



Publication list 2020 (October 2020)

Publications on men, women and gender balance in ECEC in 2020

English

Books and monographs

Brody, David, with Emilsen, Kari; Rohrmann, Tim & Warin, Jo (eds.) (2020). Why men leave and stay in ECEC. Career Trajectories of Men in the ECEC Workforce. London: Routledge.

Special Issue

Xu, Yuwei, Warin, Jo & Robb, Martin (2020). Beyond gender binaries: pedagogies and practices in early childhood education and care (ECEC). *Early Years*, 40 (1), 1–4.
<https://doi.org/10.1080/09575146.2020.1728077>

Journal and book articles

Andrä, Markus (2020). Male Childcare Workers as Promoters of Diversity. Conclusions from a qualitative analysis in German Early Education and Care institutions. *Early Years*, 40 (1), 82–94.
<https://doi.org/10.1080/09575146.2019.1703175>

Brody, David L. & Gor Ziv, Haggith (2020). Hybridized agency among male early childhood workers as a factor in their career decisions. *Early Years*, 40 (1), 20–36.
<https://doi.org/10.1080/09575146.2019.1605335>

Brownhill, Simon, Warwick, Paul, Warwick, Jane & Brown Hajdukova, Eva (2020). ‘Role model’ or ‘facilitator’? Exploring male teachers’ and male trainees’ perceptions of the term ‘role model’ in England. *Gender and Education*. <https://doi.org/10.1080/09540253.2020.1825638>

Josephidou, Jo (2020). A gendered contribution to play? Perceptions of Early Childhood Education and Care (ECEC) practitioners in England on how their gender influences their approaches to play. *Early Years*, 40 (1), 95–108. <https://doi.org/10.1080/09575146.2019.1655713>

Moosa, Shaaista & Bhana, Deevia (2020). ‘Troubling men who teach young children’: masculinity and the paedophilic threat. *Pedagogy, Culture & Society*, 1–18.
<https://doi.org/10.1080/14681366.2020.1818117>

Moosa, Shaaista & Bhana, Deevia (2020). Masculinity as care: men can teach young children in the early years. *Early Years*, 40 (1), 52–66. <https://doi.org/10.1080/09575146.2019.1651697>

Rohrmann, Tim (2020). Men as promoters of change in ECEC? An international overview. *Early Years*, 40 (1), 5–19. <https://doi.org/10.1080/09575146.2019.1626807>

Sullivan, Victoria, Coles, Laetitia, Xu, Yuwei, Perales, Francisco & Thorpe, Karen (2020). Beliefs and attributions: Insider accounts of men’s place in early childhood education and care. *Contemporary Issues in Early Childhood*, 146394912092946. <https://doi.org/10.1177/1463949120929462>

Warin, Jo & Price, Deborah (2020). Transgender awareness in early years education (EYE): 'we haven't got any of those here'. *Early Years*, 40 (1), 140–154.

<https://doi.org/10.1080/09575146.2019.1703174>

Xu, Yuwei (2020). Does the gender of a practitioner matter in early childhood education and care? Perspectives from Scottish and Chinese young children. *Children & Society*, 63 (00), 1–17.

<https://doi.org/10.1111/chso.12371>

Xu, Yuwei (2020). Gender-diverse practitioners in early years education and care (EYEC): a cross-cultural study of Scotland, Hong Kong, and Mainland China. *Early Years*, 40 (1), 109–124.

<https://doi.org/10.1080/09575146.2019.1683816>

Xu, Yuwei, Warin, Jo & Robb, Martin (2020). Beyond gender binaries: pedagogies and practices in early childhood education and care (ECEC). *Early Years*, 40 (1), 1–4.

<https://doi.org/10.1080/09575146.2020.1728077>

German/Deutsch

Cremers, Michael, Klingel, Maria & Stützel, Kevin (2020). Die Dokumentarische Methode am Beispiel einer Geschlechterforschung im Feld der Kindheitspädagogik. In Melanie Kubandt & Julia Schütz (Hrsg.), *Methoden und Methodologien in der erziehungswissenschaftlichen Geschlechterforschung*.

Cremers, Michael, Stützel, Kevin & Klingel, Maria (2020). Umgang mit Heterogenität. Geschlechtsbezogene Zusammenarbeit in Kindertagesstätten. Opladen: Barbara Budrich.

Kubandt, Melanie (2020). Die Vielfalt und Varianz geschlechtlicher Praktiken. Zum Mehrwert ethnographischer Forschungszugänge in der Kindertageseinrichtung. *Diskurs Kindheits- und Jugendforschung / Discourse Journal of Childhood and Adolescence Research*, 15 (1-2020), 5–20.

Oppermann, Elisa, Keller, Lena & Anders, Yvonne (2020). Geschlechtsunterschiede in der kindlichen MINT-Lernmotivation: Forschungsbefunde zu bestehenden Unterschieden und Einflussfaktoren. *Diskurs Kindheits- und Jugendforschung / Discourse Journal of Childhood and Adolescence Research*, 15 (1-2020), 38–52.

Rohrmann, Tim (2020). «Ich schiess dich tot!» Was hat das Spiel mit Waffen mit Männlichkeit zu tun und was macht es für Jungen so interessant? 4 bis 8, *Fachzeitschrift für Kindergarten und Unterstufe*, 4/2020, 26-27.

Smidt, Wilfried, Embacher, Eva-Maria & Kluczniok, Katharina (2020). Gleich oder anders? Geschlechtsspezifische Befunde zur kindlichen Interaktionsqualität im Kindergarten in Österreich. *Diskurs Kindheits- und Jugendforschung*, 15 (1-2020), 21–37.

<https://doi.org/10.3224/diskurs.v15i1.03>

Norwegian/Norsk

Emilsen, Kari, Lysklett, Olav B. & Nordli, Arnt (2020). Gutter (menn) som slutter – om frafall i barnehagelærerutdanningen. *Nordisk tidsskrift for utdanning og praksis*, 14 (1), 5–22.

<https://doi.org/10.23865/up.v14.2066>