



Publication list 2018

Publications on men, women and gender balance in ECEC in 2018
Edited books and journals with contributions of several authors in Italics.

English

Books and monographs

- Warin, Jo. (2018). *Men in Early Childhood Education and Care: Gender balance and flexibility*. Basingstoke: Palgrave Macmillan.
- Wright, David & Brownhill, Simon. (2018). *Men in the Early Years: Building a gender-balanced workforce*. London: Jessica Kingsley Publishers.
- Xu, Yuwei (2018). *A cross-cultural analysis of gender and practitioner-child interactions in early childhood education and care (ECEC) settings in Scotland, Hong Kong, and Mainland China*. PhD thesis. University of Glasgow, Glasgow. Available at <https://theses.gla.ac.uk/30595/>

Articles

- Ahmad, Jamal; Al-Zboon, Emad; Alkhalhdeh, Mustafa F. & Al Khatib, Amal (2018). Jordanian Mothers' and Female Preschool Teachers' Perceptions of Men Working in Preschools. *The Journal of Men's Studies*, 26 (1), 77–91. <https://doi.org/10.1177/1060826517729507>
- Eidevald, Christian; Bergström, Helena & Broström, Anna W. (2018). Maneuvering suspicions of being a potential pedophile: experiences of male ECEC-workers in Sweden. *European Early Childhood Education Research Journal*, 26 (3), 407–417. <https://doi.org/10.1080/1350293X.2018.1463907>
- Moosa, Shaaista & Bhana, Deevia (2018). 'They won't take you as a man, as a real man'. Why men can't teach young children in foundation phase. *International Journal of Inclusive Education*, 22 (6), 577–593. <https://doi.org/10.1080/13603116.2017.1390002>
- Sak, Ramazan (2018). Gender Differences in Turkish Early Childhood Teachers' Job Satisfaction, Job Burnout and Organizational Cynicism. *Early Childhood Education Journal*, 2018. Available at <https://doi.org/10.1007/s10643-018-0895-9>
- Thorpe, Karen; Sullivan, Victoria; Jansen, E.; McDonald, P.; Sumsion, J. & Irvine, S. (2018). A man in the centre: inclusion and contribution of male educators in early childhood education and care teaching teams. *Early Child Development and Care*, 9 (11), 1–14. <https://doi.org/10.1080/03004430.2018.1501564>
- Wood, Peter & Brownhill, Simon (2018). 'Absent fathers', and children's social and emotional learning: an exploration of the perceptions of 'positive male role models' in the primary school sector. *Gender and Education*, 30 (2), 172–186. <https://doi.org/10.1080/09540253.2016.1187264>

French/Français

Serlez, Jérôme (2018). Genre et stéréotypes: la formation initiale des futur-e-s enseignant-e-s préscolaires. Mémoires de Sciences de l'Education. MA thesis. Université de Liège, Liège.
Available in the SIG Gender Balance Dropbox.

German/Deutsch

Bücher

Rohrmann, Tim & Wanzeck-Sielert, Christa. (2018). *Mädchen und Jungen in der KiTa. Körper, Gender, Geschlecht* (2., vollständig überarbeitete Auflage). Stuttgart: Kohlhammer.

Artikel

Krabel, Jens (2018). Männer wollen Bildungsarbeiter sein. Warum entscheiden sich Männer immer noch selten für den Erzieherberuf? Und was denken eigentlich weibliche Fachkräfte über Männer in Kitas? Interview mit Katrin Imbery. *Kleinstkinder in Kita und Tagespflege* (04/2018), 10–11.

Krabel, Jens (2018). Ohne Patentrezept. Geschlechtersensibles Arbeiten in der Praxis. Interview mit Barbara Leitner. *Betrifft Kinder* (1-2/2018), 13–15.

Rohrmann, Tim (2018). Chancen für Mädchen und Jungen. Von einer geschlechterbewussten Pädagogik profitieren alle Kinder. *4 bis 8* (5/2018), 8–9.

Schulte, Sandra (2018). Ein Gewinn für alle. Männer und Frauen gemeinsam im Team. *Kleinstkinder in Kita und Tagespflege* (04/2018), 6–9.

Schulte, Sandra & Boeckhoff, Jannes (2018). Männer erwünscht? Vom Umgang mit pauschalen Verdächtigungen gegenüber männlichen Fachkräften. *Betrifft Kinder* (1-2/2018), 16–18.