'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
