

'Fostering a sense of belonging and empowerment for male students in undergraduate teacher education courses'

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Research Overview

- Warwick et al (2012) outlines evidence to show how male teachers are in the minority in primary schools (15%).
- Males are twice as likely as female to leave ITE courses which trainees making up just over 10% of cohorts.
- Mills et al (2010) see the teaching profession as being feminized and thus a reduced number of male role models for pupils.
- By increasing the number of males will help to provide a greater diversity of teaching and be more representative of society as a whole.

Current Situation

- Currently on the B.A (Hons) QTS course the current % of male trainees in the cohort are XX.
- Realization that males must be feeling isolated and under represented on the course as a whole.

Action Plan

- The establishment of a male 'Working in Partnership Group' (WiP) was established to complement the work of other WiP initiatives.
- Meeting established and priorities set to try and include/raise male trainee profile.

Issues raised included

- Male trainees placement with male teachers when on SE.
- Male buddies to support trainees through each SE.
- Profile of trainees at events such as open days and talks.
- Trainees awareness of issues linked to being an NQT.
- Networking in university for social cohesion across year groups and courses.

Current Situation

- New placement patterning to take account of male trainees placement with male teachers when on SE.
- First SE male buddies support meeting set up.
- Increased profile of trainees at events such as open days and talks.
- Male NQT's now identified to meet with.
- Networking opportunity for social cohesion across year groups and courses provided.

References

- Mills, M., Martino, W., & Lingard, B. (2010) Attracting, recruiting and retaining male teachers: policy issues in the male teacher debate. *British Journal of Sociology of Education*, 25(3), 355-369.
- Warwick, J., Warwick, P., & Hopper, B. (2012) Primary teacher trainee perspectives on a male-only support group: moving beyond the 'freak show'. *An international journal of teachers' professional development*, 16(1), 55-76.