



Publication list 2020 (updated November 2022)

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

English

Books and monographs

Josephidou, Jo & Bolshaw, Polly (2020). *Understanding gender and early childhood. An introduction to the key debates*. London: Routledge.
A relevant part of the book deals with the gender imbalance in the early years work force.

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>

Laryea, Prince, Aduna, Issah, Owusu, Nana & Addai, Julia A. (2020). Experiences of Ghanaian Male Early Childhood Educators: The Case of Effutu, Sagnarigu, and Adjumako Municipalities. *SSRG International Journal of Humanities and Social Science*, 7 (4), 44–49.
<https://www.internationaljournalsrsg.org/IJHSS/2020/Volume7-Issue4/IJHSS-V7I4P108.pdf>

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>
- Thorpe, Karen, Sullivan, Victoria, Jansen, Elena, McDonald, Paula, Sumsion, Jennifer & Irvine, Susan (2020). A man in the centre: inclusion and contribution of male educators in early childhood education and care teaching teams. *Early Child Development and Care*, 190 (6), 921–934. <https://doi.org/10.1080/03004430.2018.1501564>
- 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

Bücher und Monografien

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

Zeitschriften- und Buchbeiträge

- Andrä, Markus (2020). Ein videographischer Zugang zu einem mehrdimensionalen Phänomen: Geschlecht als mikrosoziale Identitätskonstruktion. In Melanie Kubandt & Julia Schütz (Hrsg.), *Methoden und Methodologien in der erziehungswissenschaftlichen Geschlechterforschung* (S. 160–179). Opladen: Barbara Budrich.
- 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* (S. 107-125). Opladen: Barbara Budrich.
- Herrmann, Teresa & Rohrmann, Tim (2020). Geschlechterbezogene Interaktionen in kindlichen Peergruppen. *Perspektiven der empirischen Kinder- und Jugendforschung*, 6 (2), 33–44. https://fel-verlag.de/files/u757/Perspektiven%2012_2020_Jahrgang_6_2.pdf

Kubandt, Melanie (2020). Die Vielfalt und Varianz geschlechtlicher Praktiken. Zum Mehrwert ethnographischer Forschungszugänge in der Kindertageseinrichtung. *Diskurs Kindheits- und Jugendforschung*, 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*, 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>

Smeplass, Eli & Olsen, Bent (2020). Gjør mændene en forskel i børnehaven. *Kvinder, Køn & Forskning* (1), 54–70. <https://doi.org/10.7146/kkf.v29i1.123451>

Portuguese/Português (Brazil)

Zero-a-Seis (Hrsg.) (2020). Dossiê: Professores Homens na Educação Infantil: dilemas, tensões disputas e confluências [Themenheft]. *Zero-a-Seis*, 22 (42).

<https://periodicos.ufsc.br/index.php/zerosais/issue/view/3126>

Themed issue with 17 contributions, with abstracts in English language, all available as free download, including the following:

Gonçalves de Sousa, Ricardo & Lopes da Silva, Wesley (2020). Profissionais de Educação Infantil na Suécia: limites e possibilidades de compartilhamento de tarefas entre homens e mulheres.

Zero-a-Seis, 22 (42), 341–366 <https://periodicos.ufsc.br/index.php/zerosais/article/view/75683>

Peeters, Jan (2020). Profissionalidade e gênero: participação dos homens e pequena infância.

Zero-a-Seis, 22 (42), 322–340. <https://doi.org/10.5007/1980-4512.2020v22n42p322>