovative international initiatives, while ambitious, currently fall short of their targets, and it

remains clear that the movement to promote men in the early care and education profession is still in its early stages.

As a point of information, my personal career in early care and education began in 1984. Over three decades, my work would take me from private preschool and infant/toddler care to school district preschool to child care resource and referral to Head Start to State Preschool. And during that same time, the number of men that I came in contact with remained consistently few. During those years, I came to realize that an alignment of a number of complex social factors must be addressed before even the most thoughtful initiatives can hope to succeed. These social factors include:

- A significant increase in our acceptance of men in caregiving roles,
- A commitment from the women in ECE to work collaboratively with men to address issues of gender-ism in ECE training, environments, assessments, best practices, recruitment, retention and development,
- A commitment from the larger ECE community to commit resources to the recruitment, retention and development of men in ECE,
- A commitment of resources from governmental, academic, local educational agencies, or community-development entities to support the recruitment, retention and development of men in ECE, and
- A greater participation from the men currently in ECE in roles and activities that will support, develop, promote, or mentor other men either struggling to remain in the field, entering the profession, or considering entering the profession.

Efforts and initiatives in isolation, that lack broader support from policymakers, or that impact only the more formal and institutional aspects of the challenge of men in ECE have not demonstrated success anywhere in the world. Our need to act in a coordinated manner is self evident – and is in part, the point of this paper. A timeline that depicts the history of this movement can be found in Attachment B.

Boys, Men and a Lack of Will:

There comes a time in every rightly constructed boy's life that he has a raging desire to go somewhere and dig for hidden treasure. - Mark Twain (www.allgreatquotes.com)

This 12 year old boy really wanted to talk to a man... he was talking to Mr. Jones as if he was his father. - School Counselor, Sacramento, CA

Most men say they were never asked.

Marcello Bermeo, 2013

In the rather cryptic words of Marcello Bermeo above lies the answer to many questions. Why don't more men get involved in the lives of young children? Why don't more men consider a career in early care and education? Why don't we see more men at professional development conferences? Why don't more fathers join parent leadership groups? Why don't more fathers participate in their child's early school experiences?

The past 30 years have provided me with a wonderful array of opportunities to explore diversity as it relates directly to children and families. I have worked in suburban and inner city schools, with infants, toddlers, preschoolers and school-aged children. I have worked in private, school district, Head Start and State Preschool programs. And I have worked with children in restorative justice and residential settings. In most of these settings, there has been a singular, inescapable, yet rarely acknowledged bias. Whether by intent, accident, or disinterest – the bias against males is alarming.

This bias wields its influence upon a host of stakeholders - the children (boys), the parents (fathers) and the male teachers. It is evident in the number of boys suspended, expelled, identified for special needs... evident in the number of boys in placement in residential settings... evident in the

absence of fathers in parent organizations... and perhaps most evident of all in the scarcity of men as early educators.

As one of these rare men in early care and education, I have frequently found myself in settings that were astonishingly gender-skewed. Whether in ECE courses, at ECE conferences, in preschool settings or at professional meetings, and even at community gatherings, the gender ratio in the room has regularly been spectacularly unbalanced.

As a teacher, when working directly with children, I have frequently observed this same gender bias at work influencing the curriculum, daily schedule, conflict resolution strategies, team strategies, communication styles and parent involvement priorities and strategies.

Robert Connell tells us that *“gendered behavior is created and maintained through the interaction of the social division of labor..., the dispersion of power..., and the distribution of cathexis..., the access one has to ways of fulfilling one’s emotional needs...”* (Sargent, 2001). One must therefore contemplate the self-perpetuating outcomes related to this absence of men as educators. This absence impacts the learning of gender behavior by both boys and girls. Men are cast as disinterested parties in the nurturance of young child well-being. Men become disempowered in matters related to the cognitive, social, emotional, and physical development of children. And finally, men lose access to important experiences as they relate to their own emotional well-being.

As I prepare to complete my coursework in an otherwise remarkable Master’s program emphasizing diversity, the curriculum thus far has been disappointingly silent in addressing perhaps the single most glaring bias in ECE – gender equity as it relates to early educators and caregivers. A recent assignment involved viewing and commenting upon a series of 16 interviews or vignettes related to anti-bias in early education. Not one of the 16 interviews or vignettes included a speaking part by a man. Even the textbooks have given short shrift to the issue. For almost two years now, my classmates and I have explored *“fairness”* without giving thought to equity as it relates to the gender of teachers and caregivers.

Given that the disciplines of Sociology and Education in general and Early Education in particular are progressive – the lack of recent research into this gender gap is actually quite surprising. While it can be generally agreed that there are perceived and/or real differences between men and women teachers and that these differences may influence outcomes for children there is little research that might confirm or deny such benefits. An abbreviated literature review identified recent studies of interest that may shed some light on the relationship between men as teachers and caregivers in early care and education programs and the immediate and long-term outcomes for children, although the majority of these studies focused on elementary school teachers and children.

Also during my explorations, it became clear to me that the very absence of men in ECE contributes to the research challenge. The studies that I found were regularly limited in scope by such considerations as:

- The scarcity of men available at ECE programs to study.
- The scarcity of programs at which there was sufficient gender balance among staff to make meaningful observations or conclusions as to the benefits of such gender balance.
- The lack of availability of a sample size of men large enough from which to adequately control for such important factors as experience, position/job title, and education.
- The lack of availability of a large enough male workforce from which parents, administrators and colleagues might draw meaningful conclusions from regular interaction.

Studies were regularly limited in study population size, were qualitative or narrative in nature, and were informed by social forces outside of the classroom. In other words, the very nature of the subject, *the absence of men in ECE*, makes a scientific, controlled, and responsibly generalizable study of this subject particularly challenging. Cameron, 2001, in a review of the literature, observed that the studies on men in ECE are “*mostly small-scale studies*” many of which consisted of interviews of a limited number of men. In the studies cited by Cameron, 2001, the number of men

interviewed ranged from four to 12. While these studies may *“identify recurring and divergent themes and issues, and seek possible explanations for these”* the small sample sizes *“raise questions of reliability and representativeness”* (Cameron, 2001). Cameron goes on to observe two additional limitations of the research – the *“token”* nature of the men studied and *“the varying cultural contexts in which these services are located”* (Cameron, 2001).

Rolfe, 2005, identifies the following gaps in research on men in early education:

- *The benefits of a mixed gender workforce*
- *The role of employers’ recruitment practices*
- *The experiences of men in working in childcare*
- *The effects of locality on men’s recruitment to childcare*
- *Turnover among male workers*
- *Detailed knowledge and attitudes of young people towards childcare employment*

Examinations of the challenge of men in early care and education have tended to focus on primary grade teachers. Writings have explored a variety of issues from the impact of male role models... to the impact of male teachers on students... to teacher preparation... to gender representations of touch... to the very nature of maleness. For those interested in further investigations into the history of studies and writings on the topic of men in early care and education an extensive list of resources can be found at the conclusion of this paper in Attachment B.

Do American ECE professionals have the will to create a more equitably-gendered world for young children? According to Peter Moss, the European Commission long ago recognized that *“the gender-based division of family and employment responsibilities not only constrains women’s lives, but also deprives men of the emotional rewards resulting from the care and development of children”* and *“greater solidarity between men and women is needed if men are to take on greater responsibility for the caring role”* (Jensen, 1996). It cannot be overstated how crucial the second part of that statement is for the successful integration of men into nurturing roles.

The Same and Different – Equity in Early Care and Education:

In the studies mentioned above, there is not a universal agreement that the presence of men provides measurable benefits to children. Recent research by Brandes, et al (2012), echoes these doubts, claiming that “*with regard to the formal professional qualities of communication and activity... there are “no relevant gender effects”*” (Nelson, 2012).

While such studies cast questions about improved outcomes for children from a gender-diverse teaching corps, an early study by Dawson (1971) found significant differences in outcomes for 4th grade fatherless boys based upon the gender of their teacher. In addition to academic performance the perception of disruptive behavior is reduced “*by half*” with a year with a male teacher (Dee, Thomas, 2006). Nelson observes that gender diversity supports curriculum diversity stating, “*dependent on gender, different activities are carried out with the children, and different content areas served*” (Nelson, 2012). Research by Owen, 2012, supports the suggestion that male teachers are up to the tasks of caregiving and engaging in quality relationships with young children – and that these male teachers may also provide a different approach to activities and a different emphasis in the implementation of curriculum while still meeting the curriculum goals for child development. This suggests that gender diversity of teaching staff carries little in the way of liability with regard to quality, while potentially providing a valuable diversity in the execution of curriculum.

Conversations of equity thrive in the presence of science and research. When MacNaughton et al (2010), included Susan Grieshaber’s article, *Equity and Research Design*, in their book, *Doing Early Childhood Research*, they invited reflection upon her statement, “*Research is a cultural invention of the white Western male upper middle-class academic world...*” Given that the American ECE profession is almost exclusively a design and product of the values and practices of professional white women – it is apparent that two, very powerful and inequitable biases are inextricably connected to our profession. Alan Guttman, drawing upon his golf analogy once again, explains it this way in an e-mailed message (March 25, 2013) to me: “*Mind you that this ECE profession design*

*and product is from “professional white women” living in, conforming to, reacting to, restricted by, funded or underpaid by, and dominated by, a world of Western White upper-middle class men – again my “golf analogy – in this case, white women, the break and grain of the green, are still subject to the larger influence of the world of white men, the overall tile/”bias” of the entire green. In a word: **CONTEXT**. Who knows – perhaps white men and women (and people – men and women - of color) would have created an entirely different ECE profession, had the world not been white male defined and dominated.”*

When science and research do not address gender bias in ECE, and when the context of gender and privilege itself exists in a state of flux and stress - meaningful dialogue regarding equity, for practical and policy purposes, is unlikely.

Given this reality, it becomes essential that we, as a profession, not only reflect upon the consequences of such inequities but seek out the science and research that address the following questions:

- *What does it mean to a boy go to institutions of learning for years without having a man as a teacher? I recently presented a workshop on the topic of diversity to a small group of family child care providers and preschool teachers. When I asked them to remember the grade of their first male teacher, it wasn't until 5th grade that half the group was finally able to raise their hands. One family child care provider did not have a male teacher until 11th grade. Brandes, et al, 2012, found that while there were “no relevant gender effects... with regard to the formal professional qualities of communication and activity (between male and female teachers), indications can be found that, dependent on gender, different activities are carried out with the children, and different content areas served.” What might this mean to boys? To their interests? To the ways in which they engage with the learning environment?*
- *What does it mean for young children to go through their early years without a non-familial male role model? According to research, both boys and girls benefit from positive father figures. Educational attainment, behavior problems, and teen pregnancy rates have all been associated with*

the presence or absence of fathers (George, n.d.). Male role models may help mitigate the damage in the lives of children with absent fathers. According to Brett and Kate McKay, 2009, *“mentors can expand one’s view of what it means to be a man.”* Theodore Kokoros, 2012, says, *“Men and women on average seem to interact with children differently, and children respond to them differently. This means men might be able to provide children with important experiences that they are currently missing out on.”*

Furthermore, the presence of men appears to greatly impact girls, including their choices of activities, conversation habits with adults, and social relationships (Jensen, 1996).

- *What is the true impact upon men who want to enter the early care and education profession to face so many obstacles?* According to Theodore Kokoros, 2012, obstacles facing men include *“societal stereotype(s) (and) low pay.”* Other obstacles to men entering the field include a lack of male ECE instructors, mentors and, of course, classmates. When we focus our conversation to the challenge of recruiting men into ECE on the impact of low pay, we lose sight not only of the many obstacles facing men, but upon the *meaning* of these obstacles to men who might otherwise be interested in a career working with young children.

- *What does it mean for the classroom learning environment, curriculum, daily schedule, behavior management strategies, and communication styles when they are designed without significant male input?* While working at a Child Care Resource and Referral agency in Los Angeles County, I proposed the Male Involvement Rating Scale in order to stimulate conversation as to what a male-friendly learning environment might look like. Initially intended as a playful spin on traditional environmental rating scales, a number of advocates for men in early education expressed an interest in the tool. Their interest was often generated by experiences they had in which they felt disconnected or discriminated against in their ECE work environment. The Male Involvement Rating Scale is provided as Attachment C. Learning environments that are sometimes referred to as boy-friendly learning benefit the development of boys and girls alike as well as the teachers that work with them.

More recently, I had the opportunity to participate in a webinar hosted by the Bright Horizons Men In Early Care and Education (MECE) Advisory Group. In a real time survey, there was a very large disconnect between the strongest parts of the learning environment and the parts of the learning environment that were the most engaging to boys.

- *What are the ramifications for our expectations for children when they are left to work out their understanding of gender, sexual identity and role absent the guidance and input of professional, trained, skilled and nurturing male role models?* In an article by Hannah and Jane Katch, 2010, young children are captured contemplating and negotiating gender role and sex identity. They engage in remarkably complex conversations including everything from clothing, hair, and choices of areas to play as indicators of gender, but ultimately determine that it is the declaration of adults that have the final absolute say. During this negotiation of identity, they propose dividing the classroom environment into gendered learning areas. This process of inquiry with the emphasis upon adult as the final judge of sexual identity only strengthens the argument for the regular presence of adult males in the early learning environment. Given the consequences of our society's current challenges in providing young children with positive male role models, this observation that children turn to adults to guide them in the development of their gender roles needs to be a matter of greater attention in the early childhood education courses that we teach.

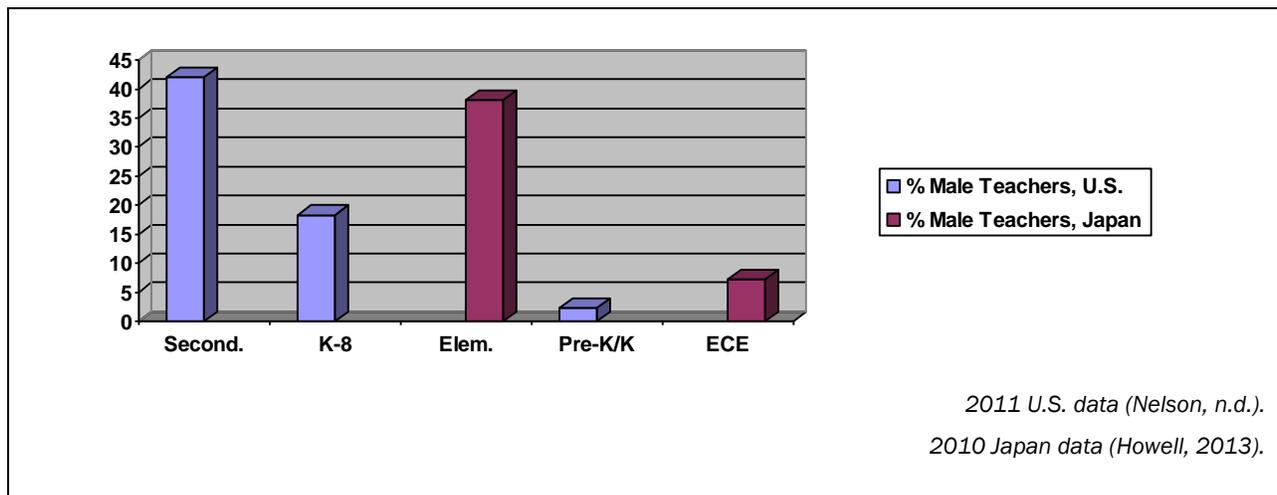
While pursuing my Masters, I have also, on occasion, been reminded to be more mindful of citing the required readings. And yet, imagine my chagrin at reading and viewing resource after resource that skirts this critical anti-bias issue. There are wonderful leaders that might have made for fabulous interviews, recommended articles, and required readings – Bryan Nelson, Moises Roman, Alan Guttman, Barry Busswitz, Bruce Cunningham, Bruce Sheppard, Paul Sargent, Pedro Noguero, Geoffrey Canada, Jonathan Mooney, Ronald Mah, and Jeff Duncan-Andrade to name just a few that have influenced or inspired me. In part, due to an absence of scholarly research on the topic, references within this paper will include citation of popular culture sources and the thoughts and writings of esteemed colleagues.

Certainly the gendered early care and education profession meets any reasonable benchmark for bias. Paul Sargent, in his 2001 book, *Real Men or Real Teachers?*, found that only 3% of K-3 teachers out of his sample of 2,002 were men. And as recently as 2011-2012, male teachers in public schools represented approximately 24% of all teachers, and less than 18% in Virginia and Mississippi (National Education Association, 2013). This number falls dramatically with grade level. An impressive 42% of secondary school teachers are men (Nelson, n.d.). Unfortunately, the percentage of male teachers cascades downward: 9-16% of elementary school teachers (Kent, 2007), (Cox, 2008) down to an abysmal 2.3% of preschool and kindergarten teachers (Nelson, n.d.). Often times, teacher salaries reflect a decline related to student age and grade level as well. While certainly intriguing, whether or not a causal relationship exists between teacher gender, grade level assignment and salary is beyond the scope and intent of this paper.

This dramatic decline in the percentage of male teachers by grade level can be seen in the following table using data for 2011 from the Bureau of Labor Statistics (Nelson, n.d.).

Note: Data for Japan was generously provided by Lawrence Howell, a friend of mine in Japan who researched information available through Japanese web sources and provided translation. It was important for me to explore to some extent, non-Western information sources.

Table 1: A comparison of the percentages of Male Teachers by Grade Level (U.S. and Japan)



And so, it is with a hope that future students, enrolled in infant/toddler programs through doctoral programs, might benefit from opportunities that we now take to seriously contemplate the need for an affirmative action plan for male engagement and set forth upon the daunting quest for gender equity.

* * * *

Does the issue of male engagement as a matter of gender equity in ECE merit consideration for affirmative action?:

“...men who do “women’s” work may be at “ground zero” of a potential chain reaction of change in the gender order, and the consequence of their presence may produce artifacts that we can read and thus gain insights into gender that were previously hidden from us.” - Paul Sargent, 2001

“The absence of men from both primary schools and early childhood education had seen thousand(s) of such children effectively quarantined from... males. And the results have been ‘disastrous’”. - Early Childhood Council, 2010, citing remarks by Peter Reynolds

“... (the ECE) gendered work assumes a female workforce and therefore constantly reproduces its own patterns in recruitment and training.” - Jan Peeters, 2007

Louise Derman-Sparks and Julie Olsen Edwards, (2010), list as part of their vision, a world where *“children and adults know how to respectfully and easily live, learn, and work together in diverse and inclusive environments.”*

Certainly it is inconceivable that a program can attain a truly diverse and inclusive environment absent male teachers and father involvement. Likewise, such a program can not claim that its children have access to a diverse and inclusive set of adults.

Even programs that currently employ male teachers cannot claim that its adults work respectfully and easily together if there are different sets of rules for men than for women. Many male ECE professionals have told me that they are not allowed to take children to the bathroom, not allowed to change their clothes or their diapers, and not allowed to let them sit on their laps during circle time. These same men are often called upon to take out the trash, dispose of expired classroom pets and/or pests, pump up the balls, fix the trikes, plant the trees, board up the window broken by the 3-year-old child, set up the computer, haul loads of paper (construction, butcher, copy, toilet), and move the television to and from the resource/media room.

Furthermore, from the point of view of children in general and boys in particular who are children in programs at which every detail is described and determined by women teachers and administrators, can it be said that they have access to a diverse and inclusive environment absent the input of men?

Certainly there are those that will say a good teacher is a good teacher and gender does not matter. Would these same people say those same things with equal conviction if a K-8 curriculum on civil rights was designed only by highly educated White people, or if a unit on women's suffrage were written exclusively by men? After all, only men have lived through and survived their boyhoods.

Children are developing concepts about gender just as they are developing concepts about race. Just as with race, class, religion, language/accents, family form and sexual orientation - they may be full of misinformation, stereotypes or fears about men. Perhaps their parents are in a conflict laden relationship. Perhaps they regularly hear negative things about their father or about men in general. Perhaps there is no man in their life at all. Children developing concepts about what it is to be male through media sources may likewise be very misinformed. They may view men as mean, demanding, unforgiving, aggressive, threatening, intimidating, inaccessible, disinterested, or violent. Cameron, et al, 1999, describes the self-sustaining nature of the gendered ECE profession this way: *"it has had an impact on the historical and pedagogical understandings of why*

childcare exists, how it is conducted and organized, and what is gender appropriate have evolved through practice and policy over time.”

Eric Hoffman, in an interview for Laureate Education, states, *“Children coming into my classroom are fascinated by both similarities and differences in the classroom.”* He emphasizes that young children build their understanding about diversity best through *“really concrete examples”* (Cheung and Hoffman, n.d.). I believe that this crucial observation points out the need to include male engagement as a critical component of gender equity in our early education programs. For how else, can all children construct the concept of a man as a caring, nurturing, involved member of family and community without the presence of such real life examples?

Gender informs our profession across Bronfenbrenner’s ecological systems levels. On a large scale, our society struggles with the nature of gender. Today, the assets and liabilities associated with gender are increasingly fluid. When considering an overview of Bronfenbrenner’s ecological systems theory as presented by Lepuschitz, 2011, one is faced with confronting the vast and diverse influence of gender upon systems. As gender and wage disparity vanishes, as gender and academic attainment swings in a new direction – society wide we are faced with redefining gender relationships. And while women gain an ever increasing foothold in once male-dominated professions, men have not adapted. For the most part, men have not re-evaluated their generalized gender roles for the purpose of identifying opportunities to remake what it means to be male.

As a result, while society-wide, gender equity rapidly approaches in matters of sports, economics, and academia – college ECE classrooms, parent associations and ECE professional associations remain starkly gendered.

* * * *

-Isms Related to Gender:

Some parents say it is toy guns that make boys warlike. But give a boy a rubber duck and he will seize its neck like the butt of a pistol and shout "Bang!"

George F. Will (www.allgreatquotes.com)

Men were annihilated in the recession of the '90s, and things never got better.

Kathryn Edin, sociologist (Rosin, 2010)

What are the four kinds of paternal authority? Moral, emotional, social, and physical. "But you ain't none of those in that house... What is our role?"

Mustafaa El-Scari, teacher and social worker (Rosin, 2010)

Conversations about gender in our society can certainly be complex. And the notion of considering men as a disenfranchised demographic group can bring about some rightful skepticism. Within the discussion of men, gender roles, and societal expectations – there are a number of ways that men can place themselves. Sargent, (2005), notes that there are four “*performances of masculinity*” – hegemonic (this might be described as the more traditional masculine identity), subordinate (those representations of masculine identity that threaten the traditional masculine identity), marginalized (those intersections of gender in relationship to other identities such as race and religion), and complicit. Within this framework, Sargent suggests that men who “*care for children*” fall in the subordinate classification – that group which “*could threaten the legitimacy of hegemonic masculinity*” (Sargent, 2005). I like this notion of men in ECE as subversives, ready to upend traditional assumptions about masculinity, as it suggests something active, something more than playing the part of victim.

It is not simply enough to say that there is a case of gender-ism in the ECE profession. Naturally, there are -isms related to assumptions in the way that men and children communicate, play and learn. Though this is not universally supported by the research, there is some indication that men differentiate their interactions with children more than do women on the basis of the child's gender. In addition, some people assert that men engage with children with more physical and novel strategies. Yet there are many more ways in which gender interacts complexly with a variety of other -isms. I will briefly discuss some of those related -isms below.

The new gender-ism: Complicating any conversation on gender, are recent indications that America is entering a new era in which women dominate the landscape – academic and economic – a new inequality. Today, women represent *“the majority of the workforce for the first time in U.S. history”* (Rosin, 2010). Rosin cites indications that the new America favors women including such unexpected findings as sperm-selection preferences - a new sperm selection clinical trial by Microsort in which the *“girl requests for that method run at about 75%”* (Rosin, 2010). Indeed, there are indications that much of the world is following suit. In South Korea, the number of women who stated that they must have a son fell from 50% in 1985 to *“just over 15% by 2003”*... (as well as a growing realization worldwide that) *“the greater the power of women, the greater the country's economic success”* (Rosin, 2010). Women now outnumber men in academic attainment (both B.A. and M.A. degrees), employment prospects, management and professional positions, and according to Joel Hilliker, 2013, *“among 20-somethings, women now have the edge in the wage gap.”*

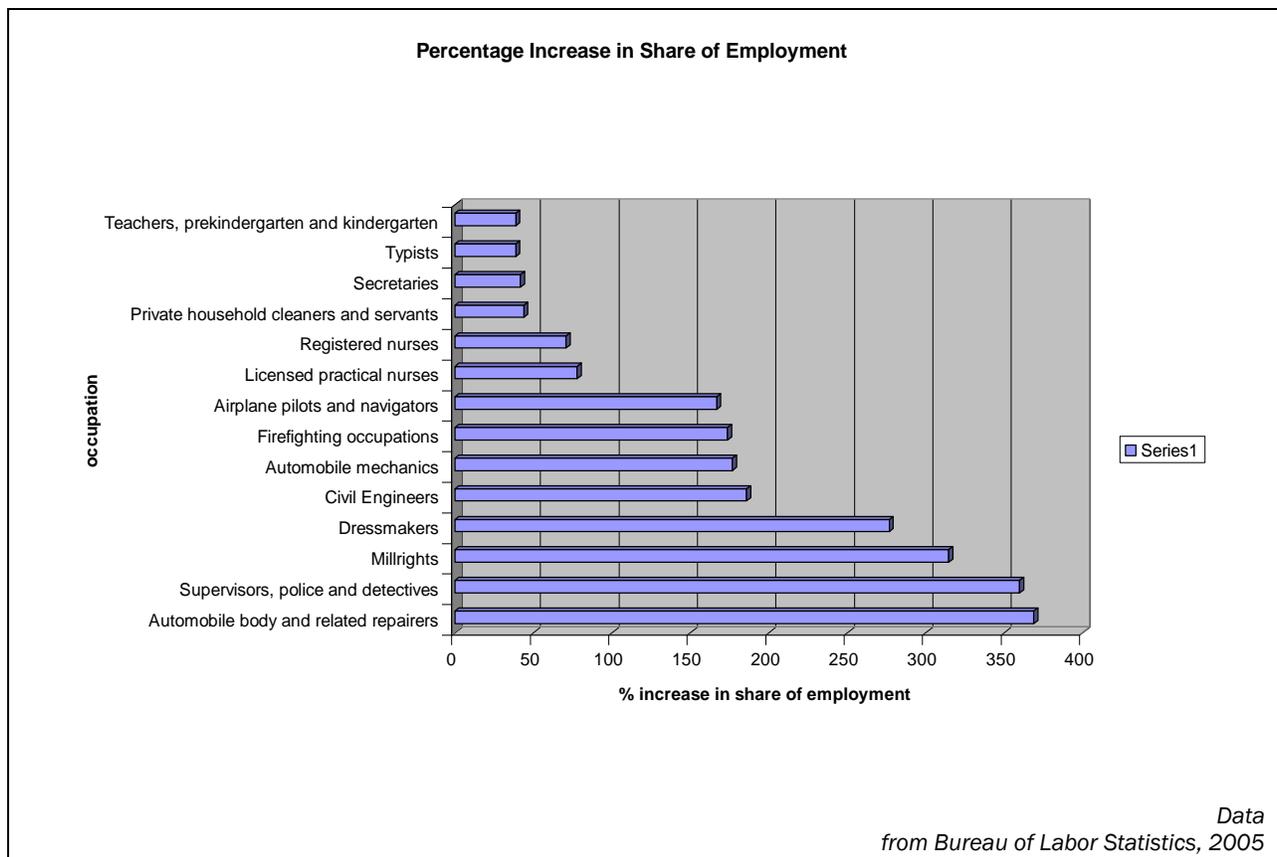
Rosin, 2010, observes that *“the list of growing jobs is heavy on nurturing professions, in which women, ironically, seem to benefit from old stereotypes and habits. Theoretically, there is no reason men should not be qualified. But they have proved remarkably unable to adapt.”*

This societal shift, representative of the new gender-ism, can be seen in the numbers presented by the Bureau of Labor Statistics, 2005. Looking at seven occupations that were dominated by men and seven occupations dominated by women, the Bureau of Labor Statistics,

2005, identified the percentage increase in share of employment experienced by the minority gender group for the period 1983-2002. Each of the groups mentioned was at least 95% of one gender in 1983 (BLS, 2005).

The following chart will demonstrate the success that women have experienced breaking down gender barriers relative to men, as well as the relatively limited progress of men in their share of employment in pre-kindergarten and kindergarten teaching jobs.

Table 2: The percentage increase in Share of Employment for various highly-gendered occupations

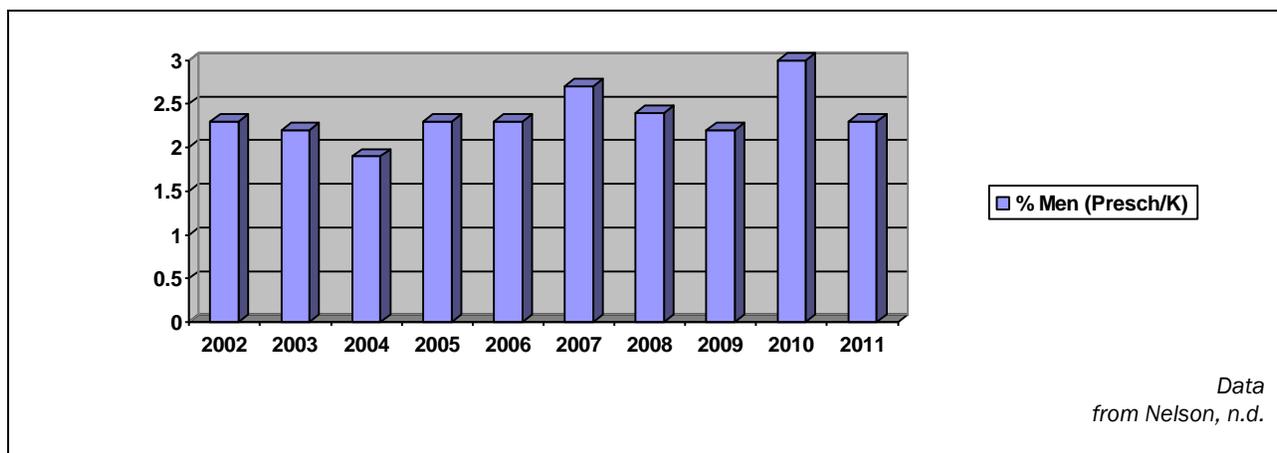


As can be seen in the preceding chart, a clear majority of the most dramatic gains in share of employment (automobile repair, police and detective supervisors, millrights, civil engineers, automobile mechanics, firefighting occupations, and airplane pilots and navigators) were by women in traditionally male occupations. Male Pre-K and Kindergarten teachers made the least gain in

share of employment. In addition, according to the Bureau of Labor Statistics, there were more than twice as many men secretaries as men prekindergarten and kindergarten teachers in 2002 (BLS, 2005). And before we get too excited about a 39% increase in male prekindergarten and kindergarten teachers - we must recognize that in 2002, the percentage of pre-kindergarten and kindergarten teachers that were men was an abysmal 2.3% (Nelson, n.d.). I will venture to suggest at this point that an increase from a 1.6% share of the Pre-K and K teaching profession in 1983 to a 2.3% share in 2011 (Nelson, n.d.) is hardly worth celebrating. That the period from 2002 to 2011 yielded no growth in share for men only underscores the desperate need for affirmative action. Anliak and Beyazkurk (2008) conducting research in Turkey share these concerns, writing, “Recently, it has been seen that gender discrepancy in choosing a career has been gradually decreasing. Both females and males have entered many ‘non-traditional’ or ‘gender-atypical’ occupations. Despite the gradual increase in participations... we can see that one of the professions resistant to change in terms of gender is early childhood education.”

The following chart documents this “*progress*” in the percentage of Preschool and Kindergarten teachers from 2002-2011 that were male:

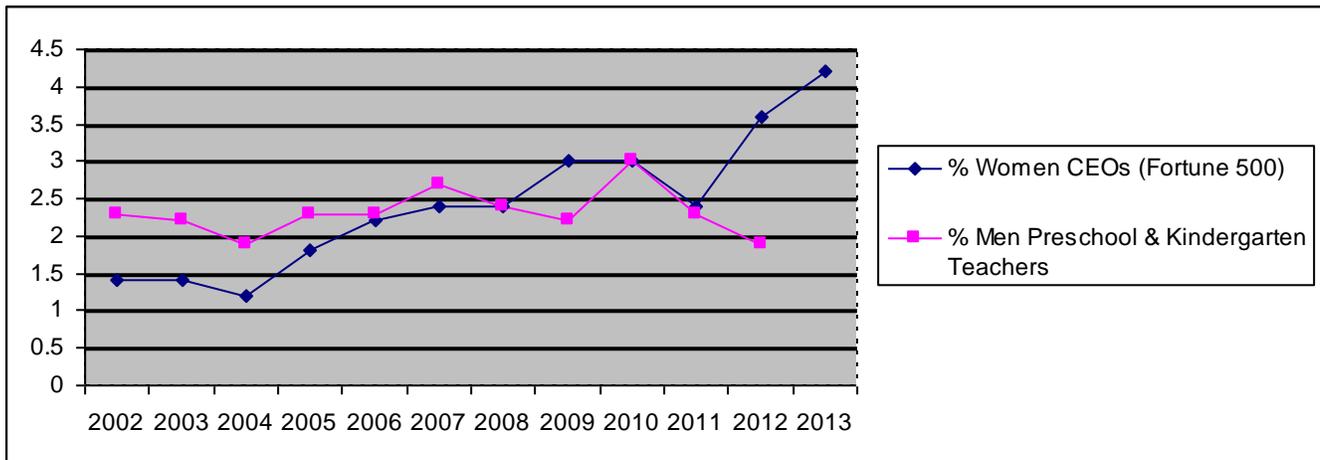
Table 3a: Percentage of teachers in Presch/K over a ten year period from 2002-2011 that were male



To view this from perhaps a more feminist perspective, the following table compares the growth of women CEOs of Fortune 500 Companies with the growth of male preschool and

kindergarten teachers. (The following data compiled from Diversityinc.com, Huffingtonpost.com, Money.CNN.com, Womeninbusiness.about.com, Bryan Nelson (n.d.), Bureau of Labor Statistics).

Table 3b: Comparison of percent of women CEOs (Fortune 500) to male preschool and K teachers



How does this new gender-ism impact ECE? Is it possible that to some extent, a spirit of protectionism exists? Bryan Nelson, 2004, cites a survey of early education programs in Ohio that “found that center directors would not consider hiring a man without an early childhood degree even though they had hired women without degrees.” Perhaps even more troubling, Nelson relates the words of “an owner of a child care program from a Midwestern state (who) commented, ‘Many women administrators will not hire men.’” Francis Wardle, 2008, likewise suggests that “this cultural conflict can result in men experiencing a sense of difference and isolation on a daily basis.” But the gendered experience faced by men entering the ECE profession begins before their first interview. Ching-Sheue, emphasizes the role of professors and trainers, stating, “From the perspective of teacher trainers... it is difficult for trainers to discard the thought that females are leading preschool education. The difficulties males encounter, especially during course teaching, are no longer the problems of learning itself, but the possible social conceptions and learning trends of a different gender.”

Gender-ism and ECE teacher responsibilities: Put two male teachers together in an infant-toddler or preschool classroom and count the hours until you receive a parent complaint. And yet, across the country, ECE classrooms and even entire programs, run exclusively by female staff exist, quite unremarkable. Paul Sargent, 2001, found that among the male teachers he interviewed, most had experienced policies regarding the touching of children and being left alone with children. Such discriminating policies certainly have ramifications for staffing, and may consciously or subconsciously weigh in the considerations involved in hiring decisions as well.

In addition to policies, unstated expectations exist. Stuart Cleinman tells us of his experiences: *“Having entered the field in 1975 as a Toddler Teacher and being the only male in the center for a few years, I found an interesting dynamic which I had to fight against. This was during the days that centers did not always have folks on staff to take care of facilities in the proper way or people were contracted and would come on occasion. So if something needed to be done, such as picking up a box that was delivered or a window that needed to be opened and there may be a problem with that, there was the expectation that I was going to do that task.”* Stories such as this are nearly universal among men in early education – and are the fodder for more than a few gripe fests at the workshop sessions for men in ECE at national and state conferences.

The presence of nurturing men addresses gender and role biases and assumptions that even trained professionals may fail to readily recognize. Stuart Cleinman shares this story: *“Beginning in my adult years, I learned to cook and bake to the point where I am very good. In the early 1990s, I was in between jobs and home for a little while with my children. My daughter, who has a disability, had an appointment with a counselor who was doing cognitive testing with her. Now she was three-four years old at the time and I did all the cooking. She only observed me in the kitchen... she did not see her mother in the kitchen at all. During this test, the counselor pulled out four objects, including a man, woman, dog, and something else. She asked 'Who cooks the food?' My daughter picked up the male. The counselor responded that (paraphrasing) ' You picked up the male; I accept that'. To*

which I responded that she better accept it since I do all the cooking and that is all that Becky knows.”

Gender-ism and assumptions about class: Certainly our society is faced with an historic bias against women in matters of economics. And while this divide has recently become, by some accounts, minor, -isms that favor men over women still exist. Alan Guttman invites us to consider the impact of class, trust, status and gender in the following example: *“Men and women in the medical profession are accorded a high level of trust and status when working with/treating/caring for young children.”* For this reason, parents would not typically express a concern about the gender of the physician or nurse examining their child.

Yet in ECE, the matter of gender and assumptions about class can become divisive issues as we seek to advocate for gender equity. As someone that has been actively involved in workshops that have addressed the matter of men in ECE, I have heard again and again, *“If more men were preschool teachers we might make more money”* or *“If the pay was better, we might get more men in the profession.”* These are troubling remarks that dishonor the sacrifice made by women teachers daily – remarks that the men in ECE have been examining for years. Bryan Nelson, of MenTeach, would regularly tell a story at the beginning of his workshop presentations about visiting a fast food restaurant upon his arrival to the conference host city. He would find a line with a man at the register and ask him if he had ever given any thought to becoming a preschool teacher. The response was inevitably, *“No”* with the corresponding look of incredulity. It is not the money. It is the highly gendered lack of social status that accompanies the title of preschool teacher for men. The more progressive male leadership in ECE have long acknowledged the tremendous disrespect that we give to women, head-of-household, single-parent preschool teachers that arrive at work every day, with a positive attitude, to give their best to the children in their class. It is a gender-class assumption that men are incapable of that same dedication to children given the current wage structure. If young men can sell hamburgers with dignity, then these same young men can find even

greater dignity in working with young children. It is our assumptions that prevent us from reaching out to them, from inviting them into the ECE college classroom, or recruiting them from among the high school volunteers looking for community service opportunities. It is the glass elevator of our own making that provokes the assumption that the men who enter ECE have designs to leave the classroom and enter management positions.

In her thesis, *Assessing the Impact: The Value of Men as Caregivers in Early Care and Education*, Kathryn Owen observed that low salary as “a challenge in the field (was referenced) by women not men at both sites (studied)” (Owen, 2012).

But the issue of gender relative to the salary can not be dismissed entirely. In Japan, low salary is most frequently mentioned as the primary reason for men steering clear of early care and education (Howell, 2013). In perhaps the most disconcerting and sexist example, “the owner of a nursery school advises males considering the profession against it for the following reasons: One) low salary; Two) low birth rate; Three) hiring preference for part-timers; Four) monster parents; Five) fatigue involved in dealing with the complicated interpersonal relations of female co-workers and mothers” (Howell, 2013).

Furthermore, as Cameron, 2001, points out, there are assumptions related to men and class of “expectations that they will aspire to managerial roles... and senior positions.” This notion that men can and do enjoy better economic status than their female colleagues, even within this gendered profession, along with expectations that they will aspire to management positions conspire to drive men out of the classroom, thus confirming the original assumptions. This sentiment is echoed by Sumsion, 1999, who refers to the “glass elevator” and its associated resentment. This appears to be bourn out by research in the mid 1990s on primary teachers. Significantly, there is some indication that this very possibility has a negative impact upon their professional colleagues, who in some cases may view men as “transient workers” (Cameron, 2001). In the extreme, this may cause women to view their male counterparts with some suspicion – particularly given the horizontal organizational structure of early care and education, which holds few opportunities for career

advance (Cameron, 2001). Whether the poor prospect for advancement discourages men from showing an interest in ECE in the first place or whether it is this poor prospect for advancement that discourages women, perhaps suspicious of the career motives of men, from inviting more men to enter the profession is open to debate.

Gender-ism and heterosexism: It is sometimes assumed that men choosing to work with young children are gay. This is troubling on multiple levels. It is troubling that it is often assumed that nurturing and maleness are incompatible. It is even more troubling that sexual orientation is mentioned at all. It would be like seeing a woman construction worker and immediately considering her sexual orientation, as if that might have some impact upon her abilities to perform the job. Men - straight, gay, or none-of-your-business enter the early care and education profession because they, like most of their colleagues, want to make a difference in their community and in the lives of children and families, and because they respect and enjoy the culture of childhood. Sensational, yet exceedingly rare stories such as the McMartin case in the Los Angeles South Bay and the Sandusky case at Penn State have effectively stigmatized all men who work with children - confounding the healthy and appropriate appreciation for nurturing activities with sexual desire or inappropriately self-gratifying intent. Such concerns are not limited to the United States. In Norway, the case of suspected sexual abuse upon children by a male kindergarten jeopardized an initiative by the Norwegian government to *“support male pre-school teacher training”* (Cameron, 2001). The authors recognize the perfect storm created by a western culture unaccustomed to, perhaps even suspicious of men wanting to work with children paired with an early childhood culture rooted in touch, play, and caregiving routines.

When parents remark on the merits of male teachers, they often cite stereotypically male behaviors among those they value. Sargent, 2001, includes in this list of traditional attributes, an *“interest in athletics... (being) a disciplinarian... (and being) an authority figure.”* Such stereotypic expectations for masculinity cast limits on the diverse representations of masculinity that men offer.

Sargent, 2005, recognized the limits to such traditional or stereotypical assumptions regarding the role modeling value that men might bring to the classroom. Frequently these assumptions place men in ECE in the position of executing this “hegemonic performance” of masculinity for the benefit of boys in particular (Sargent, 2005).

“In an inclusive profession that serves a diverse population of children and families, sexual orientation has no place in determining the appropriateness of a person to be a teacher of young children.” - Bryan Nelson, 2004

Gender-ism, heterosexism, homophobia, and pedophilia: Paul Sargent, 2001, describes the conflated symbolic status ascribed to men who choose to work with children as *“a hybrid of at least two symbolic statuses: homosexual male and child molester.”* Sargent, 2001, goes on to suggest that *“many of the behaviors men teachers adopt are intended to distance themselves from this symbolic status.”*

I have attended many workshops that address the issue of men in child care at State and National Conferences. I am astounded by the number of times the presenter immediately mentions his wife and children (and yes, even I have been guilty of this). It is as if we need to clarify our sexual orientation before we can even begin to present our information. At one National Association for the Education of Young Children conference, the tension between the GLBTQ and Men and Child Care groups was such that an impromptu meeting was held between the two focus groups.

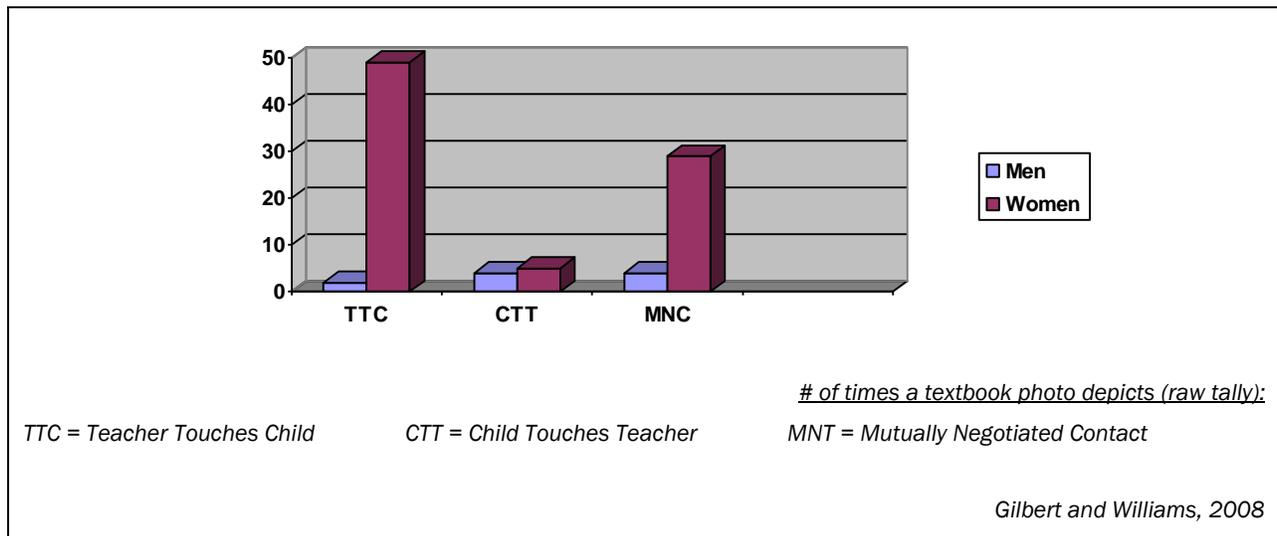
Barbara Reskin, states, *“... negative constructs such as ‘homosexual’ and ‘pedophile’ ... are used to help structure the gendered nature of teaching”* (Sargent, 2001). Indeed, *“the social construction of homophobia acts as a ritualized mechanism of social control, especially since it has been conveniently and erroneously conflated with pedophilia”* (Sargent, 2001). This association between men and abuse was confirmed during my quest for literature on the topic of men in child

care. Jensen, 1996, cites works by Dodd (1995), Chandler and Dennison (1995), and Pringle (1992) – all of which articles reference abuse by men in some manner.

This assumed connection between maleness and pedophilia has far reaching and subliminal impact upon the training of early educators. Gilbert and Williams, in their 2008 study looking at gender and “*depictions of touch in early childhood textbooks*” found that even within the quality textbooks that were analyzed, photos which depicted men touching children were highly under-represented. Interpret the meaning of this as you choose.

The following chart illustrates their findings:

Table 4: A comparison of Type of Touch between Teacher and Child by gender of adult as depicted in textbooks



Gender-ism is clearly a complex, deeply rooted, and oppressive bias in our profession that deserves far more attention than it receives. To some extent, this is a product of the invisibility of privilege. Anna Carastathis, 2008, describes the privilege involved by parsing out a person’s identity. While she does not directly discuss gender as it might relate to preschool teachers, her critique is nonetheless valuable. Carastathis, 2008, invites us to examine “*intercategorical complexity... (which) focuses on the complexity of relationships among multiple social groups within and across categories and not on complexities within single social groups or single categories.*” In this sense, a

man in early education represents a complex interconnection between gender, sexual orientation, class, and the gender-differentiated social-value-biased profession he is a part of. Carastathis, 2008, describes the “*simultaneity of oppressions in lived experience.*” Peeters, 2007, clearly agrees, stating, “we should not accept early childcare and education services that are based on one single identity – be it gender, culture or ethnicity.”

Women in ECE hold some privilege within that lived experience. While they may experience economic oppression based upon their low wages and gender oppression outside the classroom, within the classroom, their lived experience carries little of the burden of a man in ECE. Her male counterpart, enduring the same class oppression of his chosen profession, is also weighed down by the social oppression related to societal bias against men in nurturing roles. Outside the classroom, the male ECE teacher is faced with defending his career choice, or (not unheard of) even avoids mentioning his profession at all to friends and family. In the classroom, the male teacher is living an experience of suspicion related to complex political and social relationships between gender and his chosen profession. Furthermore, in this negotiation of inclusiveness, we must recognize that the performance of masculinity itself takes on diverse characteristics. It is simply not sufficient to say that I am a male preschool teacher. To loosely borrow from Carastathis, (2008), I must, in living this experience, become a man *for* male preschool teachers.

* * * *

If I were king of the world...

“... teachers’ words and the way they use them create meaning for children as well as for themselves.” - Julie Rainer Dangel and Tonia Renee Durden, 2010

In any place that demographic inequities exist to the degree they do in ECE, power relationships are imbalanced and institutions themselves are to some extent compromised. The potential for bias cuts not simply a wide swath – but the entire landscape. Classroom environments... conflict resolution strategies... communication and team cultures... parent engagement strategies... the professional development, recruitment and retention of male teachers... even the research and reflection that informs our profession are possible victims of bias given the gaping disparity between the numbers of men and women in all aspects of the field.

Peter Moss, 2000, exhorts us, *“Taking the question of gender seriously and openly is one way into a deeper discussion about what the work is and the qualities it requires... the current invisibility of gender, not just for staff, but also often in relation to children and parents, precludes an important area of practice and reflection on practice.”*

The virtually assumed gendered nature of early education leads to unconscious biases that color research. Consider for example the implications of the *“Clark Doll Studies”* and their subsequent iterations conducted to demonstrate racial preferences of young children as they manifested themselves through the selection of black or white dolls. These studies, repeated over decades by a variety of researchers have been questioned. Were researchers measuring racial preference or some other attribute of the dolls? Were the child responses informed by the race of the interviewer? Did the gender of the dolls (typically female dolls) limit the validity of the studies as they related to the gender of the child? Were the responses of the children indicative of child preferences, or a measure of larger social relationships? (Louie, 2000).

It is a near reach to extend this line of reasoning to research on gender. How are child behaviors and attitudes related to the gender of the teacher? How are child assessments influenced

by the gender of the teacher? Do the behaviors of the children reflect gendered differences alone or do they reflect the interaction between gender and any number of attributes previously described and defined by the gendered nature of the early care and education profession?

While definitive answers to those rarely asked questions lie beyond reach at this moment, there are a few common sense things that we can do to address the gendered ECE world which we currently inhabit. In order to contradict the stereotypes associated with men and children, I would encourage my colleagues to implement a number of strategies.

A few things to consider in any initiative designed to engage males...

For the fathers/families:

- Have as an expectation that fathers participate in parent conferences.
- Provide a variety of ways for parents to volunteer and/or contribute to the program, including opportunities to volunteer in evenings and on weekends.
- Pay for the membership in a professional or parent association for at least one parent per classroom, including fathers. This will provide them with resources and information that will support their becoming “experts” in parenting and/or childhood.
- Encourage participation by fathers in your parent council or parent association. Invite them to apply for leadership positions.
- Commit to quarterly *Bring a Dad to School Days*. These should be promoted widely and valued by the entire school community as important days.
- Adjust the Daily Schedule to provide for arrival and departure times to be conducted outdoors to the greatest degree possible and appropriate. Many teachers report that fathers are more inclined to engage with their children and staff more extensively when arrival and departure times take place in environments in which they feel comfortable.
- Assess the Parent handbook for signs of gender bias.

For the boys/children:

- Invite experienced male teachers to assess the learning environment and teacher practices for gender equity, just as one would assess the learning environment for diversity in matters of race, family form, language, and ability.
 - For example, does the dramatic play area have props that support the participation of boys?
 - Are there opportunities for appropriate and supervised risk and active play?
 - Does language honor gender preferences?
- Encourage local male high school students to volunteer at your program to fulfill their community service requirements. Mentor and respect these students. Seek input from them on their perspectives.
- Evaluate progress on child assessments to determine whether boys were succeeding at a rate comparable to the girls. Make the adjustments necessary to address any gaps that may be identified.

For the male teachers and fathers:

- Post photographs of the fathers and important male role models for the children prominently on parent boards and in the lobby.
- Display posters that promote the value of male involvement such as the NAEYC brochure-posters, *Involving Men in the Lives of Children* (out of print) and *Careers for Men in Early Childhood Education*.
- Assess your program using the *Male Involvement Rating Scale* (Uba, n.d.) and address areas where improvements can be made. The Male Involvement Rating Scale is included as Attachment C.

For the male teachers:

For those programs lucky enough to have men already on staff, perhaps the simplest place to begin an initiative to increase their participation begins here.

- Post the bios for the teachers prominently so that everyone can see that our male teachers are highly qualified.
- Appoint male teachers to assignments in community activities, task forces, etc related to early care and education.
- Pay for the membership in a professional association for staff, including male staff.
- Assess the Employee Handbook for signs of gender bias and make the appropriate corrections.

For potential male teachers (recruitment):

While the recruitment, retention and development of male teachers will be discussed a bit more later on in this paper, a quick look at some suggestions for their recruitment follows:

- Post employment opportunities in places likely to attract the attention of candidates from related fields such as health, physical education, psychology, recreation, sociology, and youth and family services.
- Whether using human resource search sites or postings on local college campus bulletin boards, include welcoming language such as “men highly encouraged to apply”.
- For those programs with multiple centers, tour candidates through a center with men teachers already present in order to demonstrate your agency’s commitment to men as teachers.
- Make sure to formally introduce new male hires to existing men on staff.
- Let local college professors know if you have experienced men teachers on staff. Let these professors know that your male teachers are available to speak to classes on their

experiences as men in early care and education. Men, it's up to you to make every effort to be available when such opportunities arise.

For Directors, College Instructors, and Professional Associations:

Directors and instructors are among the first formal gatekeepers that a man encounters on his journey to a career in the early care and education profession. As such, it is critical that these leaders in our field have an understanding of the challenges related to the absence of men in the early care and education environment. For these leaders in particular, there are a number of ways to help.

- Consider quality through the lens, not only of educational background and experience, but also through the perspective of diversity and equity. Consider not only your program's educational goals for children, but the social-emotional and social justice goals as well.
- Directors and instructors, through communication and collaboration can bring expert male educators to the college classroom as guest presenters. This is a particularly valuable strategy when there are male students or when there are few male instructors. An important consideration is that introductory child development and ECE courses often have male students that are taking the course for related majors outside of ECE. A meaningful connection with an experienced male teacher might be enough to interest these students in consider a career in early care and education.
- College instructors, by going into the community and meeting directors and family child care providers, benefit by the opportunities to connect with the very delivery system for which they are preparing their students. During such visits, make it a point to identify male teachers that demonstrate leadership skills and expertise. Extend to these men an invitation to present to your classroom. College instructors and trainers must also reflect upon the possibility that the curriculum, materials/texts, and instructional approach itself may be gendered – and they must take proactive measures to address such biases.

- For communities where directors get together regularly and in colleges where student associations or campus clubs exist for ECE students – explore the possibilities of developing cohort or affinity groups for male teachers and students. Make sure that these groups have opportunities to do meaningful work and to make contributions to the practice of the community.

Professional associations also frequently act as gatekeepers. A professional association that is welcoming and inviting to men puts itself in a position to develop men into widely recognized leadership roles in their community.

- Assess the leadership culture of your local professional association. Is it inviting to men?
- Create a committee that is dedicated to representing the needs and interests of men in early care and education.
- Consider whether or not your association has roles and responsibilities that might be inviting to men, including men that might be in the early stages of their leadership development trajectory. For example, an assignment to development a web page, online social network presence, or position statement might be more inviting to many men (and women) than the more traditional roles and responsibilities.

* * * *

Father Involvement – A movement begins:

Men don't want a workshop. They don't want a support group...

Marcello Bermeo, 2011, NAEYC Annual Conference, Orlando, FL

First on my radar, was the Role of Men Academy, conceived in 1995 by the City of Long Beach's Health and Human Services Department, the State of California Department of Health

Services and the John S and James L Knight Foundation. By the turn of the Millennium, many of the Men In Child Care leadership had begun turning their attention to father involvement. Realizing that there had been little progress in the number of men entering the ECE profession, these leaders worked to promote positive male role models for young children through engaging fathers and male family members and friends.

Articles began appearing in the professional journals such as Capuozzo et al, 2010, *Boot Camp for New Dads* in the journal of the National Association for the Education of Young Children, *YC: Young Children*. *Early Childhood Exchange* blazed the way beginning in 2000 with Bruce Cunningham's *The Good Business of Being Father-Friendly*; 2004's *Out of Sight But Not Out of Mind: the Harmful Absence of Men*, and James Levine's *Creating a Father Friendly Environment*; and Jerry Parr's 2008 article *It Takes Many Things to be a Father*.

At conferences such as the National Association for the Education of Young Children and the California Head Start Association annual conferences, workshop presentations appeared featuring father involvement. The University of Southern California Head Start under the leadership of Ray Hernandez hosted a series of male involvement cluster meetings.

Training and Research Foundation Head Start began celebrating male involvement on a larger scale – hosting workshops, events, and in late 2012, the Los Angeles County Male Engagement Collaborative.

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Teachable moments:

I was once an assistant teacher at a school district preschool. Although I was, by that point, a veteran with almost 20 years experience working with children, it was my first experience in a program that required parent participation. During my first weeks in the classroom, parent participation was incredible. I remarked to the lead teacher how impressed I was by the level of

parent participation. She chuckled and revealed that they were simply checking out *the man teacher* that had been hired to make sure he was okay.

There were days when I wasn't the only man in the classroom. One of the parents that participated on a regular basis was a mountain of a man. He was the father of one of the "princessy" girls. When he volunteered, he understood that at some point, he would be required to sit on a tiny chair in the dramatic play area with his daughter. Those were some of the most powerful teachable moments in the classroom. Boys, girls, teachers and parents could see this man, this father, engaged in nurturing play with his daughter. Girls received a message of how they should expect a man to treat them. Boys got a message about what it meant to be a man. And we teachers - we got the message that fathers care, that they participate, and that they matter.

Sometimes our messages to parents provide us with an opportunity to re-connect with what childhood truly means - and we become the beneficiary of the teachable moment. Following is a story a parent and friend shared with me:

"Sunday afternoon the kids were running around outside... Nico, Nathan, and our 9-year-old neighbor. They were playing "ninja" and my neighbor figured out how to jump from his yard over to ours. Once he made it over, I saw Nathan try to attempt to do it too. He kept looking to see if I was looking. I was looking but without him knowing. They kept trying. I saw my neighbor doing it again to demonstrate his footing to Nathan. After much trying, Nathan finally got over. Mind you I was dying as I watched. Trying so hard not to run over and stop his exploration. It was an awesome sight to see. My first instincts are to keep him from getting hurt but at the same time I don't want to be that over-bearing mother. I want him to genuinely play... use sticks as guns and swords... to use his imagination" (Judy Laureano, 2013, in an e-mail to the author).

* * * *

Moments to learn by – Words from colleagues...

I would agree male involvement in the ECE field is imperative to the success of all children, especially children lacking a positive male role model in their own lives. A positive male role model is beneficial to both boys and girls; however, a positive male role model in the life of a young boy is extremely valuable.

In the elementary school where I teach there are also only five male teachers. When I read Gregory's post I thought specifically about a boy in the school where I teach. I taught him in kindergarten - he was quiet and withdrawn and slow to pick up material academically. The next year he remained in kindergarten and had a different teacher. He became a completely different child, speaking out negatively, hitting other children, and throwing chairs. In first grade his behavior was even worse. There were many people outside the school that came in to work with him, but his behavior and academics were not improving.

Currently he is in second grade; his second grade teacher is an African American male. His behavior and academics have dramatically increased. I see him in the hallway and he lights up. He also has a male mentor that comes in twice a week to see him. These positive male role models have made a great impact in his life.

Alicia Youngs, 2013. Walden University

I was walking my 16 preschoolers down the hallway yesterday and one of the female custodians says, "I just love watching you with your class." (Sometimes it's the little things that can be an inspiration)

James Beasely, posted January 8, 2013 on Men In Child Care Facebook Group

In the 1980s, I worked in Resource and Referral. As part of my responsibilities, I worked a phone line where parents were counseled on how to search for child care, cost of care, and given names of licensed child care providers in their desired location... One time when I was giving names of Family Child Care providers to a parent, I came upon the name of a male provider... well-respected in his community. I started to give his information and she stopped me by saying she did not want her child cared for by a man. We then moved on. I looked at this in an interesting way. It was fine to accept the information from a male, but not the actual caregiving.

Stuart Cleinman, 2013, in an e-mail message

(UCLA red-shirt freshman) Sam Tai, who's the oldest of four kids in a close-knit Tongan family, has 15 aunts and uncles. "I've been taking care of babies, like my cousins, for quite awhile," the football player said. "And there's a nine-year difference between my younger brother and me so I used to change his diapers. I'm not intimidated at all by babies."

He has a few more diapers to change, bottles to warm, and infants to feed and rock to sleep at UCLA's Krieger Child Care Center where he takes care of the youngest infants and toddlers as a student worker.

Cynthia Lee, as reported July 26, 2012 in UCLA Today

When I first enter(ed) this field... (and) I talked about my major (child development and family study) not all people (could) understand why I chose child development as my major as a male. It really bothered me at first.

One time, I volunteered in a BCAEYC conference about 3 years ago... that was my first time... see(ing) all the professional people who are working in this field. As a volunteer and the only male in that workshop (about 50 people) I felt uncomfortable. I even thought about running away from that workshop... you... as a male model made me feel confident and comfortable.

...Modeling is not only in (the) children's life, (it is) also in the teaching process... Male learners like me, we need models as well... we are confused about ourselves based on others' judgment. We need to see other male teachers in this field (who have been) working many years. In this case... male learners will find a balance on how to treat gender roles.

Haochen (Carl) Ren, 2013, in an e-mail message

* * * *

Qualify versus Quality...

How similar those words appear. And yet... you've all seen it... the classroom where the assistant teacher is the heart and soul of the program or where the high school student volunteering in the classroom is *the* model of quality interaction and engagement. Men often enter the ECE profession through non-traditional avenues. They may begin their careers as teacher aides, maintenance workers, kitchen/nutrition staff or housekeeping staff. They may arrive with sociology, physical education, and other tangentially related degrees. They frequently hold the lower-status positions on staff, receive fewer opportunities to engage in professional leadership development, and may be actively, if not intentionally discriminated against. Wardle, 2008, cites a survey "*by Tom Masters of 200 directors in Ohio (that suggested) biases toward women staff and against male staff are held by many program directors.*"

In this universe, there can be little wonder why men may lack the experiences that qualify them as skilled professionals. As the drive for accountability, led by such iconic initiatives as Head Start, demand ways to quantify quality – there remain subjective indicators of quality that go unmeasured and un-measurable. How can we quantify the headlong rush of children towards the male teacher or the father? How can we quantify the sensations of competence and achievement that coincide with the risk of climbing the slide, jumping from the structure, or the digging of monumental holes in sand and mud?

Borrowing from Marcy Whitebook's observations regarding the diversity of family child care, "... to intentionally maintain and expand this workforce diversity... (requires) investing in a range of appropriate supports that will truly allow people from a wide spectrum of cultural, educational and financial backgrounds to access professional development... On the other hand, family child care providers (as well as center-based teachers) are virtually all women, and are roughly in the same age group. Both of these issues speak to potential problems facing the early care and education field" (Whitebook, et al, 2006).

It is becoming increasingly clear that traditional methods of assessing qualifications in a profession dominated by women may serve to limit the avenues of both access and success for men.

Professional Development of Men on Staff:

Besides the assessment of qualifications, it is necessary to discuss the avenues of access to the ECE profession chosen by men. In the article, *Alternative Training Programs Better at Attracting Male and Minority Trainees*, by Jennifer Cohen, 2012, the author writes, "alternative teacher training programs are much better at attracting male prospective teachers than traditional programs."

Cohen goes on to suggest that "male and minority students are more likely to respond to and make connections with teachers that come from similar backgrounds as they do, improving their academic performance and motivation."

England and Scotland employ "men-only childcare orientation programmes" (Peeters, 2007). Edinburgh's Men In Childcare project has seen 1,200 students attend their men in Childcare courses (Men in Childcare, n.d.). Male child care workers in Norway enjoy their own professional association, and in New Zealand, a "Men in Early Child Care and Teaching Summit was held, and a national network for male teachers is being set up" (Peeters, 2007).

Program directors seeking to recruit, retain, develop, and support male teachers may wish to seriously consider non-traditional educational and professional development backgrounds in their

hiring and professional development goal setting decisions as well as gender-specific models of support for the men that they hire.

However, there is no consensus in the field regarding the appropriateness of gender-specific professional development activities. Stuart Cleinman and Alan Guttman warn against actions that imply that expectations for skill sets for men might somehow be segregated from those held for early educators in general.

Alan Guttman shares these profound cautionary words: *“While... the focus (of this conversation) is on men in ECE, I think (we) do not want to take our eye off the ball of ECE as a profession for men and women...”* In the following golf analogy, Guttman explains, *“Just because one section of the surface of the green seems to look like the ball will break a certain way - because the **whole** green is tilted severely down - the ball may not (necessarily) go in the direction of that break. In other words, because the ECE professionally is overall, **unprivileged** - even if it looks like the profession ‘breaks a little bit better for women’ - because of the overall downward tilt of the profession, the women in ECE are not more privileged than the men - it just seems to us men ‘to break that way’”*. Nevertheless, there are affirmative actions that we can take as leaders in the profession.

In order to insure that male staff members are provided with opportunities to develop as ECE professionals, I would assign the male teachers on staff to participate in professional leadership activities, local ECE task forces and coalitions, etc. I would reimburse them (as possible) for their registration to local professional development conferences and ECE coursework. Even if the male staff member was an assistant or non-teaching staff, I would consider efforts to actively promote their continued development.

In Europe, a more multi-disciplinary approach to early education expands the nature of services and tasks, providing non-traditional access for men to the profession (Peeters, 2007). Identifying prospective ECE teachers in the Sociology, Psychology, and Physical Education departments of your local college may provide encouraging recruitment results.

A well coordinated and broadly supported gender-based affirmative action would be a reasonable course of action given the alarmingly small number of men in the profession.

* * * *

Father/Child-Friendly Learning Environments:

... I wish I had a father who was around and involved.

President Barack Obama in his speech in Chicago, February 15, 2013

Early childhood carers and teachers can no longer ignore the masculinity of doing things. As men have other ways than women, it will be necessary to discuss routines, rituals, regulations and so on within early childhood services. - Jan Peeters, 2007

One of the best things in the world to be is a boy; it requires no experience, but needs some practice to be a good one. - Charles Dudley Warner (www.allgreatquotes.com)

It is crucial at this point to recognize that men are fully capable of implementing developmentally appropriate practice. It might be inferred from Jenson, 1996, that countries in which play, particularly outdoor play, and “*child autonomy and self-determination*” are valued, men are more successfully integrated. Certainly, Western child development philosophy professes just such values – although increasingly more so in theory than in practice.

A program can implement a variety of strategies that serve to promote and emphasize the value of male engagement. Crucial to this conversation is the finding in a Minnesota survey of parents and ECE professionals that among the barriers to father involvement in their child’s program, it was “*the lack of male staff to whom fathers can relate*” that was ranked among the top three barriers (Nelson, 2011).

The idea of “*relating*” is significant here. Men are often quite good at relating to children and childhood. Bermeo, 2013, suggests using this as a point of invitation. He recommends asking fathers to reflect upon positive memories that they have with their own father or male role model that they might “*like to relive*” with their own child as an icebreaker activity. How well your program relates to men will influence the degree to which they participate. A few ideas for activities, classroom books and the learning environment are presented below.

Activities:

- Side-by-side drawing: This activity is a proven popular activity for children and their fathers. Instruct fathers to sit beside their child at a table. The fathers, if right handed, are to sit to their child’s right, if left-handed, to their child’s left. Provide each father/child pair with a sketchbook and markers/crayons. The sketch book is to then be opened between them. Invite the fathers to draw a picture of an activity that they enjoyed doing with their fathers/male role model during their childhood. Invite the children to draw a picture of an activity that they enjoy doing with their father. Instruct the fathers to draw their picture using their non-dominant hand. Encourage the children to use whichever hand or hands they wish. At the end of the drawing period of the activity, invite the fathers to talk about their drawing and ask the children to talk about their drawing. Ask the fathers how it felt to draw with their non-dominant hand. Remind them that those same feelings of challenge are felt by their children as they learn to master their own fine motor skills. This activity will be especially meaningful to parents with a child with special fine motor needs. Accommodations to this activity will depend upon the degree and nature of the fine motor disability, but strategies such as providing markers instead of crayons (markers require less pressure), providing an easel instead of a sketchbook to allow for greater range of motor skills, etc. If the special needs included vision loss, I might substitute finger-paints to that the child could access a different sensory experience to participate in the activity.

- **Construction:** Encourage the fathers to build with their children using any number of materials. Recyclables, hollow and unit blocks, wood scraps and wet sand are all readily available at most early learning programs. The use of heavy lifting, such as in lifting buckets of sand or water, rolling tree stumps, etc provides sensory experiences that may be particularly valuable to children with sensory integration issues.

- **Neighborhood walk:** Take the fathers and their children on a neighborhood walk. Provide all the children and fathers/male role models with a brown paper lunch bag. Invite them to collect objects that are interesting to them along the way. It may be wise to also provide them with gloves such as those worn by teachers during diapering. Upon return to the classroom, have the fathers and children paste their collected objects on a large piece of butcher paper. Hang the project in a public space such as the Center Lobby/Office. For a child with a physical special need, I might include a stroller for ambulation needs, a large brown paper bag to place objects in instead of a lunch-sized bag. If, for example, the child requires a stroller to go on the walk, assess ways for her or him to participate in collecting objects. Perhaps she or he could use a battery powered portable vacuum to suck up items. Perhaps she or he could be assigned the role of photographer to document the walk, with a camera mounted on the stroller.

With each of these projects invite the fathers to reflect upon how they felt spending this time in such physical closeness with their child.

Recommended Readings: The following list of recommended readings is courtesy of a father involvement project of the Long Beach Community Action Partnership from a chapter by Gregory Uba (2010) with some additional titles suggested by colleagues:

The following lists are not intended to represent a comprehensive selection of appropriate books for children, but will hopefully serve as a starting point for building your program library.

Some of the best loved books for Fathers to read to children that feature Dads/Father

Figures (alphabetical order by author):

- The Night Worker, Kate Banks
- My Dad, Anthony Browne
- Voices in the Park, Anthony Browne
- Fred Stays with Me, Nancy Coffelt and Tricia Tusa
- Ted, Tony DiTerlizzi
- Horton Hatches the Egg, Dr Seuss
- Armando and the Blue Tarp School, Edith Hope Fine, Judith Pinkerton Josephson
- Tough Boris, Mem Fox
- Daddy Make the Best Spaghetti, Anna Grossnickle Hines
- Daddy Hugs, Karen Katz
- Dad and Me in the Morning, Patricia Lakin and Robert G. Steele
- The Ten Best Things About My Dad, Christine Loomis
- How I Became a Pirate, Melinda Long and David Shannon
- Just Me and My Dad, Mercer Mayer
- I Like it When.../Me gusta cuando..., Mary Murphy
- Enemy Pie/Pastel para enemigos, Derek Munson and Tara Calahan King
- And Tango Makes Three, Justin Richardson and Peter Parnell
- We're Going On a Bear Hunt, Michael Rosen and Helen Oxenbury
- Kevin and His Dad, Irene Smalls
- Night Shift Daddy, Eileen Spinelli and Melissa Iwai
- Knuffle Bunny, Mo Willems * *The verdict is still out on this book which features a loving but rather inept father.*

Some of the books Dads love to read to young children that don't feature Dads, but are still way fun!

- Go Away Big Green Monster, Ed Emberley
- Not a Box, Antoinette Portis
- Not a Stick, Antoinette Portis
- What Do Wheels Do All Day?, April Jones Prince and Giles Laroche
- Where the Wild Things Are, Maurice Sendak
- David Goes to School, David Shannon
- David Gets In Trouble, David Shannon
- No David, David Shannon

Learning Environments: I recommend that programs examine gender biases in the learning environment. Such possible gender biases might include:

- The amount of classroom space allocated for boy-friendly activities such as block play, sensory play, manipulatives, math and science.
- The amount and type of resources allocated for boy-friendly activities.
- The amount of time allocated for outdoor and active play.
- The classroom rules as they govern risk, noise, touch, rough and tumble play and activity.
- The daily schedule as it relates to invitation to fathers to participate.
- Policies as they might relate to touch, supervision, diapering, etc.
- The presence or absence of such traditionally male activities as woodworking.
- The presence or absence of heavy touch sensory activities such as wrestling, lifting and carrying large and/or heavy objects, etc.

* * * *

America's next great crises:

American pop culture keeps producing endless variations on the omega male... this often-underemployed, romantically challenged loser can show up as a perpetual adolescent, or a charmless misanthrope, or a happy couch potato. He can be sweet, bitter, nostalgic or cynical, but he cannot figure out how to be a man. - Hannah Rosin, 2010

America, from the perspective of early educators faces two critical crises. The first, well documented, is the disappearance of childhood as it once existed. Increasingly academic expectations at ever earlier ages, increasing exposure to media and technology, over-structured and micromanaged lives, a growing disconnection from nature, the outdoors and risk, and the representation and expression of early childhood in increasingly more mature ways are frequent topics of conversation in early education circles.

The result of this disappearance of childhood in many ways impacts boys in particular. The tasks of early childhood play are important precursors to school readiness. Expectations that are built around girls, who are at a young age, more adept at fine motor and social-emotional skills – leads to school readiness expectations that penalize boys more than in days when kindergarten was the time for the initial socialization into school culture.

Data supports just such a disconnect. In a study by the Cradle to Career Working Group, et al, 2013, it was found that boys were identified (by their kindergarten teachers) as significantly less physically prepared for school. Boys were also rated less ready in communication skills and general knowledge, social skills, and emotional readiness for kindergarten. In other words, these kindergarten boys were rated less ready for school in every category surveyed.

The second crisis, for the most part absent from the conversation of early education experts, is the destruction of the American male. As the feminist movement has rightfully expanded the roles, power, expectations, attainment, and meaning of girls and women – there has been precious little corresponding expansion of what it means to be male. Sandy Hingston tells us, “gender

identity... is developed oppositionally. If boys see girls acting in a certain way – working hard and excelling in school – they define masculinity in opposite terms: A real man doesn't work hard at school or get good grades” (Hilliker, 2013). We have clearly seen the manifestation of this, as boys outnumber girls in suspension, expulsion, and identification for special needs. An asset-based perspective to the growing economic and educational achievement of women might, however, suggest a growing oppositional identity for men – to embrace increasingly nurturing roles – jobs by the way which are on the list of growing professions. Sadly, the next generation lives on the cusp, one in which the role of women gains increasing power while the expectations for boys and men continues to abide by traditional standards and values. Rosin, 2010, states, “The range of acceptable masculine roles has changed comparatively little, and has perhaps even narrowed as men have shied away from some careers women have entered... (with men) lag(ging) further behind.”

Much as in our conversations that encourage an investment in quality early education on economic terms such as the Abecedarian and Perry Preschool Project and as expounded by the Heckman Equation, we would also do well to consider the long-term benefits of male caregiving. Fine-Davis, et al, (2005), suggest, *“It is very likely that this (the presence of men caregivers) will have positive effects down the road when these children are workers and parents and they are trying to achieve work-life balance. It is hoped that this kind of experience on the part of children will in the long-term contribute to more sharing of domestic and child care by men and women in adult life.”*

In this new world, examples of the challenges faced by young men might be found in the neighbor whose tone of voice betrays his disappointment when his son changes his career goals from technology to nursing, or the father who never quite understands the chosen profession of his son, the preschool teacher. Perhaps it expresses itself in the failed relationship between a former college room mate and that wonderful, kind, understanding and generous person that he married – whose understanding never quite included an appreciation for the near-minimum wages that accompanied his college degree and toddler classroom assignment. And thus we find today that

despite their efforts, nursing and teaching schools and early education departments continue to struggle to recruit male students.

Early educators have a precious opportunity to participate positively and meaningfully in the genesis of this societal revolution in gender roles. By providing ample opportunities for children to view men – whether fathers or teachers – in nurturing, caring roles, we can begin to prepare the next generation of children for a future in which gender roles are at a minimum increasingly fluid. We must do so, recognizing that we are already late to act, as a generation of boys flounders in American’s schools and the new economic reality.

* * * *

Communities of Practice:

Thanks for creating this group... Because we are few and far between, men, and those people who support us, will benefit from the collective wisdom of this group, many of whom I consider my greatest allies. - Brian Silveira, 2011 (Facebook entry to the Men in Child Care Group, July 1, 2011)

Communities of practice are, in part, defined as groups where membership is without hierarchy. Members come from all different backgrounds and job experiences, uniting because of a shared interest, practices, and yearning to continue professional development.

Caroline Statler (posted to a Walden University discussion group, 2013)

It is imperative to note that what we are proposing is more than assessing the knowledge, skills and disposition needed of a teacher – but to consider as well the complex nature of male involvement and engagement and its value to the lives of young children. We are proposing advocacy, action and involvement. Jan Peeters, 2007, states, “*All relevant organisations and institutions have to be involved in the actions: to change the gender balance... initiatives at all levels*

are important: on the policy level, media campaigns, and actions towards employers, employment organisations, training institutions, parents and female workers.”

Communities of practice are those places, whether brick and mortar or electronic, classroom based or social media, formal or informal, local or global, where one expends effort to network, dialogue, plan, and implement one’s vision for the world. Wenger, 2006, describes communities of practice this way: *“Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor... (they) share a concern or a passion for something they do and learn how to do it better as they interact regularly.”*

For advocates of male engagement, communities of practice are not easily found; nor are they created equal. Some of the first efforts at social media for men in early education can be traced back to 1999 to a group of men attending the Annual Conference of the National Association for the Education of Young Children. The initial 15 members of that original *“list serve”* had grown to 61 by 2002 (Cesarone and Sheppard, 2002). But it was the advent of social media, circa 2003 with MySpace, that presented opportunities for men to find other men and allies with whom to dialogue on a large scale. Despite concerns that social media might portray ECE professionals in a less-than-professional light, two AEYC Affiliates (Beach Cities in California and Anchorage AEYC in Alaska) rolled out MySpace sites and by February 2007, Beach Cities AEYC was blogging about male involvement. By 2006, the California Association for the Education of Young Children Men In Child Care Committee was gaining traction and had established a loose network of men in ECE across the state; and by June of 2011, a dozen years after NAEYC’s first *listserv* project, Men In Child Care had a Facebook group that was connecting advocates for men from around the world.

I would like to take this opportunity to recommend a number of communities of practice that I believe set themselves apart from the rest in terms of advocacy and anti-bias work. In addition, each of the communities of practice that I describe below has demonstrated a willingness to exist in a sphere beyond that which is self-serving - to participate at their own expense in a larger vision of

male engagement. Winton and Ferris, 2008, ask the question this way: “*Are members of the community internally motivated?*”

Some of these groups have been in existence for decades, while others are new. Some have a broad range of goals while others are more specific in nature. I have selected the groups with an eye to diversity as well, including both formal communities and social media communities. The following are presented (in alphabetical order) because I am personally familiar with each of these communities of practice and can say that they meet my expectations for a commitment to inclusiveness, innovation, and advocacy. Because of my involvement, I have already immersed myself in their mission, their culture, their communication style, their leadership style and their team style.

1. Early Education Action League (EEAL): When BCAEYC began challenging the direction of the more formal ECE associations around 2009, a small group of us began a conversation about starting up a “rogue” association. When response from ECE colleagues to an Open Letter to NAEYC (stating opposition to the new Position Statement on Technology and Young Children) was overwhelmingly positive, it became clear that it was necessary to establish a voice that would not be restricted by an affiliate role and the associated bound allegiance. Formed as a way to support open, honest and provocative conversations – unfettered by more formal and institutional associations, EEAL is in its formative stages. Its community of practice, though small, hints at becoming one of the ECE profession’s more progressive elements. EEAL has a Facebook Page at:

<https://www.facebook.com/search/results.php?q=EEAL&init=quick&tas=0.9120959629910282#!/EarlyEducationActionLeague> . Or check out the blog at: <http://eealeague.blogspot.com>

2. Los Angeles County Male Engagement Collaborative is a nascent community of practice which mission is to promote and support male involvement and engagement in the lives of young children throughout the county. This group invites diversity in order to establish a community of practice that includes Head Start, State Preschool, Office of Education, family services, parents, CAEYC, a museum, father involvement agencies, child care resource and referral, etc. This group is

something that has developed during my studies at Walden, and I would like to include it in my Capstone Project. To see our blog: <http://maleengagementcollaborative.wordpress.com>

3. Men In Child Care became a committee within the California Association for the Education of Young Children (CAEYC) about a decade ago. Today, the chair of CAEYC's Men In Child Care Committee is Michael Fritzen. Michael works at the Skirball Museum. The work of the committee included the creation of a Men In Child Care Facebook Group in June of 2011. Today, there are 173 members from around the world, including some very active members from Australia and New Zealand. This is perhaps the social media group with the most vigorous dialogue on male involvement on the internet. <https://www.facebook.com/#!/groups/195109553871100/>

4. MenTeach is the source of the most extensive information on men as teachers. The brainchild of Bryan Nelson, this online community of practice includes men and women advocating for men in education through the sharing of research, ideas, resources and information. Like the Men In Child Care Facebook Group, MenTeach is a bit of a hybrid. While most of the community of practice exists in the e-world, members of the group seek out one another at conferences and other professional networking opportunities. MenTeach can be found online at www.menteach.org.

Certainly there are other communities of practice worthy of exploration. Each of the following, with which I have at least a passing familiarity, merit consideration:

1. Golden Sierra Life Skills Male Involvement Program:

<http://www.goldenlifskills.com/MaleInvolvement/tabid/2>

<http://www.childrensstitute.org/ourwork/programsandservices/projectfatherhood/2437/Default.aspx>

2. The Bay area Male Involvement Network: <http://www.bamin.org/about-us/>

3. The Fathers and Families Coalition: <http://fathersandfamiliescoalition.org>

4. The National Latino Fatherhood and Family Institute: http://webapp1.dlib.indiana.edu/cgi-bin/virtcdlib/index.cgi/4928839/FID1/latino_institute.html%3B1

5. Children's Institute Inc.'s Project Fatherhood:

<http://www.childrensinstitute.org/ourwork/programsandservices/projectfatherhood/>

Some of the most impressive work on men in early care and education is taking place outside the United States.

1. Men In Childcare in Europe, (<http://www.meninchildcare.co.uk/>),
2. Men Care: a Global Fatherhood Campaign (<http://www.men-care.org>),
3. Men In Early Education initiative of the World Forum Foundation

(<http://worldforumfoundation.org/wf/wp/initiatives/men-in-ece/>).

Join one or more of the communities of practice mentioned above. Or find a community of practice where you work, live, or teach. Participate actively in efforts that support and promote the recruitment, retention and development of male engagement and involvement in the lives of young children. Contribute to the conversation whenever opportunities arise at parenting education activities, parent meetings, professional meetings, college courses, or while on your social networks.

There is one group of stakeholders regularly left off the list when community of practice is discussed. These stakeholders, of course, are the children. When considering communities of practice, the needs, wants and interests of children merit respectful consideration. What impact might there be for children in our community of practice of men? Fine-Davis, et al, 2005, in an evaluation that included the input and opinions of children students in a pilot project, concluded, *"It was obvious that the male childcare workers were having a positive psychological effect on all the children, but especially on the more vulnerable ones."*

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Unintended Consequences: Roosters in the hen house?

There are almost always unintended consequences to social initiatives. As a part of the consideration of any initiative that threatens the status quo, it is important to include the voices of those that have an existing stake in the profession. I realized that women may resent an increase in the number of and influence of men in a profession that has long been their domain. An increase in the number of men, in combination with the possibility that these men by choice or culture are driven into management positions will likely provoke in people a concern about returning to the sexist power relationships of more traditional business models. Richard Harty, n.d. provides insight when he quotes a participant from a 2007 roundtable discussion in New Zealand who said, “But if we increase the number of men, that will mean less jobs for women” (Harty, n.d.). Deborah Jones, in 2006, observes that while the number of men in United Kingdom (UK) primary grades are underrepresented overall – they are relatively overrepresented among “headteachers” (Jones, 2006). Jones calculates that “the chance of a male primary teacher becoming a headteacher is one in four, and that for women is 1 in 13.” Jones goes on to suggest, rather provocatively, that “the notion of ‘any man is better than no man at all’ inhabits much of the public discourse” (Jones, 2006). Jones, 2006, uses the words “positive discrimination” rather than affirmative action – implying that perhaps the affirmative recruitment of men into a primarily female profession constitutes a discriminatory practice. Jones does not stop there, suggesting that *“the need form male role models... (including) increase(ing) the number of men in primary schools to ‘one in five by 2005 as a way of providing more positive male role models for the youngest children’... (might be a red herring)”* (Jones, 2006). Such disparaging observations certainly suggest the possibility that an increase in the number of men in early care and education may result in some push back from women.

The first unintended consequence is that male early care and education students taking courses that support their recruitment and development and the early care and education delivery

system in which many of them will ultimately seek jobs may be poorly aligned. In other words, students, and male students in particular would have attitudes and expectations that might not be reflected in the programs at which they sought jobs. What will happen when these students discover that programs have gendered official policies that might include forbidding men to change diapers and forbidding men from being left alone to supervise children along with unspoken rules that promote men out of the classroom or relegate them to after school programs, assistant positions and primary grade classrooms.

This lack of articulation could easily be a source of frustration and stress to the larger ECE community.

A second unintended consequence is the potential increase in cost of ECE services to funders and/or families. Supposing that my assertion that men are willing to do the work of early care and education given the current wage structure is incorrect, and that an increase in the number of men in ECE is accompanied by an associated increase in wages for the profession as a whole – there are a number of unintended consequences.

The cost of providing quality care may increase. This means that programs will have to identify ways in which to offset this increase. Increases to tuition for private-pay programs may make quality inaccessible to some families. Increases to parent fees may make quality inaccessible to families in subsidized programs. Increased reimbursement rates that fund higher salaries may result in reductions in children and families served.

The quality of early care and education may decrease. If higher salaries and tuition/parent fee cost containment measures are taken, then the most likely consequence to increased teacher salaries would be a reduction in quality through poorer adult-child ratios, lowered teacher qualifications, or consolidations that reduce allocations to staff development, educational material purchases, facilities maintenance or other critical aspects of quality.

A third unintended consequence is a rather stereotypical and messy social consideration. Nevertheless, there is a distinct albeit unintended consequence that a significant increase in the

number of men in early care and education may result in a number of social and perhaps even ethical stressors.

Women may resent an increase in the number of and influence of men in a profession that has long been theirs. An increase in the number of men, in combination with the possibility that these men by choice or culture are driven into management positions will likely provoke in some people a concern about returning to the sexist power relationships of times past and more traditional business models.

A troubling unintended consequence, and one I was unable to find in any research, is that of the interpersonal dynamics related to the workforce. As more men find their way into the ECE workforce, there will be increased opportunities for workplace romance issues addressed in more equally-gendered business communities. As a man who spent many years in the classroom, I can also state that there will be times in which a man teacher and the parent of a child will find themselves in a personal relationship. This likelihood is exacerbated by the reality that a parent of a student may view the male teacher as possessing qualities that are rare among men – the nurturing, engaging characteristics that make him a good teacher may also make him attractive from a personal perspective. Deborah Jones, 2007 identifies, among others, the possibilities that include male teachers may be viewed “by female teachers, parents and children... (as) sex-object, flirt... friend, sensitive carer, father-figure, older brother, son... hero... (and) demon” (Jones, 2007).

New challenges and opportunities

Certainly the unintended consequences I have mentioned provoke a consideration of new challenges and opportunities. These can be viewed as follows:

- Professional – The early care and education profession must work on multiple fronts to address the unintended consequences mentioned above. We must address the needs of the college ECE professors for textbooks that depict men equitably in a full range of interactions with children. We must address the needs of colleges to have more men professors in their

ECE departments to serve as mentors to male ECE students. We must prepare the delivery system to accept men on equal terms, with equal responsibilities and expectations for ethical and professional conduct.

- Economic – The early care and education field must find new ways to work with political leaders, business leaders, community leaders and funders to guarantee that programs have sufficient fiscal resources to respond in the event that an influx of men into the field puts an upward pressure on the wage structure. A program that benefits men but harms families and children is not the intent of my project.
- Social/Ethical – Early care and education coursework and mentors working with ECE professionals must be prepared to spend a bit more energy on the social and ethical scenarios that may present themselves as a matter of teacher preparation and development.

Will the discussion of such unintended consequences prompt proactive preparation for the recruitment, retention and development of men in early care and education? Or will they present such a liability that such initiatives might be rejected as unnecessarily risky? There are many in the field, that despite wanting to advocate for men teachers, will nevertheless, perhaps subconsciously, place such doubts in the liability column of male candidates when hiring decisions are made.

While there are already many women in my communities of practice, we will need to consider whether we might need to engage more women, particularly those from college or administrative positions in order to get a better sense of their experiences with the unintended consequences, challenges and opportunities – and perhaps Deborah Jones and I might at last agree, Jones having said, “Women have a significant contribution to make at the levels of thinking and policy... in this way the debate on regendering the KS1 (key stage one) environment can be significantly furthered” (Jones, 2006).

* * * *

How shall we lead?

I must first confess that this question is a difficult one for me. The nurturing, feel-good, and new-age-ish sensibilities of many of the current readings on leadership don't sit well with me. Much of this has to do with the rather tumultuous relationship that I have had with leadership over my 30+ years working with children and families.

In my experience, leadership is complex. It exists within the multiple contexts of the individual's temperament, the individual's place in her or his career trajectory, the human resource setting in which a leadership opportunity arises, the condition of the agency/organization/entity, the temperaments and skills of other leaders, the culture of the leadership team, the culture of the organization, and the presence or absence of mentors.

What is leadership and are its characteristics? There is an abundance of information to be found here. And in many ways, the ECE profession exemplifies the very best in leadership. We have passion, commitment, and a shared vision. We build strong teams. Charismatic figures abound – inspiring us to advance and improve our practice. We demonstrably impact the lives of others. We are driven by leaders that appeal to our *“values, ethics, standards and long term goals”* (Northouse, 2010). Our work fulfills us. We are transformational. We are abuzz with buzz words! Why then do we struggle so? After reviewing a number of articles on leadership, the following seem to fit the conversation of leadership as it relates to *gaps* in ECE - areas where we have yet to grow as leaders. In other words, we need more leaders who are:

- *“adept at forming permanent partnerships with private, non-profit, faith-based, and community institutions”* (Scott, 2005). This is a trait that I find quite rare among leaders in early care and education, but also one that may serve to bring early care and education to the attention of men who may be members of different, but related organizations, including social work, recreation, mental health, and business entities. While we may infrequently be skillful at inviting these others to our table, we are frequently far less willing to enter into

their world. By investing in the larger community, we invest in expanded opportunities to introduce men with related interests to the rewards of engaging directly with young children.

- *(able to) “cite research findings...”* (Scott, 2005). This is a critical challenge for men in ECE. We must be able to demonstrate the value of men in ECE by appealing to something more substantial than intuition. It is the intent of the authors that this paper be used for the purpose of providing valuable information to other stakeholders.
- *(able to) “lead from behind”* (Mind Tools, Ltd., 2011). Some of the most important leaders in a group are not anointed with the title of leader. Instead, they nudge, massage, participate, engage, encourage from within the ranks. The most transformational leaders cannot succeed without these leaders from behind. Men, even those without the title of leader have the responsibility to lead.
- *possessing of attitude, of audacity, a bit of piss and vinegar, of nasty.* No, this isn't in any of the literature on leadership. But this may well be one of our profession's greatest deficits. Successful politicians, businesspeople, scientists, explorers and athletes possess it. It is that thing that goes beyond charisma, beyond leading people to the point of change. It is a willingness to embrace the uncomfortable... the unknown... to challenge the way it's always been and the way we've always done it.

To me, the literature on leadership fails to discuss the leader's responsibility for two important factors:

- *Mentor others.* I was once told that a great leader is always in the process of training her or his replacement. Imagine what this means. Great leaders are leading someone else into the knowledge, skills and disposition set to take their place! Men that are in leadership positions have a responsibility to mentor other men in ECE. Speak to the students in your local college's ECE courses. Take time with men teachers in your community. Participate in

social media, your local AEYC affiliate, professional development conferences – particularly in ways that will support other men in ECE.

- *Provide a safe space for dissenting perspectives.* Here's another I was once told story... I was once told that a great leader identifies the dissenting voice on their team and values that voice. Teams that lack a dissenting perspective may fail to see a challenge from a different perspective. The very existence of a dissenting voice means that the dozens, hundreds, thousands or millions of people (potential consumers, stakeholders, policymakers, investors, and community people) that view the world through that perspective have a representative in the organizations culture. Often times that voice of dissent, that different perspective, that different style of engagement with children belongs to men. Do the leaders in ECE in your community provide a safe place for that perspective? Do you, as an advocate for male involvement participate in insisting upon such a safe space?

We men must also take our cues from the culture of the ECE universe. Many of us learned our leadership values from coaches, scout leaders, the alpha males we grew up with. These leadership styles are ill-suited to the process-driven and consensus-driven culture of ECE. Learning to lead requires more than insisting to be heard. It demands of us an extensive understanding of history, of practice and of research.

Embarking upon a journey of leadership in a world in which one is a clear minority may feel difficult. Navigating conversations about the gendered nature of the profession will often be uncomfortable. But the qualities of leadership are varied and the opportunities to lead will be many. How one chooses to lead is an individual decision. But for nearly all of us, as advocates for men, that time will come. Whether it is in the classroom, the center, the organization... whether it is in the community, the campus or professional associations, or even within one's own family... opportunities will present themselves. Will you have little bit of attitude cultivated within you... that little bit of *nasty*? How ready will you be to respond to that moment?

A Short List of Recommendations:

I now have a male high school student who comes to my room 4 mornings a week. He interacts with my students and plays with the boys AND the girls. We have enjoyed him so much and he has brought a whole new perspective to all the children. He is not afraid to play with the dolls or color. It is awesome to see how the children get excited in the mornings when he comes in.

Lori Madsen, 2013

Remember Good Touch/Bad Touch – How can men in ECE have “Good Touch” or teach “Good Touch” – when there is a policy of NO TOUCH?!

Alan Guttman, 2013, in e-mailed correspondence

I believe that the implementation of some combination of the following recommendations will be necessary to increase male engagement and involvement.

- NAEYC establish a mandate for State AEYC Affiliates to create and support a Men In Early Education Committee or imbed such a role within their Diversity Committees.
- NAEYC establish a position statement on men in ECE and equal expectations for caregiving activities (touch, diapering, etc).
- Head Start establish an initiative to coordinate their male engagement efforts with other early care and education programs in the community.
- Community College ECE Departments establish an outreach program to recruit male instructors for their ECE Departments, and male students for their ECE programs.
- Private preschools and family child care networks establish partnerships to create study groups and mentoring opportunities for men.
- Federal and State Child and Community Development Funds such as State Preschool, Race to the Top, Promise Neighborhoods, Child Development Block Grants, etc. establish a

requirement for a male involvement component, and initiatives or action plans for male staff recruitment in programs serving young children in order to receive funding, grants or awards.

- Larger School Districts and County Offices of Education establish expectations that all schools increase the presence of men teachers/assistants in pre-kindergarten, kindergarten, and primary grades whether by redistribution of existing staff or hiring of additional men teachers or assistants.
- Governmental entities and foundations establish funding of research into the challenges experienced by and related to men in early care and education.
- Governmental and educational entities support initiatives specifically designed to recruit, retain, develop and support men as ECE professionals.
- Programs coordinate with local High Schools to identify boys that express and interest in working with young children. This can take the form of community service hours, internships, or mentoring and career counseling.

Initiatives that address the recruitment of male ECE students can and do work. In Denmark, *“a commitment and active recruiting campaign by colleges”* resulted in a 22% *“intake”* of male students in 1995 (Moss, 2000). *“In 1992, (for) the EU Council of Ministers,”* states Moss (2000), *“supporting increased participation by men in the care of children”* was a part of its Recommendation on Child Care. A report by the European Commission Network on Childcare, translated into nine languages of the European Union includes this *“target”* – that *“20% of staff in collective services should be men”* (Moss, 2000). In 1997, *“Japan’s Equal Employment Opportunity Law... encouraged the acceptance of males at vocational school. This in turn was accompanied by (somewhat) increased social acceptance of males in the profession”* (Howell, 2013). Recently, the German Ministry of Family Affairs in collaboration with the European Social Fund committed 13 million euros to a campaign – *“More Men in Early Childhood Education and Care”* that provides funds for *“conferences, information tours and mentoring”* and holds an ambitious long-term goal of 20%

men on staff at early education and care programs. Percentages in Flensburg, Kiel, Hamburg and Frankfurt are “around 10%” (ChildForum, 2012).

Rolfe, 2005, likewise recognizes the need for government and educational initiatives, stating, *“Initiatives to increase the employment of men in childcare have come largely from the work of campaigns and charitable organisations and from the work of local authorities.... (however) Research suggests that many employers do not see the achievement of a more diverse workforce as their responsibility but that of Government or careers education.”*

In the private sector, Bright Horizons provides us with a working model of advocacy. Their Men in Early Care & Education Advisory Group meets regularly by way of webinar and conference call to support the efforts of the company to recruit, retain, develop, and support men. This group has the support of both the company’s national management and its professional development leadership.

Absent such initiatives coordinated at School District, State and Federal level, communities will be left to continue to bravely address the absence of male involvement in the lives of young children in a haphazard manner. And while current poorly funded community-based efforts and community-generated initiatives are certainly laudable for their democratic principles and courage, it is irresponsible national policy to raise and educate our young children without a sustained and coordinated call for responsible and authentic male mentors and role models.

* * * *

Conclusions:

There's something special about what I'm doing...

Richard Patterson, *Expect Male Involvement*, 2009

We have to be willing to risk sharing our power...

Bonnie Neugebauer, *Expect Male Involvement*, 2009

Whether boys have changed or not, we are past the time to start trying some experiments... allowing generations of boys to grow up feeling rootless and obsolete is not a recipe for a peaceful future.

Hannah Rosin, 2010

We want to be able to say to young children, 'This is what the real world looks like,' Children are hungry for interaction with men. They love their mommies and female teachers and caregivers, but there's a different quality to the interaction they have with male caregivers. They, in fact, welcome it, want it and need it. - Gay Macdonald as quoted by Cynthia Lee, 2012

Clearly we have entered a new era in gender relationships as they relate to power, influence and achievement. As early educators, we have historically been on the vanguard of anti-bias and social justice issues. Today's challenge in social justice requires from us the courage to advocate for boys and men.

Of all America's institutions, none has a capacity to effect change as readily as education. And of all America's educational systems, none has more transformative power than early education. We, as men engaged in the lives of young children, are in a unique position of both privilege and responsibility.

Some institutions have begun to recognize and respond to the decline of men in school. According to Rosin, 2010, some *"elite private (colleges)... (have been) opening up a new frontier in*

affirmative action, with boys playing the role of the underprivileged applicants needing an extra boost... in order to maintain what they regard as an appropriate gender balance.” However, much like early experiments in racial affirmative action quotas, simple math calculations neglect to address the larger social contexts. Rosin, 2010, recognizes this, saying, *“Men have few natural support groups and little access to social welfare...”*

Surprisingly, while the ECE world and educational institutions continue to struggle with strategies that welcome men, it is corporate America that has responded to this evolving definition of what it means to be male. For anyone paying attention to the advertisements during Super Bowl XLVII, it was clear that at least Budweiser Beer and Ram Truck have been paying attention. On perhaps the most testosterone-fueled day of the year in America – two undeniably masculine products unveiled ads featuring men as – of all things - nurturers. Certainly, if companies selling beer and trucks have recognized through *the most expensive advertising seconds of the year*, the benefit of messaging men as nurturers – why have we as ECE professionals not demanded as much of ourselves? Why have we not demanded that we as a profession highlight, feature, proclaim the value of – men as caregivers?

Our work begins, with the images we present to children of the range of roles available to them – of men and women alike as caregivers, teachers, nurturers, and actively involved, engaged parents. It includes the vocabulary we use and yes, the rights we men demand - to touch, hold, comfort and care for children. In the world of parent engagement, there is a camp that I subscribe to. It is one in which we label male involvement activities as father involvement. While we include uncles, boyfriends, family friends and mentors in our invitation – we recognize that fathers need to be held accountable to their responsibilities.

There are certainly many opportunities available to us to promote and encourage participation by all men in the lives of children. In doing so, we cannot avoid addressing the highly gendered ECE profession. Stuart Cleinman offers this anecdote: *“Having said that ECE (opportunities, principles and expectations must apply equally to men and women), should males be*

considered for Affirmative Action or Diversity? ...I remember asking about this years ago - whether I would qualify in the center's Affirmative Action statistics - and (was) informed, 'No,' since (such statistics were) based on ethnicity.” Let us pause here to reflect that the percentage of men in ECE, widely considered to be somewhere between 2% and 5%, lies somewhere between US Census statistics for *American Indian/Alaskan Native* (0.9%) and *Some Other Race alone* (6.2%) – making men in ECE easily as rare, percentage-wise, as ethnic groups that are recognized minorities in American society (US Census figures, 2010).

An institutionally funded, policy-supported, and coordinated initiative that addresses father participation; the recruitment, retention, development, and support of male teachers; the biases inherent in early care and education philosophy, curriculum and practices; *and* the larger social contexts is required. Many programs commit energy and resources to one or another of these factors. However it is rare to find programs committed to the comprehensive nature of the measures needed to make meaningful and lasting change. The European Community has supported just such initiatives for 20 years. A collection of convened experts in 1993 *“agreed that measures to involve fathers more in the care of young children would have little effect if no male childcare workers were employed in day-care centres”* where they could not only *“serve as role models for young fathers.... Early childhood centres could play an important role as places where a new culture of childcare could be created: a culture in which there is also a place for men”* (Peeters, 2007).

It is undeniably necessary that women allies of men act as advocates for this change. As Katch and Katch, 2010, observed, children view adult knowledge as authority on matters of critical import to them – and knowing this, the absence of 50% of the adult population from our early learning environments must be considered a serious and unacceptable omission, indeed, perhaps even a betrayal of our responsibility.

Jeff Duncan-Andrade, in his keynote address to Harvard’s February 26, 2010, Harvard Alumni of Color Conference, said this: *“I don’t know a teacher in America that has ever been evaluated on their ability to raise hope and yet... what the research suggests is that the ability to*

raise hope is indeed perhaps the most profound precondition to being able to do all these other things we want kids to be able to do.”

So as many of us scramble to bubble in our DRDPs (those dozens of items to be observed and documented for every child twice a year), to assess our learning environments, to meet those standards for handwashing, teethbrushing, and the like – let us be mindful of our responsibility to raise hope in these children – hope for sustenance of body, character and spirit, for understanding, for human touch and concern, and for engagement.

Young children need, want, and deserve male engagement. And men need, want, and deserve the opportunity to participate in the healthy development of children. The time for action is long overdue. We can no longer afford to be content in simply airing our grievances. We must actively participate in the recruitment, retention, and development of men who will commit to being actively involved in the lives of young children.

men - men teach
- mentor
Act - AffirMative ActionN - Activism
gender discriMinATIOn in ECE 2.3%
When did U have ur 1st Man Teacher?
Fathers - MALE ENGAGEMENT

* * * *

After-Words:

“My training provider built a 6 pan, 8 urinal men's room just for me. Boy did I feel special! Great echo too.” - David Baxendell, Men In Child Care Facebook Group

In July of 2012, I asked the participants in the Men In Child Care Facebook Group for their thoughts on what people did right to make them feel welcome, valued and supported. Here is a sampling of their words:

Stuart Cleinman: *When I first began in the field as a teacher (in the 1970s), the staff was very welcoming. However, one situation will always stand out. There was a parent who had recently enrolled her child and had never seen me. (Her child had been attending for about a week). She came to pick up (her child) one day and was in 'shock' Not only was there a male (me), but one with hair in a ponytail (no longer) and a beard (still have). She informed the Director that she did not want her child to be cared for by a man. The response was that I was a member of the staff and the child would be cared for by any member of staff. It was very nice support.*

Jay Beasely: *I know this may sound a little off to some, but something I will cherish that the programs I have worked for did right is giving me a chance in the field. I entered the EC field with a BA in English and laughed when I first heard of the "birth through kindergarten program" which North Carolina implemented. If that first principal would have never hired me, I would have never had the opportunity to work in the preschool program as an assistant. I have since then worked two additional years as an assistant and then a child care center hired me as a Lead Teacher. Five years later, I am returning to the public schools as a clearly licensed preschool teacher.*

Peter Geetam Gebhardt: *My first ECE job back in '78, in Milwaukee, WI, when I was 23, was as an assistant in a classroom of developmentally disabled 3-5 yr. olds, at the Untied Way Agency's Penfield Children's Center. I worked there 2 yrs. and then went on to get my BA called at the time Early Childhood/Young Handicapped Degree (special Ed). John Ostercorn, the center director, knew*

I had no experience, but gave me a chance, which led me into a 30+ years early childhood education career. My co-workers really were surprised I was hired. They were all women, but having 5 sisters really helped me break the ice with them, and I won their respect eventually. They were extra helpful at showing me the ropes. Vasu, my Hindi co-worker, trained me, and she was tough and thorough, but fair and a little funny. She was sort of my buddy, so that's a great way to help newcomers in the ECE classroom... I taught public kindergarten in Milwaukee, Wisconsin, from '85-98-quite the ride! I loved it! I was the only male teaching kindergarten in the Milwaukee Public School System, for most of my time there

Brian Greene: *(In an) Educational Institute: Support and encouragement. (In a) Preschool center: Trust in my abilities and freedom to manage all aspects in the classroom. (Among) Some coworkers: Allowing me to apply my diverse and current teaching style.*

Hara Iz Mostara: *...As I'm really at the start of my qualification, my experience is just our best advocates are the children themselves. I play music, make things, doing more than I can to give them experiences that they need to step up at their development and they pay me with thank you and smiles. I feel so blessed and privileged to be a part of their lives. Teachers still can't pronounce my name but almost every 3+ years old child (is) hitting my Slavic "R" correctly.*

Attachment A:

Men in Child Care Resource List for Staff Development

Websites:

American Men's Studies Association – www.mensstudies.org
Boot Camp for New Dads. www.bootcampfornewdads.org
Campaign for Men in ECE Blog. <http://www.childforum.com/men-in-ece/campaign-for-men-in-ece-blog.html>
EC-Menz – www.ecmenz.org
Fathers and Families Coalition of America. www.fathersandfamiliescoalition.org
Head Start – www.nhsa.org/services/fatherson_resources
Male Engagement Collaborative. <http://maleengagementcollaborative.wordpress.com>
Male Involvement Network. <http://maleinvolvementnetwork.org>
Men in Childcare: www.meninchildcare.co.uk/edinburgh.htm
Men In Child Care Facebook Group.
<https://www.facebook.com/groups/195109553871100/permalink/491315454250507/>
Men in Early Childhood Care and Education Network New Zealand. www.ecmenz.org
Men in Early Care and Education, World Forum Foundation.
<http://worldforumfoundation.org/wf/wp/initiatives/men-in-ece>
Men Teach – www.menteach.org
National Center on Fathers and Families – www.ncoff.gse.upenn.edu/
Supporting Father Involvement. <http://supportingfatherinvolvement.org>
World Forum Working Group on Men in Early Childhood Education –
<http://worldforumfoundation.org/wf/wp/initiatives/men-in-ece>

Books:

The Wonder of Boys – Michael Gurian
The Mind of Boys: Saving our sons from falling behind in school and life – Michael Gurian
The Good Son – Michael Gurian
Raising Cain: Protecting the emotional life of boys – Dan Kinlon
Raising Boys: Why boys are different and how to help them become happy and well-balanced men – Steve Biddulph
Fatherneed: Why father care is as essential as mother care for your child – Kyle D. Pruett
From boys to men – Bret Stephenson
The Men they will become: The nature and nurture of male character – Eli Newberger
Dadditude: How a real man became a real dad – Phillip Lerman
Men as Caregivers – Betty J. Kramer
Real Men or Real Teachers – Paul Sargent
The Last Nine Months, Putting on My Last Diaper in Family Child Care – Manuel Kichi Wong

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Attachment B:

A Timeline of Men in Child Care

Introduction:

After searching the Walden Library (ERIC database) and MenTeach's article archive, I found the most extensive suggested readings at Men In Childcare Ireland, Jenson (1996), and the Early Years Foundation Stage Forum. I attempted to address the history of my challenge (men in childcare) by creating a timeline. When I composed the timeline which included research and articles, I found that the great majority of interest regarding men in child care comes from Europe. I did my best to identify the region of origin of the activity, **article** or **study** and color coded it as follows:

- **European**
- **American**
- **New Zealand/Australian**
- **Japan**

While this timeline is not intended to be inclusive of all research on the matter of men in ECE, it is the result of a search of a number of sources including ERIC, and is hopefully at least representative of the available information. Because most references at the end of articles are listed in alpha order, it had not occurred to me until I re-ordered the references by date published, that I was able to recognize how this topic was addressed globally. Doing this provided an enlightening experience – demonstrating how far behind the curve the American ECE community is in relation to advocacy for gender equity for ECE professionals. It is my hope that this timeline will accomplish a number of objectives.

- Provide a visual and chronological organization of a large sample of available information.
- Provide a resource for others seeking information on the challenge of men in ECE.
- Demonstrate the focus of and gaps in available information.
- Provide references to examples of policy work and community-building being done worldwide to address the challenge of men in ECE.
- Provoke advocates for men in ECE into taking action.

Timeline:

1970s, 1980s:

The research seems to focus on the role of fathers.

- **Dawson, Paul. (1971). Fatherless boys, teacher perceptions, and male teacher influence: a pilot study. Oregon State System of Higher Education, Monmouth; Office of Education, Washington, DC.**
- In the early 1970s, David Giveans helps establish the Men's Caucus of the National Association for the Education of Young Children and is editor of Nurturing News magazine.

1988:

- “The Equal Rights Board in the Municipality of Gothenburg in Sweden decided to open a childcare centre where the same number of men and women were employed, creating a workplace that could be considered ‘equal’ by the workers, children and parents” (Jensen, 1996).

Early 1990s:

“Denmark was quite successful at the beginning of the nineties and reached 5% of male staff in the 0 to 3 yrs children's centres, 9% in the centres for 3 to 6 years...” (Peeters, 2007). However, despite the lofty target, by 2006, “the number of male workers for children under three years of age, had actually dropped from 5% to 3%” (Peeters, 2007).

1990:

- **Carlquist, M. R. (1990). Hela himlen. Ett jämställdhetsprojekt i barnomsorgen. Bromma, Bromma Municipality.**
- **Hill, R. (1990). Involving men in the caring and educational services. Local Government Policy Making, Vol 17, Pt. 3**

1992:

- “The Council of Ministers of the European Community... made recommendations (including) increased participation by men” (Peeters, 2007).
- **Nelson, B. G. & Sheppard, B. (1992). Men in child care and early education. MenTeach.**
- **Ruxton, S. (1992). What's he doing at the family centre? The dilemma of men who care for children. National Children's Homes, London.**

1993:

- European Commission Childcare Network releases Men as Carers: Report of an International Seminar.

- The European Commission Childcare Network convenes experts from across Europe “to discuss the issue of men as carers” (Peeters, 2007). At the time of this gathering of European experts, “in most European countries, of all workers in early childhood services between 1% and 3% were men” (Peeters, 2007).

1995:

- The European Commission Childcare Network sets a goal for “20% of the staff in childcare should be men... before the end of the year 2006” (Peeters, 2007). Initiatives that address the recruitment of male ECE students can work. In Denmark, “a commitment and active recruiting campaign by colleges” resulted in a 22% “intake” of male students in 1995 (Moss, 2000).
- **Chandler, D. and Dennison, M. (1995). Should men work with young children, in the abuse of children in day care setting (report of a conference held at the NSPCC National Training Centre). Leicester.**
- **Dodd, C. (1995). Should men work with children. Nursery World.**

1996:

- **Murray, S. B. (1996). ‘We all love Charles’ – men in childcare and the social construction of gender. Gender and Society, 10(4)**
- **Jensen, Jytte Juul. (1996). Men as workers in childcare services. A discussion paper. European Commission Network on Childcare. London.**

1997:

- **Cameron, C. (1997). Men wanted. Nursery World, 15 May.**
- **Cameron, C. (1997). A review of staffing in childcare centres in six counties. Early Child Development and Care, Vol. 137, pp 47-67**
- **Gould, T. (1997). ‘Buildings as well as systems can appear as negative to males in early years settings’ – exploring the role and status of the male educator working with the under-threes. OUP.**
- Passage in 1997 of Japan’s Equal Employment Opportunity Law... encouraged the acceptance of males at vocational schools (Howell, 2013).

1998:

- **Christie, A. (1998). A comparison of arguments for employing men as child care workers and social workers in Denmark and the UK. Social Work in Europe 5(1).**
- **Popay, J.; Hearn, J.; Edwards, J. (eds.). (1998). Men, gender divisions and welfare. Routledge, London.**

Specific articles from the above, suggested by Men In Childcare Ireland:

- Pringle, K. (1998). Men and childcare: policy and practice.
- **Owen, C.; Cameron, C.; Moss, P. (eds.). (1998). Men as workers in services for young children, issues of a mixed gender workforce. Institute of Education, London.**

Specific articles from the above, suggested by Men In Childcare Ireland:

- Lammi-Taskula, J. (1998). Men in female dominated occupation in Finland.
- Meleady, C. (1998). The Sheffield Children's Centre's experience of recruiting and training men to work in services for young children.

Specific articles from the above, suggested by Harty, R:

- Owen, C. (1998). Men as workers in services for young children: Prolegomena.

1999:

- **NAEYC Annual Conference attendees begin first men in child care listserv**
- **Cameron, C.; Moss, P.; Owen, C. (1999). Men in the nursery, gender and caring work. Paul Chapman Ltd. London.**
- **Sumsion, J. (1999). Critical reflections on the experiences of a male early childhood worker. Gender and Education, 11(4) pp 455-468.**

2000:

- "The British government launched a national Childcare Recruitment Campaign... which... fixed targets of 6% male workers by 2004... (which) as yet has not been achieved" (Peeters, 2007). This coincides with England's Teacher Training Agency's efforts to recruit male teachers into teacher training programs (Jones, 2006).
- **Moss, Peter. (2000). Workforce issues in early childhood education and care. Presented at the Institute for Child and Family Policy, Columbia University, May 11-12, 2000. Institute of Education University of London.**
- **Sumsion, J. (2000). Negotiating otherness: a male early childhood educator's gender positioning. International Journal of Early Years Education, 8.**

2001:

- Men in Childcare, Edinburgh. Conversations with colleges lead to the creation of childcare training designed specifically for men.
 - As of February, 2013, "1,200 students have attended Men in Childcare courses" (Men in Childcare, n.d.)
- **Cameron, C. (2001). Promise or problem: review of the literature on men working in early childhood services. Gender, Work and Organisation 8(4), pp 430-451**

- **Cooney, M. H. & Bittner, M. T. (2001). Men in early education: Their emergent issues. Early Childhood Education Journal, 29(2), 77-82.**

2002:

- In Belgium, “Article 12 of the Quality Decree says: ‘Active attempts will be made to hire males as well as females’ (Peeters, 2007). The word “childcarer” was changed to “companion of children” in an attempt to create a more gender-neutral term for the profession (Peeters, 2007).
- In England, the Teacher Training Agency sets as a part of its Corporate Plan, a target for increasing the recruitment of men into teacher training programs by 20% (Jones, 2006).
- **Cesarone, Bernard and Sheppard, Bruce. (2002). Connecting men on the internet, how the NAEYC Men’s Education Network Interest Forum grew using the ECEMEN-L listserv.**
- **Cunningham, B and Watson, L. W. (2002). Recruiting male teachers. Young Children, Nov. 2002. National Association for the Education of Young Children. Washington DC.**

2003:

- **Jones, D. (2003). The ‘right kind of man’ the ambiguities of regendering the early years school environment – The case of England and Wales. Early Childhood Development and Care 173(6), pp 565-575.**
- **Daycare Trust. (2003). Facing the Future: Policy Papers.**
 - Owen, C. 2003. Men’s work? Changing the gender mix of the childcare and early years workforce.
- **Peeters, J. (2003). Men in childcare: an action-research in Flanders. International Journal of Equity and Innovation in Early Childhood 1(1).**

2004:

- **Children Now. (2004). Who says men can’t care? 1-7 December, pp 18-19.**
- **Day Care Trust. (2004). Children need men – involving men in the Sure Start agenda. Partners, the Newsletter of Local Authorities, 35 (Oct/Nov).**
- **Dunphy, S. (2004). Men in childcare: the genderisation of caring. Childcare.ie. Issue 14. p.10.**
- **Cunningham, Bruce and Dorsey, Bernie. (2004). Out of sight but not out of mind: the harmful absence of men. Early Childhood Exchange (Mar/Apr 2004)**
- **Nelson, Bryan G. (2004). Myths about men who work with young children: male caregivers need acceptance and support. Exchange, November/December 2004.**
- **Sargent, P. (2004). Between a rock and a hard place: Men caught in the gender bind of early childhood education. The Journal of Men’s Studies, 12(3), 173-192.**

2005:

- **Fine-Davis, Margret; O'Dwyer, Ciara; McCarthy, Mary; Edge, Grace; O'Sullivan, Mairead; Wynne, Keeley. (2005). Men in childcare: promoting gender equality in children, evaluation of a project. National Flexiwork Partnership.**
- **Rolfe, H. (2005). Men in childcare. Working Papers, 35. Equal Opportunities Commission, London.**
- **Simpson, R. (2005). Men in non-traditional occupations: career entry, career orientation and experience of role strain. Gender, Work and Organisation (12). Pp 363-380.**
- **Hirst, K and Nutbrown, C. (eds). (in press) Perspectives on early childhood education: essays in contemporary research. Trentham Books. Stoke-on-Trent.**

Specific articles from the above, suggested by Men In Childcare Ireland:

- **Cook, C. 2005. 'It's not what men do': investigating the reasons for the low number of men in the early childhood workforce**
- **Sargent, P. (2005). The gendering of men in early childhood education. Sex Roles, 52(3/4), 251-259.**
- **Sumsion, J. (2005). Male teachers in early childhood education: issues and case study. Early Childhood Research Quarterly, Vol. 20 pp 109-123.**

Mid 2000s

CAEYC creates Men In Child Care Committee.

2006:

- **Norway reaches 9% men in ECE, "after years of sustained commitment and policy priority... the best in Europe" (Peeters, 2007).**
- **Cameron, C. (2006). Male workers and professionalism. Contemporary Issues in Early Childhood 7(1), pp 68-79.**
- **Farquhar, S.; Bablk, L.; Buckingham, A.; Butler, D.; and Ballantyne, R. (2006). Men at work: sexism in early childhood education. Childforum Research Network. Porirua.**

2007:

- **A "round table discussion in Christchurch New Zealand (was convened)... (with the) objective... to create an action plan for increasing the representation of males in the early childhood sector" (Harty, n.d.).**
- **Peeters, J. (2007). Including men in early childhood education: Insights from the European perspective. New Zealand Research in Early Childhood Education. (10) pp 15-24.**
- **Farquhar, S (ed). (2007). Proceedings of the first NZ men in early child care and teaching summit and a record of challenges, changes and thinking. Childforum Research.**

- **Harty, R. (2007). The men as role models argument: a case for researching how children view the role of men who are teachers. New Zealand Research in Early Childhood Education, Vol. 10, pp 183-190.**
- **Spence, K. Paper presented at the international 'Men in Childcare' Seminar. 27th of April. ESSSE, Lyon.**

2008:

- **Gilbert, Andrew & Williams, Shane. (2008). Analyzing the impact of gender on depictions of touch in early childhood textbooks.**
- **Wardle, Francis. (2008). Men in early childhood: fathers & teachers. Early Childhood News.**

2009:

- **Carlson, Frances. (2009). Expect male involvement: recruiting & retaining men in early childhood education (dvd). Chattahoochee Technical College.**

2010:

- **Early Childhood Council. (2010). Men in ECE.**
- **Nelson, Bryan G & Shikwambi, Shamani-Jeffrey. (2010). Men in your teacher preparation program, five strategies to recruit and retain them. Young Children, May 2010. National Association for the Education of Young Children. Washington, DC.**

2011:

- **Men In Child Care Facebook Group developed.**
- **Men in Education Network Interest Forum. (2011). On our minds. Men in teaching: gender equality through the promise of gender balance. YC Young Children 66(5). National Association for the Education of Young Children. Washington DC.**
- **Capuozzo, Robert M, Sheppard, Bruce and Uba, Gregory. (2010). Boot camp for new dads. YC: Young Children 65(3). National Association for the Education of Young Children. Washington, DC.**
- **National Association for the Education of Young Children (NAEYC). (2011). Men in teaching: gender equality through the promise of gender balance. YC: Young Children, 66(5), 64-66.**
- **Nelson, Bryan G. (2011). Fathers would be more involved if there were more male staff.**

2012:

- **Los Angeles County Male Engagement Collaborative formed.**

- Germany: More Men in Early Childhood Education and Care, Variety, man!, and Strong guys for strong kids campaigns (ChildForum, 2012).
- Brandes, Holger; Andrä, Markus; Röseler, Wenke; & Schneider-Andrich, Petra. (2012). Does gender make a difference? First results from the German ‘tandem study’ on the pedagogical activity of female and male ECE workers.
- Chambers, S & O’Sullivan, J. (2012). Men working in childcare: Does it matter to children? What do they say? London Early Years Foundation.
- Kokoros, Theodore. (2012). In the land of women: being a man in early childhood education.
- Owen, Kathryn J. (2012). Assessing the impact: the value of men as caregivers in early care and education

2013:

- New Zealand’s ChildForum announces scholarships for men entering its ECE teacher education program (ChildForum, 2013)

Attachment B – Sources of References/Resources:

Capucci, S. 2013. Week 4 Discussion Post – March 26, 2013. Walden University.

ChildForum. 2013. Scholarship scheme to invite men into early childhood education – a first for New Zealand. Retrieved from <http://www.childforum.com/news-early-childhood-education-latest/993-scholarship-scheme-to-invite-men-into-early-childhood-education-a-first-for-nz.html>

Harty, R. (n.d.). Men in early childhood education: why we are where we are – perhaps. *Early Years Foundation Stage Forum*. Retrieved from <http://eyfs.info/articles/article.php?Men-in-Early-Childhood-Education-Why-we-are-where-we-are--perhaps-50>

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Jones, D. (2006). The ‘right kind of man’: the ambiguities of regendering the key stage one environment. *Sex Education 6(1)*, February 2006, pp. 61-76

Men in Childcare. (n.d.). Courses. Retrieved from www.meninchildcare.co.uk/Courses.htm

Men In Childcare Ireland. (n.d.). Suggested reading. Retrieved from <http://www.northtipperarychildcare.ie/docs/Men%20in%20Childcare%20Resource%20list%203rd%200draft.pdf>

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Peeters, J. (2007). Including men in early childhood education: insights from the European experience. *NZ Research in Early Childhood Education, Vol 10, 2007*.

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Attachment C:

Male Involvement Rating Scale

(Connections For Children, 2701 Ocean Park Blvd #253, Santa Monica, CA 90405)

Space and Furnishings for Care and Learning (SF)

(11 points)

1. Furnishings

- Work/tool bench is available
- Tumbling mats are available to children
- Rough-housing, Large Muscle and Active Play supported

Climbing structures are available (stepping stools, ladders, hammock, tree-house, lofts) or Ramps and pulleys are available (option to above)

- Seating furnishings include bean-bags, peanut chairs, benches and other furnishings that allow movement by the child.

2. Child-related display

- Generic pictures of men
- Pictures of men in nurturing roles
- Pictures of children's male relatives

3. Space to be Active

- A designated area for noisy play
- An area for running, spinning or jumping is available indoors and/or out.
- Large outdoor spaces are available
- Hills and areas of elevation change are available

Basic Care (BC)

(9 points)

1. Arriving/Leaving

- The Daily Schedule includes activities that engage men at common arrival and departure times.

2. Meals/Snacks

- Finger foods are a regular part of snack and meal time (hot dogs, pizza, sandwiches, carrot sticks)
- Men participate in preparing and serving meals

3. Nap/Rest

- Unusual nap rest furnishings are permitted (huge cardboard boxes, dog beds, etc)
- Men are encouraged to rub backs

4. Diapering/Toileting

- Men participate in diapering and toileting activities.
- Diaper-changing table is available in Men's Room (when applicable)

5. Safety

- Some element of risk is permitted among well-supervised children during play.
- Children are given instruction in the safe use of tools.

Language and Reasoning (LR)**(8 points)**

1. Non-verbal communication

Non-verbal communication including body language is an acceptable form of communication between children and between adults and children.

2. Self-comforting

Children are allowed to comfort themselves without adult intervention

3. Helping Children Understand Language

Non-fiction/informational books are present

Caregivers read aloud non-fiction/informational books to children in groups or individually

4. Helping Children Use Language

Children are permitted to speak out of turn if done with reasonable respect for others.

Children are permitted to use loud voices indoors when they are engaged in play if done with reasonable respect for others.

5. Helping Children Reason

The logical consequence that sometimes active play results in minor injuries supports the continued active play of the children.

Children are permitted to continue in activities involving some risk if they problem solve. (E.G. "we can build the block building higher if we wear safety helmets," "we can dig a giant hole in the sandbox if we put a warning sign so no one falls in.")

Learning Activities (LA)**(10 points)**

1. Learning Activities Are Inviting

Blocks and manipulatives are available daily

Balls AND wheel toys are available daily

Live animals are present and cared for by children

The dramatic play area includes props such as hard hats, tools, men's ties, work boots

Messy sensory activities are available daily

Tools are available daily (weapons may be considered to be tools by caregivers when they are used appropriately and respectfully)

2. Daily Schedule

The daily schedule includes at least 45 minutes of outdoor time for half day programs and at least 90 minutes for full day programs *weather permitting

3. Supervision

Men are allowed to touch and hold children

Caregivers supervise higher-risk activities closely

Men and women caregivers share supervision responsibilities of traditionally gendered activities equally.

Social Development (SD)**(5 points)**

1. Tone

- Regular physical contact includes rough-housing
- Caregivers use encouragement instead of praise
- Failed attempts are valued by caregivers for the child's effort

2. Discipline

- Logical consequences are considered to be valuable tools for learning (rather than intervening immediately, caregivers permit children to explore the limits of their abilities and then problem solve the consequences together)

3. Cultural Awareness

- Caregivers are aware of differing cultural expectations for boys and men and endeavor to respectfully address and support when appropriate these differences.

Adult Needs (AN)**(8 points)**

1. Relationships with Parents

- Fathers (or significant male) and mothers are equally encouraged to participate in the program
- Fathers (significant male) are just as likely to be contacted as mothers when a child is sick or hurt.
- Parent contracts explicitly support and encourage Male Involvement and support men staff in their role as primary caregivers.

2. Opportunities for Professional Growth

- Men and women caregivers are encouraged to pursue professional development and to participate in professional activities equally.

3. Male Team and Communication Styles

- The sometimes different team and communication styles of men are respected. (meetings are organized and communication between men and women staff are facilitated in such a way that these differences are supported without causing divisiveness, misunderstanding or judging.)
- Results are valued as well as processes (e.g. product vs process)

4. Supplies Reflective of Traditional Male Culture

- WD40, Duct Tape, Rope are on site
- Sports or Car Magazines in the Lobby/Reception Area and/or Staff Lounge

Scoring:

Space and Furnishings (SF)	Subscale Score out of possible 11 _____
Basic Care (BC)	Subscale Score out of possible 9 _____
Language and Reasoning (LR)	Subscale Score out of possible 8 _____
Learning Activities (LA)	Subscale Score out of possible 10 _____
Social Development (SD)	Subscale Score out of possible 5 _____
Adult Needs (AN)	Subscale Score out of possible 8 _____
Total of all Subscales Possible 51 _____	

Programs scoring less than 40 are encouraged to contact the California Association For The Education of Young Children (CAEYC) Men In Child Care Committee or the Los Angeles County Male Engagement Collaborative for more information.

Inspired by the work of Thelma Harms and Richard M Clifford.

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Children Today
Coalition for School Readiness
Community Development Center, Inc
Community Voices
Connections For Children
Delta Sigma Theta Head Start/State Preschool*

Directors Brown Bag
Early Education Action League
East Los Angeles College
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Emperor Elementary School
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