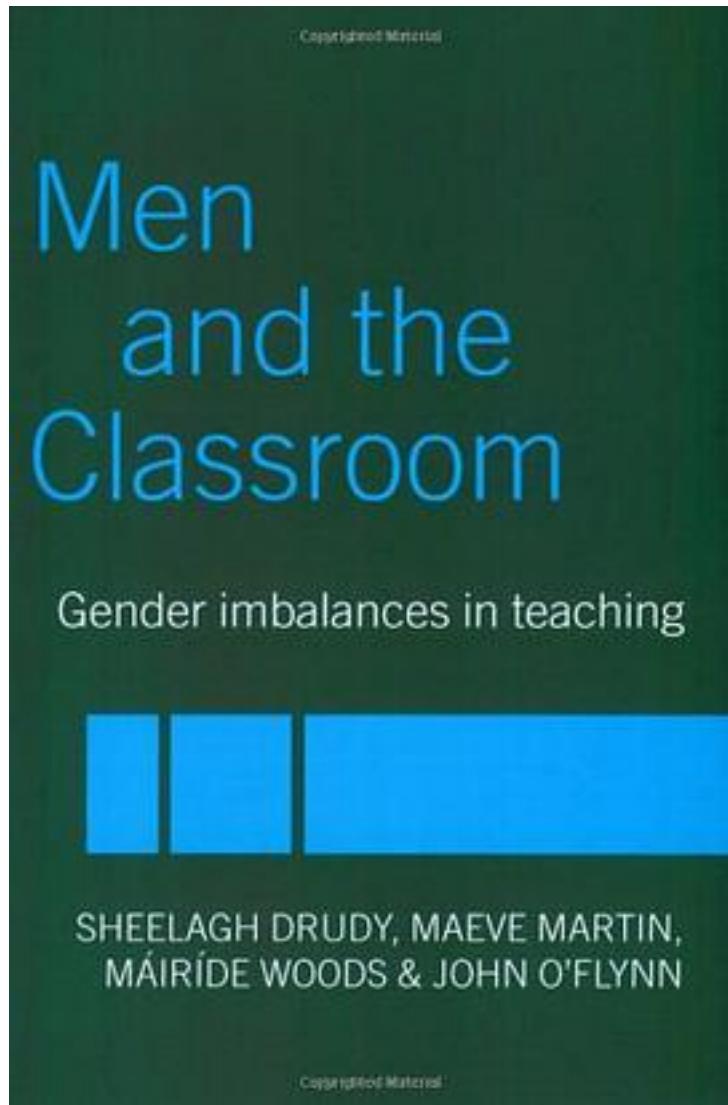


Men and the Classroom



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The teaching of young children has long been dominated by women. This global phenomenon is firmly rooted in issues related to economic development, urbanization, the position of women in society, cultural definitions of masculinity and the values of children and childcare. Yet, amongst the media scare stories and moral panics about underachieving boys, there are surprisingly few empirically supported answers to vital questions such as: - Does the feminization of the profession really give rise to other social problems in boys? - Will more male role-models in schools create a down-turn in youth crime? - Has the level of family breakdowns created a more urgent need for male teachers than ever before? - How is the relationship of gender and teaching considered within a framework of feminist theory? - Why are male teachers, especially in early years settings, treated with such deep suspicion? The authors of this groundbreaking book have undertaken the largest, most in-depth study ever carried out on this topic, in order to assess both teachers and students' views across primary education. Radical and social change are inevitably called upon in order to increase the proportion of men entering the primary teaching profession, but many short-term and more achievable strategies are also suggested here which could be implemented by policy-makers and senior managers quickly and effectively. Academics, students and researchers will also find a long overdue expose of one of the most critical issues facing the teaching profession today.

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