

This data collection manual is a supplement to the book entitled “Young Children’s Perspectives on Teacher Gender: Contextualizing Gender Stereotypes and Inclusive Practices in Early Childhood Education and Care”; edited by David Brody, Yuwei Xu, Kari Emilsen, & Laetitia Coles and published by Routledge.

Children’s Perspectives on their Teachers (CPT) Who Identify as Men or Women

Researchers’ Manual for Data Collection

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Thank you for joining our international research group on Children’s Perspectives on their Teachers (CPT) Who Identify as Men or Women. The purpose of this handbook is to provide precise and useful information to the researchers for the data collection process. The researchers from each country will select a research site where they will collect data from children, teachers, directors, and parents. The researcher should plan on spending two days in the centre/classroom before collecting data from the children to create familiarity between the children and the researchers. These observation days will be spent not only observing but also interacting with the children where appropriate. This time may also be utilized for collecting data from the adults.

This handbook addresses the following content:

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The handbook has been compiled from the collaborative work of the four principal investigators and members of the Country Liaisons Group. The researchers were divided into workgroups and each group was assigned the task of preparing protocols for different aspects of the data collection process.

Terminology: Sensitivity to cultural differences between the settings in each country in our study leads us to use one standard term for regularly recurring words which take different forms in each country. Each of these terms represents the many variations to be found in the different settings. When translating the interview and observation protocols, please insert the appropriate terms for your own country.

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Teacher: We have chosen the term *teacher* to include all adults who work with young children. This includes practitioners, educators, caregivers, assistants.

Director: We have chosen the term *director* to include all adults in the role of authority who holds responsibility for the ECEC setting including manager, principal, inspector.

ECEC Setting: We have chosen the term *ECEC setting* to include different types of ECEC provisions such as school/ nursery/ centre/ kindergarten/ preschool.

1. Research Goals and Questions

1.1 Research Goals: The key goal of the research:

To understand children’s perspectives on their teachers in Early Childhood Education and Care (ECEC) through a gender lens.

In order to achieve this key goal, we seek to understand the following: Children’s awareness of educators’ gender and gendered behaviours.

1.1.1 How children's gender constructions inform their relationships with their teachers and caregivers in ECEC.

1.1.2 How children understand and interpret concepts of care as seen through teacher behaviors, and the extent to which these concepts of care described by children are gendered.

Examples of these understandings may be seen through children’s behaviors towards different educators and the extent to which this differs by educator. This may include children’s expressed preferences for and expectations of participating in various kinds of activities with different teachers, and the extent to which children’s gender and the child-observed gender of the teacher is implicated in these expressed preferences.

1.1.3 The extent to which children resist/construct gendered discourses, roles, and norms (see, for example, MacNaughton, 2000)

To contextualise children’s expressed beliefs, experiences, knowledge, and ideas, we will explore the socio-cultural contexts in which their ECEC is situated. To achieve this, we are interested in understanding:

1.1.4 The attitudes of key adult stakeholders (e.g. parents, teachers, directors) regarding the relevance of the gender of the teachers/caregivers for the education and care of the children.

1.1.5 The goal of seeking input from adults should provide complementary context to children’s experiences, and not cross-check the ‘accuracy’ of what children say. This will ensure children’s sovereignty over their own stories and experiences.

1.1.6 The hidden curriculum through artifacts present within the ECEC setting and as expressed by the teachers. For example, the physical learning environment, teachers’ habits and patterns of behavior, expressed beliefs, children’s level of autonomy.

1.1.7 The type of physical and social relationships between children and their teachers that are viewed as appropriate and valued.

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1.1.8 Norms and practices of classroom organization and the division of roles, responsibilities, activities undertaken between teachers and the extent to which these norms and practices are gendered.

1.1.9 Broader sociocultural contexts within which children live and learn on the macro, meso, and micro levels as related to gender.

1.1.10 The cultural, ethnic, and socio-economic profile of the suburb/district/burrough in which the ECEC setting is situated.

These understandings will be obtained in two ways: through observation in the settings and through the interviews with relevant adults. In addition, demographic data on the neighborhood and community may be obtained through local authorities.

1.2 Research Questions

1.2.1 What are young children’s perspectives of their teachers who identify as men and women?

- a. What are these perspectives in classrooms with teachers who identify as men and as women?
- b. What are these perspectives in classrooms with either a teacher who identifies as a man or a teacher who identifies as a woman?
- c. How do the children’s perspectives differ according to the gender of their teachers?

1.2.2 How are the immediate and broader socio-cultural contexts that surround early childhood settings reflected in young children's perspectives on gender?

2. Setting and Population

2.1 Setting

The above goals suggest that it is important to conduct this research in settings in which there are both male and female teachers who engage in regular interactions with the children. For this reason, our primary preference is to choose an ECEC facility in which there are:

- Two co-teachers in the ECEC classroom, one who identifies as a man and one who identifies as a woman.

If, due to specific circumstances, it is not possible to find an ECEC setting with this balance, alternatives may include:

- Two classes or groups in the same ECEC setting, one group having a head teacher who identifies as a man, and the other having a head teacher who identifies as a woman.
- Two classes or groups in different ECEC settings (preferably located in the same community), one group having a head teacher who identifies as a man and the other group having a head teacher who identifies as a woman.

It is important to note that we value the contribution to ECEC by teachers who identify as a non-binary gender, and researchers are given discretionary power to include teachers who identify their own gender in a non-binary fashion.

2.2 Population

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Age of children:

Preference for children aged 3-5 years (early childhood). Although very young children have traditionally been considered to be less “reliable” informants than older children, young children can and do express their perspectives, beliefs, and experiences when given opportunity (Cooke, et al., 2020). In accordance with Article 12 and 13 of the United Nations *Convention on the Rights of the Child* (United Nations, 1989), as a research group, we consider children’s knowledge and perspectives as worthy of study. As such, we seek to create a space where young children’s perspectives about their lived experiences are respected and are used to inform our understanding of their worlds.

If an early childhood setting (ages 3-5) cannot be found, researchers may include early-middle childhood (approximate age 6-8 years). To maintain flexibility in our requirements for site-selection and to facilitate researchers’ abilities to find a suitable site, these decisions will be left to the discretion of researchers.

The inclusion criteria are:

1. Consent from children’s parents
2. Assent from children themselves
3. Recommendation of children’s teachers if more children (and their parents) are willing to participate. Such recommendations are not based on assessment of children’s performance of any kind, but teachers’ knowledge about children (e.g. who will feel comfortable in the research situation, who is anxious, and who is willing to cooperate).

In each country, we expect to recruit 15-20 children (if possible half boys and half girls) to participate in the research activities. For countries where two classrooms are involved, this means up to 10 children from each classroom should be included as participants.

Selection of adult participants:

Teachers and Directors: We will select two teachers in the chosen ECEC setting as per the above setting criteria. In situations in which 2 settings will be used, each with a different director, then each director will need to be interviewed.

Parents: An anonymous survey of parental attitudes has been included in this manual in both digital and paper formats. In addition, a protocol for parent interviews is included. Our preference is to use the survey. However, if this method is inappropriate for your setting, then interviews may be conducted. In those cases, we suggest interviewing between two to five parents. Those interviewed do not need to be parents of the children from whom data was collected.

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3. Data Collection from Children

From the variety of methods offered below, it is advisable to choose 3-4 methods which are feasible in your ECEC setting. The choices will take into consideration the researchers’ preferences, the socio-cultural contexts, and the conditions of the setting where fieldwork is conducted. All chosen methods are then presented to participant children for them to choose from. Each child can participate in more than one activity related to the data collection, subject to their wills. Please be reminded that this project has no intention to assess children. Rather, we regard our child informants as co-constructors of knowledge about gender in their own contexts.

3.1. Interviews

Interviews with young children may bear commonalities with adult interviews but they also involve unique challenges to be considered in training and planning for research. The child-adult interaction is central to these challenges and is affected by power-based relations. From an early age, adults ask young children questions even though they already know the answers. Children thus learn that most questions asked by adults are just “test questions” to assess knowledge rather than to truly hear their opinions. Due to these power-based relations, children tend to respond to adult questions in an obligatory manner, whether or not they have an opinion. They wish to please adults by producing the “right” answers. Therefore, the reality in which children meet with questions can make them suspicious of the interviewer and inhibit their participation. To encourage children to participate willingly in the interview and tell rich and authentic stories, we recommend that the interviewer reassure the children that they want to learn about their views and that their views matter and repeat this notion throughout the interview. It is advisable to limit the questions during the interview and formulate more requests than questions. For example: "Please tell me", "please help me to understand better", "please explain to me what is happening here". Interviews should include more expressions of encouragement such as giving the interviewee support and confidence by approval, compliments, repeating the child's answer, agreeing, and nodding, which lead to increased verbal responses. In addition, it is important to maintain silence and allow children enough time to think about their answer.

As it is important to audio record the interview, the interviewer should ask the child for verbal permission to record. Trying and exploring the recording device prior to the interview can help to develop rapport. The interviewer can also allow the child to press the START button for recording both as a way of giving their assent and to build up rapport.

Examples of opening sentences for an interview. *(Some of these questions may not fit contexts where separate classes are involved in the same country. Researchers are encouraged to adapt the questions based on their knowledge of the contexts.):*

1. I'm interested in better understanding what (teacher's names) do in your classroom, can you please tell me a little bit about them/her/him?
2. I see that in your class are (names of teachers). I'm interested in learning what is the difference between them? Why do you think there is this difference?
3. I need your help to understand how your teachers manage to work together.
4. Tell me please about the difference between what each of your teachers do in the class.
5. Please tell me what you like to do with/about (names of teachers).

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Following these openings, it is recommended that the interviewer will listen attentively in silence. Further questions or comments could be: "That sounds very interesting", "Can you explain more?" "You said that.... Can you give me an example?" "Do you have anything else to add?"

An interview can be conducted as a group interview (3-4 children) or as an individual interview. Because of power relations between adults and children, sometimes it is better to conduct a group interview so that children as a group feel more comfortable and powerful. In addition, the conversation can be richer because they remind each other what else can be told. Some children feel more relaxed talking alone and for them an individual interview is preferable.

As all the further methods described below involve interviews/conversations, the recommendations of how to conduct an interview are relevant to all the methods.

3.2. Storytelling

The request can be phrased: "I am collecting stories about male and female teachers. Can you please tell me a story about your teacher(s)? I will write it down and then we can make a book with all the stories. You may also add a drawing to the story". For children from countries with one teacher in the classroom, please ask the children to tell stories about their male or female teacher, and see if there is anything that relates to gender.

3.3. Taking photos

We offer two types of methods using photography: A. Taking photos by children and B. taking photos by the adult (researchers or teachers). The aim of this method is to generate a narrative around the photos. The photographs serve as a trigger to tell a story about their teachers. Researchers need to save those photos for later reference in the data analysis.

3.3.1. Taking photos by children

Usually, children like to take photos. They may delete it if they are not satisfied. This method consists of two stages: The first involves photography. The second consists of the explanations given by children to describe the photos and the reasons for their selections. For example: "Tell me please about your photo."

The researchers give each child a disposable camera (or a photography device available at the ECEC setting) and teach them how to use it. Children try it out and take photos freely. Then they are asked to take a few photos (about 3-4) of their teachers (can be male and female teachers from the same classroom, or male and female teachers in other classrooms if in a country without male and female teachers in the same classroom). For example: "Can you help me to understand what the difference is between (name of male teacher) and (name of female teacher)? Please take a photo of your teacher while involved in his/her favorite activity" and "less favorite activity". Or "Can you help me to understand what you like to do with your teacher(s)? Please take a photo of your teacher while involved in your favorite activity."

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3.3.2. Taking photos by staff or researcher

Staff takes photos of spaces and activities in the ECEC setting. Researcher shows the children the photos. An opening question for example: "Here are some photos of your class/setting. Can you choose photos that show places/activities that your female/male teacher loves to be? Please tell me about it". Or “Here are some photos of your class/setting, can you choose photos that show places/activities that you like to be with/do things with your teacher? Please tell me about it”.

For children in countries where the male and female teachers are in separate classrooms, the researchers can add a question like: “If (name of a teacher the child is familiar with) visits your class, what places/activities do you like to be/do with them?”

3.4 Drawing

Children are used to drawing so it is a familiar method which can establish rapport and set up relaxed interaction. However, not all children enjoy drawing. Sometimes they are afraid that they do not know how to draw well enough and therefore refuse to draw.

The adult sits next to the child as they draw, watching silently. When the child is ready to talk about the drawing, then the adult will engage the child in conversation about the drawing.

Each child receives crayons and a sheet of paper divided into two parts. The child is asked to draw their male teacher on one side and their female teacher on the other side (or the teachers in their classroom and another classroom with which the child is familiar - for countries with separate settings for male and female teachers. If such a teacher is not available, the child can just draw a picture of their teacher and tell about it). It is important to record the child’s comments through the drawing process. When the child indicates that they have finished drawing, the researcher says for example: "Please tell me about your drawing."/"Please explain your drawing." The adult should record the child’s explanation and either save the drawing or photograph it (with the child’s permission).

3.5 Tours (walking interviews)

Children (one child or pairs) are asked by the researcher to lead a tour of their classroom/school and show them places where the teachers spend a great deal of time and to tell what the teachers do there. This method can be combined with the photograph tool listed above, and can include a walking interview with taking photos. The researcher asks children to take photos whenever they reach a significant place. After the tour they can talk about the photos. The conversation should be recorded.

3.6 Map making

Children are asked to draw a map of their own ECEC setting and mark places where their teachers are involved. It can be a group activity or an individual one. While drawing the map they explain their choices. This method can be combined with photography methods. Children can place the appropriate photos in different places on the map. The researchers will need to print out the photos taken by the children or researchers/teachers mentioned in *Method 3* above.

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3.7 Video

Researchers use video to document events in which a particular child turns to a teacher. Then that same child will watch the video and will be asked to explain what is happening here and whether there is any reason she/he turned to this particular teacher and not to the other one. For countries with separate settings for male and female teachers, these might be videos about events where the separate classrooms are merged (for example, in outdoor activities).

In places where it is difficult to take video for technical or ethical reasons, it is possible to document in writing observations of identical events, and ask the child for example: "I saw that when you played with... you went to (name of teacher). Explain to me please what happened?" "Is there any reason that you turned to this teacher and not to the other?"

3.8 Role play

In role play children adopt a role or person to share perspectives about a situation. For example, the researcher can choose an activity within the class: circle time, storytelling, meal or snack time, etc. One of the children plays the teacher. They are asked to imitate the teacher's behavior in the selected activity. It should be played at least twice: once as the female teacher and once as the male teacher. The best way to document this is by video. The researcher can then initiate a conversation with the child about the video (see *Method 7*). This method might not be suitable for countries with separate male and female teachers, although the researchers are encouraged to adapt it as they see fit. For example, the child presents the male or female teacher’s behaviour, so that the characteristics of those behaviours can be interpreted by the researchers in the contexts of gender discourses in the country.

3.9 Ethical considerations for child data collection

Children should be offered the opportunity to take part in all data collection activities chosen for the site. This includes children who do not agree to take part in the research or whose parent guardians have not confirmed consent. Data will only be collected from those children for whom we have parental consent and child assent. Parents will be informed of this possibility through an information sheet that will be distributed to them. A child-friendly version of information sheet and consent form will be produced, with the flexibility for researchers to adapt the documents to their cultural contexts where necessary. A sample of such an information sheet can be found in the final section “Ethical considerations”, p. 37.

Children’s assent needs to be confirmed for each method used. Age-appropriate language should be used, and a familiar teacher will be on hand to introduce the video, audio and camera equipment to children playing in the areas identified for observation. This will further ensure they understand their rights (UNCRC, 1991). Children should be identified only as Child A, B and by age and gender in any data collected. The photos and/or videos produced by children or researchers/teachers should only be used as tools to facilitate conversations with children and as references in the data analysis. They should not be included in any outputs

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When videoing children, separate permission to record the child will need to be obtained from parents/guardians, teachers, and setting director. A parental consent form is provided below on page 36.

Preverbal children may confirm agreement to take part in research by strategies such as use of a card (camera with happy and sad face) to communicate their understanding and agreement to participate in the research.

At each step, children will be reminded that they can withdraw their assent at any time. Observations of children’s reactions throughout the activities are necessary to identify nonverbal signs of withdrawal (e.g. reluctance to talk, playing with objects around them, looking at other places/activities). All participants' parents will be informed of their right to refuse and or withdraw at any time up to the date identified on consent forms.

4. Interview protocols for adult participants and observation tool

In this section you will find the protocols for:

4.1 Teacher Interview - Teachers in the setting will each be interviewed (approximately 1 hour), page 9.

4,2 Parent Survey - The survey will be sent directly to the parents by email and they will fill it out digitally. Where this is not possible, a paper survey can be used. Researchers from each country are responsible for generating the survey form appropriate for them. A survey template can be found on p. 10.

4.3 Director Interview - The director / lead teacher / manager will be interviewed (approximately 1 hour), p. 14.

4.1 Teacher Interview Protocol

Introduction: I have asked to interview you in order to gain a fuller understanding of children’s perspectives on their male and female teachers. I would like to ask your opinions on matters of gender in the classroom, and the role you play in this context.

1. Tell me a little about your career pathway with young children and how you came to this particular setting.
2. How do you think being a (male/female) teacher influences your behavior in the setting/classroom/center?
3. Is the style of your interactions with the children influenced by your gender, and how?
4. In your opinion, are there differences and similarities in the practice of male and female early childhood teachers? Please explain and give a few examples.
5. How do you and your fellow teacher allocate the work among yourselves?
6. Do you sense any differences in the way the boys compared to the girls relate to you?

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7. How do you think being a (male/female) educator influences your relationships with parents/families?
8. Is there anything else that you would like to tell us, related to the gender of early childhood teachers?

B. Parent survey

Dear Parents,

You are invited to take part in completing this survey as part of the research project *Children's Perspectives on their Teachers (CPT) Who Identify as Men or Women*. A detailed introduction to this project can be found here ([link to the information sheet](#)).

The goal of this survey interview is to learn about the parent's/family's narrative, how they understand gender (in their society, in their parenting and within the culture of the ECEC setting), and their thoughts about the importance of educators' gender.

If you agree to take part, please click next. If you do not agree, please leave this page.

1. What gender do you identify as?
 - a. Man
 - b. Woman
 - c. Non-binary
 - d. Prefer not to say
2. What is the gender of your child?
 - a. Male
 - b. Female
 - c. Other gender
 - d. Prefer not to say
3. What is the age of your child?
 - a. younger than 1 year old
 - b. 1-2
 - c. 3-4
 - d. 5-6
 - e. older than 6 years old
4. What is your familial relationship with your child?
 - a. mother
 - b. father
 - c. grandparent
 - d. other _____
5. Who is the main person responsible for childcare in your household

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- a. I am the person responsible for all childcare
- b. I share childcare with my partner/family or other family member
- c. I am not responsible for childcare in the household
- d. I am an emergency contact

Can you please indicate the extent to which you believe the following two statements are true:

6. In our society today, boys and girls have equal rights
 - a. Almost always true
 - b. Usually true
 - c. Occasionally true
 - d. Usually not true
 - e. Almost never
7. In early childhood settings , boys and girls are treated equally.
 - a. Almost always true
 - b. Usually true
 - c. Occasionally true
 - d. Usually not true
 - e. Almost never
8. Does your child relate differently to their male and female educators?
 - a. My child prefers their male educator.
 - b. My child prefers their female educator.
 - c. My child does not appear to have a preference.
 - d. My child is in a setting with only female educators.
 - e. Other: _____
9. Can you please explain your response in more detail? [open text]
10. In what ways do you think gender has an impact on how children are raised in your culture? [open text]
11. In your child’s early childhood setting, do educators relate differently to the boys and the girls?
 - a. Yes
 - b. No

If so, in what ways and why do you think this happens? [open text]

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12. As you may know, there are many more females than male educators in early childhood settings. To what extent do you think it’s important to increase the number of men in Early Childhood settings?

- 1 – Not at all important
- 2 – Slightly important
- 3 – Important
- 4 – Fairly important
- 5 - Very important

13. Can you please explain the reason for your response to question 12 above [open text]?

We are also interested in the ways that people think about different social roles. The following statements describe attitudes different people have towards roles for men and women. There are no right or wrong answers, only opinions. Please express your personal opinion about each statement. Please express your opinions by indicating how much you agree with each statement: 0% indicates that you strongly disagree and 100% indicates that you strongly agree with the statement.

14. The freedom that children are given should be determined by their age and maturity level and not by their sex.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Strongly disagree						Strongly agree				

15. Some types of work are just not appropriate for men.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Strongly disagree						Strongly agree				

16. Tasks around the house should not be assigned by sex.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Strongly disagree						Strongly agree				

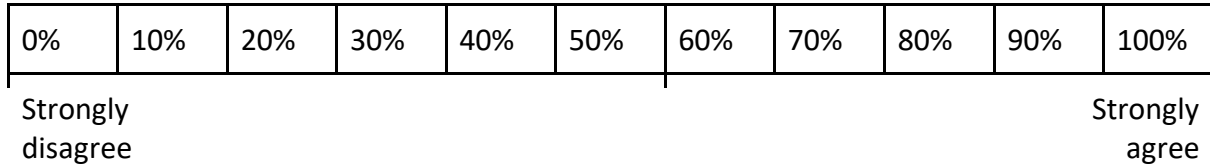
17. People can be nurturing or aggressive regardless of their sex.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
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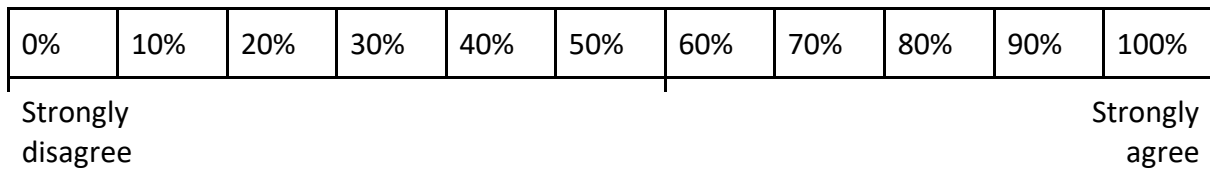
Strongly
disagree

Strongly
agree

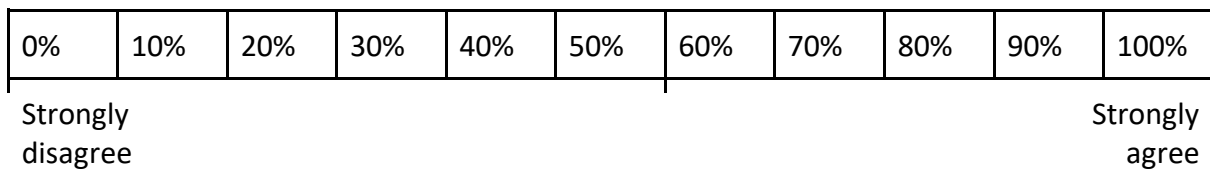
18. People should be treated the same regardless of their sex.



19. Girls need to be protected and watched over more than boys.



20. We should stop thinking about whether people are male or female and focus on other characteristics.



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4.3 . Director Interview Protocol

The goal of this interview is to learn more about formal and informal guidelines (national and internal) regarding gender in the ECEC setting, how the leader understands gender in general and the significance of the educator's gender, and how they exercise their leadership regarding the staff’s and children's gender.

1. Can you give a brief introduction to formal and informal guidelines regarding the staff's gender if there are such. [Suggestion to interviewer: hiring guidelines, guidelines or recommendations for limitations on men’s activities in the ECEC setting?]
2. Please describe any curriculum that addresses gender that is used in your center?
3. Are there any male educators in your ECEC setting? If yes how many?
4. Do you think the educator’s gender matters in your setting?
5. Why do you think the early childhood education profession is numerically dominated by women?
6. Which factors do you think contribute to a minority of (or lack of) male educators in your setting?
7. Do you think there is a need for more male educators at your setting? Why? Why not?
8. Do you think the teacher’s gender matters to children? In what ways?
9. Do you think the teacher’s gender matters to parents/family? In what ways?
10. Do you think that male educators bring unique skills/strengths to the classroom/setting? If so, can you give examples.
11. Do you think that female educators bring unique skills/strengths to the classroom/setting? If so, please give examples.
12. Do you think young children can benefit from having a male teacher? In which way?
13. Are there any challenges that a male teacher might face in the classroom/setting in comparison to a female teacher? How would you address those challenges?
14. Do you think a male teacher would enjoy any privileges as a male who is employed in your setting? How would you address those privileges?
15. If there are any male educators at your ECEC setting, what type of support/mentoring is offered to them?
16. What factors do you think motivate men to work with young children? Are women motivated by these same factors?
17. What do you think could be done in order to increase men’s involvement as ECEC teachers in the broader society?

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5. Observation protocol of the ECEC setting

The goal of the observation in the setting is to enable the researchers to (1) familiarize themselves with the setting and allow teachers and children to become comfortable with their presence there (2) conduct guided observation with a focus on the sociocultural context of the classroom/group and the setting within which the class is situated to enable writing a thick description for the case study.

The purpose of this checklist is to ensure that researchers in each country are examining similar parameters in their setting as their colleagues in other countries. We suggest that researchers refer to the items on this list both to assess whether or not a particular condition exists, and also to enrich the observation with comments and explanations of the observation. The form needs to be printed out with more space for writing comments, preferably in a horizontal layout.

The observation precedes the interviews of the director and the teachers, and thus may influence the content of those interviews.

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Observation Protocol	
<p>Name of observer:</p> <p>Date:</p> <p>Site:</p> <p>Classroom/Group observed:</p> <p>Educator(s): <i>(Please use only pseudonyms)</i></p> <p>Male(s):</p> <p>Female(s):</p>	
Criteria	Comment/Elaboration/ Explanation
<p>1. Physical setting</p> <p>This refers to the setup of the learning and/or playing environment, resources, materials, indoor and outdoor spaces, etc.</p> <p><i>Learning/Play Areas (Centers):</i></p> <p>a. What do you notice about learning and/or play areas? Do they seem to be</p>	

<p>designed to engage children of all genders? How so?</p> <p>b. Are the materials in the dramatic play area designed to engage boys and girls in a diversity of gender play (e.g., tools and space for working in and out of the home, male and female work and play costumes, etc.)</p> <p>c. Do materials in other learning areas (blocks, art, science, music, etc.) reflect diverse gender roles?</p> <p>d. Do dolls, action figures, toys and games represent a diversity of gender roles?</p> <p>e. Are boys and girls encouraged to utilize all learning areas equally?</p> <p><i>Images (posters, drawings, photographs, puzzles, games):</i></p> <p>a. Do the images around the classroom represent the diversity of genders?</p> <p>b. Do images of important individuals represent both men and women?</p> <p>c. Do representations reinforce or challenge stereotypes (e.g., occupation, recreational activities, family roles, etc.)?</p>	
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<p>Library:</p> <p>a. Do the children’s books include a wide diversity of men and women and/or male and female characters?</p> <p>b. Do the children’s books depict men and women in a variety of roles (occupation, recreation, family, etc.)?</p>	
<p>2. Educator roles and relationships with colleagues:</p> <p>a. When and how do educators (male/female) interact with their colleagues? Are such interactions gendered? How so?</p> <p>b. What role does each educator play in the classroom/setting? Do these roles seem to be related to the educator’s job description? Do these roles seem gender-related?</p> <p>c. Do you discern differences between the men and women in terms of whose voices are encouraged/privileged?</p>	

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<p>d. Who is making the decisions? Do you notice power differences between the educators?</p>	
<p>3. Educator roles and relationships with children:</p> <p>a. Whose voices (male/female) are encouraged/ privileged among children? <i>(bring examples)</i></p> <p>b. How do educators talk to/ communicate with children? With boys? With girls?</p> <p>c. Pay attention to:</p> <p>the types of questions, comments, praise, criticism educators address to boys and girls...</p> <p>style of communication....</p> <p>use of body language...</p> <p>eye contact...</p> <p>touch...</p>	

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- d. Do educators pick up on non-verbal cues and verbal expressions of interest equally with boys and girls?
 - e. Do educators allow/encourage boys and girls the freedom to express their feelings?
 - f. Do educators help/assist/protect girls and boys equally?
 - g. How do educators respond to children’s artwork and other output (e.g., block building, dramatic play, literacy)? Do their responses seem to be gender related?
 - h. Do educators offer girls and boys the same access to all learning areas, physical activities and playground equipment?
 - i. Do educators create opportunities for boys and girls to interact and play together?
- Discipline and Conflict Resolution***
- a. Do educators respond to an aggressive act in the same way no matter the child’s gender?

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<p>b. Who is disciplined? Under what circumstances?</p> <p>c. How are children disciplined (boys/girls)?</p> <p>d. What disciplinary measures are used for girls? for boys?</p> <p>e. What conflict resolution/negotiation skills are encouraged? With which children (boy/girls)? Do you notice differences?</p>	
<p>4. Peer Relationships</p> <p>a. What do you notice about children’s social interactions?</p> <p>b. How often do boys seek to socially interact with girls?</p> <p>c. How often do girls seek to socially interact with boys?</p> <p>d. How often do boys and girls socially interact with peers of the same gender?</p> <p>e. What do you notice about how boys and girls talk to one another:</p>	

<p>f. Do you notice differences in how boys talk to other boys, how girls talk to other girls, and how children talk to one another in mixed gender groups?</p> <p>g. Do you notice boys and girls engaging in gender stereotyping in their interactions and conversations?</p> <p>h. What do you notice about boys’ and girls’ social interactions with regard to:</p> <ul style="list-style-type: none">● Rough-and-tumble play?● Acts of aggression?● Conflict resolution?● Negotiation?● Power relationships? <p>i. What do you notice about how boys and girls share materials/ resources/ ideas?</p>	
<p>5. Play</p> <p>a. Where in the classroom/playground do children (boys/girls) choose to play?</p> <p>b. Do boys and girls play together or do they gravitate toward peers of the same gender?</p>	

c. Do educators encourage children of all genders to play together?

d. What gender roles/stereotypes are reinforced/challenged in children’s play?

e. How do educators respond to children’s gender stereotyping in play (e.g., “boys don’t play with dolls” “girls don’t play football”)?

f. Who is encouraged/discouraged from risk taking?

Rough-and-tumble play,

Running/jumping/climbing activities,

Block building

Dramatic play

g. Who does the encouraging or discouraging (male/female educators)?

h. How often and in what ways do educators (male/female) play with the children (with boys, with girls)?

i. Do you notice differences in how educators play with boys and with girls?

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