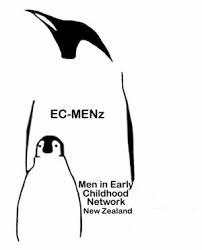
# 8th National Summit Men in Early Childcare and Teaching



### Friday 7th to Saturday 8th March 2014 30 The Terrace St Andrews on the Terrace, Wellington

### Summit Theme “Lifting the Lid on Gender Issues in Early Childhood Education”

### Friday’s Programme (Subject to change)

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| 9.45am | Doors open. Arrive and meet in Conference Room 1 upstairs at the Conference Building behind the Church |
| 10.00 am | Conference Mihi Whakatau / Opening |
| 10.15am – 10.30am | Graham Stoop, Ministry of Education Deputy Secretary, Graduate Achievement, Vocations and Careers Opening Address |
| 10.30 – 11.00am | Jackie Blue, Equal Opportunities Employment Commissioner |
| 11.30 – 12noon | Dr Sarah Farquhar, Researcher and CEO of ChildForum An overview of key international and NZ research findings |
| 12 noon – 1pm | Lunch *(common room is also available for sitting/eating)* |
| 1.00 – 1.30pm | Chris Hipkins (Labour) |
| 1.30 – 2.00 pm | Hon. Hekia Parata (Minister for Education) or National Party representative t.b.c. |
| 2.00pm – 2.30pm | Group discussions and tea/coffee |
| 2.30pm – 3.00pm | Andrew Morrison, Ministry of Education, Wellington Men in ECE: A quantitative review of the current and past situation in New Zealand |
| 3.00pm – 4.00pm | Plenary Session for all to attend. Topic “Reflections on the Issues and Hopes for the Future” Chaired by: Peter Visser Speakers: James Hamilton (student Otago Uni) |
| 4.00pm | Close |

### Saturday’s Programme

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| From 9.45 am | Doors open. Meet in Conference Room 1 (upstairs at building behind church) | | |
| 10.00 – 10.15am | **Mihi Whakatau / Welcome** (Led by Peter Visser) | | |
| 10.15 – 10.55am | **Saturday’s Opening Address** Presented byBev Cassidy-Mackenzie, Equal Employment Opportunities Trust | | |
| 11.00 am | Early lunch snack – food on the run! | | |
| 11.15 am | Leave venue by 11.15am to walk over to **Parliament for a private tour**. You will be asked by the tour guide to leave all phones, bags, and coats, and cameras in lockers at the visitor centre. Tour starts at 11.25pm and ends at 12.30pm. | | |
| 12.30pm | Return to venue. Eat, drink, and be ready for the afternoon sessions. | | |
| 12.50 – 1.25pm | CONFERENCE ROOM 1 **Frankly, can I be trusted?**  Bryan Salisbury (Kei Te Koa Early Learning Centres, Auckland)  This presentation looks at the core issues affecting men feeling safe in New Zealand early childhood centres. It also addresses being professional when relating with women. | CONFERENCE ROOM 2  **One man’s personal journey to becoming a registered teacher including all the dung hurled his way**  Stuart J Miller (Porirua)  The presentation reflects on the real life experience of a man who has chosen to become an ECE teacher and the issues involved. It offers some practical advice on increasing the 2% that males represent of the profession. | CONFERENCE ROOM 3 **Men studying ECE: Perceptions and reality from inside and outside the box**  Tahera Afrin, Sandy Duncan and Dr Syed Jamali (ICL Business School, Auckland)  Our study looked at whether approval for men to undertake early childhood teacher education study is common. |
| 1.30 – 2.00pm | CONFERENCE ROOM 1 **How to set up a centre on the smell of an oily rag**  Bryan Salisbury (Kei Te Koa Early Learning Centres, Auckland)  ECE is a women’s world yet male ECE teachers aspire to take up leadership roles or open their own service. This presentation discusses that men can be ECE leaders and service operators too! | CONFERENCE ROOM 3 **Science in ECE – A hands on approach with ropes and pulleys**  James Lochead-Macmillan (Kidicorp, Auckland)  Incorporating science exploration is an area lacking in a lot of early childhood education programmes. Physics, in particular, is not confidently introduced to young children. But all teachers (male and female) can do this. This presentation is about inspiring you to give it a go and introduce learning with ropes and pulleys to children at your early childhood service. | |
| 2.05 – 2.35pm | CONFERENCE ROOM 1 **What can we do to increase men’s participation?** Adam Buckingham (EC – Menz). Join us to consider and debate strategies to encourage acceptance within early childhood services of the important role of male adults and teachers, to prevent men’s professional isolation, and how to encourage and support males to enter and stay in the field. | | |
| 2.40 – 3.30pm | EC-Menz AGM including discussion of the Strategic Plan | | |
| 3.30 pm | Closing | | |

**Sunday Optional Programme:** 9am Meet outside the conference venue on The Terrace to be taken by Toni and Robin Christie on a tour of their Childspace Institute and Centres. Note that numbers are needed and bookings must be made in advance if you wish to go on the tour.

# Abstracts

**Men in ECE: A quantitative review of the current and past situation in NZ  
Andrew Morrison**   
*Ministry of Education, Wellington*There were around 480 men teaching in licensed ECE services in New Zealand in 2013. This is just over 2% of the ECE teaching workforce and this proportion is higher than it has been in recent years. The purpose of this presentation is to provide a statistical profile of men in ECE in New Zealand over the last decade using data collected from the Annual Census of ECE Services. It looks at trends in numbers and location of men in ECE, by type of service, ethnic group, qualifications and other demographic and service characteristics, comparing these with corresponding statistics for women in ECE. The presentation also looks at current graduation trends for men enrolling in ECE teaching qualifications, to explore what might happen to current growth trends in the near future.

**Frankly, can I be trusted?  
Bryan Salisbury**   
*Kei Te Koa Early Learning Centres, Auckland*So, you are alone with a child 3 years of age – perhaps your own, maybe a niece or nephew, or possibly a child in an early childhood centre. No one is watching and no one will know … In this presentation Bryan will tell his story of being a single dad, becoming an early childhood teacher, avoiding unjust accusations, and being a male leader in the female dominated sector of ECE. Trust, self-doubt, accountability and how our decisions affect a child’s future will be explored and discussed.

**One man’s personal journey to becoming a registered male EC teacher including all the dung hurled his way  
Stuart J Miller**   
*Porirua*The purpose of the presentation is to talk about the real life experiences of one man’s journey to full teaching registration and the issues faced both negative and positive. It will cover: the reasons for becoming a male ECE teacher, the positive and the negative sides to becoming fully registered, and my thoughts based on the journey on how to change things to encourage more men into the profession. Photos will be incorporated into the presentation along with excerpts from articles on the issue and these will be compared to real life experiences for reflection on whether these articles really shine a lens on the male ECE teacher experience. Participants will gain insight into the context of one man’s journey and why when one weighs up the negative and positive sides of the journey that it’s a journey worth undertaking and how to maybe make it more positive for more men to enter the profession.

**Science in ECE – A hands on approach with ropes and pulleys  
James Lochead-Macmillan**   
*Kidicorp, Auckland*During my time as an ECE teacher, I have noticed that science often appears to be a forgotten area within the daily ECE curriculum. From personal experience, I note most ECE centres offer learning experiences involving tried and trued activities such as volcanoes, but science has a much greater scope than simply reacting acids and alkaline. Physics is an interesting area that provides wonderful and engaging opportunities for hands on leaning through simple experiments using ropes and pulleys. Through hands on exploration, children can develop a basic understanding of the simple physics underpinning ropes and pulleys. Although such concepts as ‘physics’ and ‘ropes and pulleys’ may initially appear complex and potentially expensive – this workshop will explore simple and easily achievable ideas that will enthuse and motivate ECE teachers to engage in science and physics in their centres. At First Steps Waiuku we have been experimenting with ropes and pulleys for just over last 18 months. This presentation aims to share our experiences, to explain the safety precautions, suitable locations for rope and pulley work, the selection and use of appropriate materials and how children’s working theories maybe developed, extended and challenged through the use of hands on exploration of simple physics.

**How to set up an early childhood centre on the smell of an oily rag  
Bryan Salisbury**   
*Kei Te Koa Early Learning Centres, Auckland*Driven by the desire to bring early childhood education to an under-provided and under-participating suburb in Auckland, Bryan has succeeded in setting up a private kindergarten for a fraction of the cost that other centres spend. Step into his journey, endure the challenges, enjoy the rewards as he lifts the lid on obstacles and inequalities he faced, and shares tips on overcoming them in a humorous and informative presentation.

**Men studying ECE: Perceptions and reality from inside and outside the box  
Tahera Afrin, Sandy Duncan and Dr Syed Jamali**    
*ICL Business School, Auckland*Our study looked at whether approval for men to undertake early childhood teacher education study is common. The data source included two groups of people to see how they perceive males studying ECE. The first group is related to the ECE sector, and comprises ECE teacher educators, teachers, students and parents. The second group of people comprises other professionals, not linked to ECE. Both groups were questioned to achieve four research goals: 1) to learn how the ECE relevant group perceive the males studying ECE, 2) to learn how the ECE non-relevant group perceive them, 3) to analyse any difference in their perceptions, and 4) to collate proposals from both groups on how to increase male participation in ECE. Under a qualitative research paradigm, 36 participants completed a six-item open-ended questionnaire; 18 ECE- relevant and 18 ECE non-relevant. Purposive random sampling was used to include people from different genders and ages. Some of the participants are from a Private Training Establishment (PTE) and others are from three early childhood services in Auckland. Collected data was analysed by 2-level coding. The findings point to the ECE-relevant group being more supportive of men studying ECE, however, more innovative ideas on how to increase the low male participation were suggested by the non-ECE group.

**What can we do to increase men’s participation?   
Adam Buckingham**   
*EC – Menz*We need to be proactive in increasing men’s participation as it is essential for children to have both men and women working together in their care and education. We acknowledge the fundamental contributions of female staff and mothers working with young children and also recognise that male staff and male volunteers are just as vital in early childhood services. Join us to debate and create strategies to encourage acceptance within early childhood services of the important role of male staff, to prevent men’s professional isolation, and how to encourage and support males to enter and stay in the field.