

Who Cares Now? Gender and Care Professions

Brunel University London, Thursday 2 April

9:30-10:00: Registration and coffee

10:00: Opening and greetings: Prof. Julia Buckingham, Vice-Chancellor, Brunel University London

10:10-10:55: Keynote lecture: Prof. Lynne Segal supported by The Care Collective:
The Language of Care

11:00-13:00: Parallel sessions

1) Does the care professional's gender matter and how do we create a more gender-balanced workforce?

- Charing: Dr. David Aldridge, Department of Education, Brunel University London
- a) Dr. Kate Clayton-Hathway and Rachael McIlroy: Gender and nursing: achieving a sustainable profession
- b) Dr. Gary Clapton: The visible barriers to young men's entry to child-care
- c) Yuwei Xu: Does the practitioner's gender matter? Perspectives from Scottish and Chinese young children in early childhood education and care (ECEC)
- d) Kate Simpson: the experiences of male nurses

2) Professionals' gendered journeys and perspectives: from entry-level roles to management

- Charing: Dr. Lora Adair, Department of Psychology, Brunel University London
- a) Paul Michaels: Sign language interpreting as a caring profession: the male interpreter perspective
- b) Michael McGrath-Brookes and Sherwyn: Male perspectives on Child Protection management
- c) Lewis Fogarty: Masculine and feminine leadership in Early Childhood Education and Care (ECEC)

3) Stereotypes, barriers and obstacles for applications, retention and progression: understanding the mechanisms deployed in maintaining a gendered terrain

- Charing: Dr. Wendy Martin, Division of Public Health, Brunel University London
- a) Dr Diane Trusson: The impact of gender on promotion and retention of female clinical academics
- b) Dr. Jenny Cook: Development and perpetuation of pay gaps in typically gendered professions

- c) Dr. Simon Brownhill: Learning lessons! Exploring the efforts of partners to build a mixed gender workforce in the Early Years sector
- d) Dr. Kate Hoskins: Athena Swan and the implications of gendered differences in Chemistry

Lunch: 13:00-14:00

14:00-15:30: Parallel sessions

1) Intersections and interactions

- Charing: Dr. Kei Long Cheung, Division of Public Health, Brunel University London
- a) Dr Yuwei Xu, Victoria Sullivan, Birgitte Ljunggren, Kari Emilsen and Karen Thorpe: An Intersectional approach to men's career trajectories in Early Childhood Education and Care (ECEC): comparisons of Australia, China, and Norway
- b) Irtiza Qureshi: Examining the barriers and enablers for British South Asian men in NHS nursing careers in England
- c) Roberto Murgia: Gender dynamics and interaction between professional caregivers and severely dependent people with Amyotrophic Lateral Sclerosis (ALS)

2) New Power, social activism and changing gender relations in care professions

- Charing: Prof. David Schmitt, Department of Psychology, Brunel University London
- a) Vivienne Porritt and Dr Deborah Outhwaite: #WomenEd: a global movement for being 10% braver
- b) Ruby Kirby: #Metoo: ontological impact and meanings for care professionals
- c) Joanne Wilkinson: Gender diversification of the Early Years workforce: recruiting, supporting and retaining male practitioners

3) Male students on 'feminine' professions courses: experiences and challenges

- Charing: Dr. Meriel Norris, Division of Physiotherapy, Brunel University London
- a) Dr. Jason Schaub: Making sense of men's experiences and progression through social work programmes in England
- b) Danica Minic: Male participation in nursing and allied health research
- c) David Galley: Foregrounding the voices of male students entering social work: motivations and experiences

15:30-15:45: Coffee break

15:45-16:45: **Panel discussion and concluding comments**

Participants: Ruby Kirby, Dr. Kate Hoskins, Sam Johnson VP Brunel Student Union, Dr. Laura Hills, Associate Dean for Equality and Diversity,

Presenters' affiliations and abstracts:

10:00-10:10: Opening and greetings: Prof. Julia Buckingham, Vice-Chancellor, Brunel University London

10:10-10:55: Keynote lecture: Prof. Lynne Segal, Anniversary Professor, Psychosocial Studies, Birkbeck, University of London, supported by The Care Collective

The Language of Care

Today we are facing a global crisis of care, on every level, from harming the world we inhabit to most people lacking the time or resources to care adequately even for those who most depend upon them. So here I will focus on what I see as the basis for this unsteady fulcrum of our concern for others, and the neglect now so prominent wherever we look. We all lean on others, but how this dependency manifests itself, or manages to stay hidden, is one crucial topic. Whether or not people are likely to receive the care they need, however necessary, is an even more perturbing one. Finally, addressing the ramifications of care in our time, and the disavowals of dependency, always leads us quickly into another terrain, the thorny thickets of gendered and, as often as not, racialized dynamics of power. Feminists have often questioned whether women have any distinct and enduring ties to care, whether for each other or the environment around us, other than those deriving from the particular responsibilities expected of women. These were precisely what second-wave feminists had been eager to see shared by both sexes equally, and for the sake of all of us, a goal that remains more important than ever today.

11:00-13:00: Parallel sessions

1) Does the care professional's gender matter and how do we create a more gender-balanced workforce?

Dr Kate Clayton-Hathway, Centre for Diversity Policy Research and Practice, Oxford Brookes Business School; Rachael McIlroy, Royal College of Nursing

Gender and nursing – achieving a sustainable profession?

The nursing workforce is not only a highly female-dominated profession, but it also represents one of the largest female-dominated occupations in the UK economy. Nursing is a crucial part of the health and social care sector, yet the profession has long been subject to cyclical shortages, with demand often outstripping supply. A boom-bust approach to workforce planning has led to a current crisis with the NHS in England alone facing over 43,000 vacancies. A recent report commissioned by the Royal College of Nursing and undertaken in a collaboration between Oxford Brookes

University and the RCN, examines issues at the nexus of gender, pay and nursing to better understand the barriers the profession has encountered.

The report examines the value of nursing in terms of pay levels, scope for progression, working conditions, and the image of nursing held by society, other health care professionals and nurses themselves. This paper ascribes the undervaluing of nursing to long-established views associated with nursing as women's work. Perceptions that care is a naturally feminine skill or characteristic overlook and devalue the high levels of expertise and professionalism deployed in contemporary nursing across a range of clinical, educational, academic, advocacy and managerial roles. The paper explores some of the shifts and developments needed to tackle the problems facing nursing in terms of recruitment, retention, reward and representation. These include institutional and employment policies that encompass fair pay, better working conditions, training and development and a professional voice. Moreover, these must meet the needs of the nursing workforce through differing contemporary career paths and life course stages to achieve a sustainable profession.

Dr. Gary Clapton, School of Social and Political Science, The University of Edinburgh

The Visible Barriers to Young Men's Entry to Child Care

This presentation has its roots in my work for Fathers Network Scotland on images (or the lack of them) of fathers in the publicity for children and family services. This work drew attention to the absence of fathers in a range of central government, NHS, local government and third sector agencies and has been successful in raising awareness of the power of images to signal and encourage inclusion (or discourage). For example, after publicising the research, the Scottish Government's Child Protection 2012 Guidelines were changed in 2014 after the visual message on the cover was highlighted as both missing a male/father and signalling that women/mothers were wholly responsible for children's welfare.

This presentation will elaborate a little more on this work and its successes, however its main content will be a report from research using the same methods of concentrating on images, this time the focus is the visuals that attend efforts used to interest and recruit young people to child care. Material from Scottish government and government-sponsored websites will be shown, as will advertising for Further Education training college courses and associated training agencies. The presentation will include examples of how not to interest young men and how to engage them.

Dr Yuwei Xu, Centre for Teacher and Early Years Education (CTEY), Department of Curriculum, Pedagogy and Assessment, UCL Institute of Education

Does the practitioner's gender matter? Perspectives from Scottish and Chinese young children in early childhood education and care (ECEC)

This paper responds to concerns over the assumed 'feminisation' of ECEC and adds children's perspectives to debates on whether more men should work in ECEC. It employs a poststructuralist theoretical positioning seeing children as active and agentic 'performers' in the constructions of gender dynamics in ECEC. Findings presented are derived from a project that used interviews with practitioners, pictorial conversations with children, and observations in ECEC settings to study about the relevance of gender in child-practitioner interactions. This paper mainly draws upon data from pictorial conversations with children.

Two research questions are addressed in this paper, including: 1. How do children perceive gender with regards to their daily experiences in and outside ECEC? 2. To what extent are practitioners' gender relevant in children's constructions of gender subjectivities? Pictorial conversations were conducted with 280 children aged 2-6 years old from the cities of Edinburgh, Hong Kong, and Tianjin. Findings show that although children sometimes related practitioners to their gendered experiences in and outside ECEC, children's gender subjectivities are dynamic and are linked to their short-term and long-term, fluid and stable, and interactive relationships with practitioners. This paper argues that practitioners need to openly discuss gender with children in ECEC practices and pedagogies.

Kate Simpson, School of Health Sciences, University of Nottingham

The experiences of male nurses

An international shortage of qualified nurses is causing significant concern (WHO, 2018) When there are inadequate numbers of nurses, there are proven negative consequences for patient care (Shin et al 2018). In 2019 England had 43600 nursing vacancies (Mitchell, 2019). Nursing continues to be one of the most steadfastly gendered professions. Within the UK just 11% of nurses are men (NMC, 2019). A decline in 'traditional' male jobs over recent decades has not led to men identifying nursing as an alternative despite its job security and comparatively generous employment rights.

International literature about men who work as nurses finds that regardless of contextual differences there are commonalities in their experiences. Their embodied status significantly impacts on their work lives and experience of providing care, perpetuating an otherness. Evidence suggests that men working as nurses negotiate these issues using a range of strategies, most notably choice of speciality and reframing the role. (Inoue et al, 2006, Pitt, V. et al. 2012, Kellett, Gregory and Evans 2014,). Men face challenges in the nursing profession and the perceptions that come with it from society, family, peers, patients and other healthcare workers; however, they can do very well out of a nursing career and often comparatively better than women (Punshon et al, 2019).

Research around gender and nursing is timely amid workforce concerns. By conducting research with men working as nurses I will add to the knowledge about how men experience working in non-traditional occupations. Notions of masculinity, and sociological approaches to work and care will be used to interrogate the lived

experiences of men in the contemporary healthcare system to discover more about what attracts them to and retains them in the nursing profession.

2) Professionals' gendered journeys and perspectives: from entry-level roles to management

Paul Michaels, Department of Sociology, Durham University

Sign language interpreting as a caring profession: the male interpreter perspective

The sign language interpreting profession has only recently been formally researched and this led to a number of models of interpreting. The first such model was widely recognised as the Helper Model. This is where family members, friends or neighbours would help a deaf person communicate with others. (Frishberg, 1986; Roy and Napier, 2015). Although there have been a number of models of interpreting developed since re-defining interpreting as a profession, there is still a hangover from the helper days that interpreters are 'helping' deaf people and sign language interpreting is widely perceived as a caring profession.

There has been research published on men who 'serve and care' (Simpson, 2005 p3) in predominantly female professions such as nursing, primary school teaching, within airline cabin crew and librarianship. Sign language interpreting in the UK is a service which is provided predominantly by females (ASLI, 2011; NUBSLI, 2017) and this has led to my current PhD research, which is examining the motivations for men to become sign language interpreters and their experience in the profession.

As part of my research, I have conducted 25 semi-structured interviews with male sign language interpreters and a further 12 took part in a group discussion on Facebook. The fact that sign language interpreting is widely viewed as a caring profession was raised numerous times. Discussions identified some important questions: Is sign language interpreting a caring or linguistic profession? Are sign language interpreters caring? Are male sign language interpreters perceived as less caring than female sign language interpreters?

The men interviewed answered such questions within the interviews and it is from their perspective that I will present to you. In summary, the context and the clients involved determine what level the male interpreters perceive themselves as caring without actually adopting the role of carer.

Michael McGrath-Brookes and Sherwyn Sicut, The Division of Social Work, Brunel University London

Male perspectives on Child Protection management

Since the year 2008 especially with the election of Barack Obama, the first Black President of the USA and the perceived rise of the influence of hitherto side-lined

minority groups, an increasing 'push-back' from the political right has occurred against what they see as the undermining of masculinity from a 'politically correct' perspective. This 'push-back' has been led by figures such as Jordan Peterson, Ben Shapiro and in Britain failed UKIP candidates Mark Meechan AKA 'Count Dankula' and Carl Benjamin AKA 'Sargon of Akkad'.

This 'push back' has gained remarkable reach and traction in society over recent years with increasing attention on its main figures becoming well known. People who would in the 1990s have been consigned to raging their views in the letters section of the far-right printed press. This has occurred due to the methods through which this information can be obtained and the phenomena of self-radicalisation.

In this context it has become ever increasingly important to look at the role of male management in female dominated professions. Social work is a prime area in which this needs to occur not only because like many 'care professions' this is traditionally seen as professionally gender imbalanced. Men - and in particular - white men, occupy positions of management and power whilst women - in particular black women - have made up a disproportionate amount of the workforce.

Therefore, a question that requires asking is what is the experience of men in positions of management and power? This presentation focusses on the experiences of men through the experiences of the presenters and focusses on several subjects.

Through this presentation, the authors wish to discuss and shed some light on the questions they feel are challenges to all men holding position of power in social work.

How does one as a male manager in social work position oneself? Does this position cause a conflict with one's own values, particularly in the light of the privileged position men hold in society? What methods can be employed to mitigate against such issues? Finally, is it morally right for the situation to continue and what are the ways forward?

Lewis Fogarty, Department of Education, Brunel University London

Masculine and feminine leadership in Early Childhood Education and Care (ECEC)

There are challenges in the Early Childhood Education and Care (ECEC) profession that are common, for example the 'terrors of performativity' faced by the workforce (Ball, 2003) and the 'schoolification' movement limiting the curriculum (Bradbury, 2013). Consequently, leaders in ECEC have a complex role with further gendered issues that need to be considered in order to avoid the perils of parochialism (Campbell-Barr and Leeson, 2016).

The ECEC workforce is around 96% female and unsurprisingly there is a high percentage of women in leadership positions. Despite this dominance, Curtis (2017) raises issues of intersectionality for black, female leaders in ECEC and refers to this as a 'double bubble'. Despite social justice developments of understanding of

women in leadership more and movements such as MITEY (Men in the Early Years) promoting males' involvement in the sector, it will take considerable time and a shift in societal perception for the numbers of men to increase in ECEC and to overcome the entrenched patriarchal history associated with leadership.

3) Stereotypes, barriers and obstacles for applications, retention and progression: understanding the mechanisms deployed in maintaining a gendered terrain

Dr Diane Trusson, NIHR Applied Research Collaboration East Midlands (ARC EM), Institute of Mental Health, University of Nottingham

The impact of gender on promotion and retention of female clinical academics

This paper describes results from a mixed methods study conducted with 67 nurses, midwives, and allied health professionals and 73 medical clinical academics in the East Midlands of England. Questionnaires and semi-structured interviews uncovered aspects of clinical academic careers that place women, specifically those with children, at a disadvantage when compared to their male colleagues. Findings align with statistical evidence of attrition of female clinical academics, particularly as roles become more senior. Data reveal evidence of gender stereotyping which can impinge on career progression. For example, nurses describe being perceived as 'practical rather than clever' and being traditionally seen as 'handmaidens for doctors' making it difficult to assert their clinical ambitions. Furthermore, female participants described challenges in combining clinical academic training with family life such as difficulty in attending conferences which impacts on opportunities for dissemination and networking. A lack of clinical academic jobs means that there are reduced opportunities for career progression, particularly when women are confined to a particular geographical area due to childcare issues.

Although steps are being taken by both healthcare and academic bodies to reduce gender inequalities, there are still areas for improvement in order to help women to negotiate a successful career which optimises their clinical and academic strengths. Suggestions from the research participants include improving childcare facilities at conferences, flexible working patterns and creating more clinical academic posts. This is important to increase diversity and to avoid homogeneity of clinical academics, especially at higher levels.

Dr. Jenny Cook, Equality, Diversity and Inclusion Engagement Data Analyst, Brunel University London

Development and perpetuation of pay gaps in typically gendered professions

Professions with particularly strong gender roles can suffer from occupational segregation, vertically and horizontally. This drastically impacts on who makes it to the top and thereby gets paid more and has ability to make decisions, perpetuating

segregation and preventing opportunities to progress. Either directly through biased practices or indirectly by lack of visible role models, as an example.

Using data from Brunel to show the journey from studying into professional vocational work or academia, this talk will show how we can understand the impact of policies and practices perpetuating or supporting or perpetuating fair and equal pay and how these are affected by gender and or ethnicity.

Dr. Simon Brownhill, School of Education, University of Bristol

Learning lessons! Exploring the efforts or partners to build a mixed gender workforce in the Early Years sector

The aim of this research set out to explore the lessons that can be learned from practicing professionals, educational settings, training institutions, support groups and policy makers in their efforts to build a mixed gender workforce in the Early Years sector (0-5). Research by Peeters et al. (2015) and Brody (2015) recognise various endeavours undertaken in international contexts to increase the number of men who 'dare to care' in sector equivalents in the Early Years but acknowledge the limited success that these have had. This research considers practical ways in which different partners can effectively help to improve male representation in the Early Years workforce. Underpinning this research are the works of Erikson (1963), Vygotsky (1978) and Bronfenbrenner (1979) which collectively provide a theoretical foundation for understanding the role of males in childhood development, thus emphasising their importance in Early Years settings. With a strong subscription to the interpretivist paradigm, the research embraced a qualitative approach to data collection, conducting semi-structured individual telephone interviews (approx. 35 minutes each) with four active male professionals in the Early Years sector, and analysing contributions (n9) made to an online Special Interest Group post. Of the ethical considerations applicable to this research, informed consent and participant anonymity were carefully managed through the use of detailed written consent forms and gender-appropriate pseudonyms (BERA, 2018). Analysis of the findings stress the importance of positive collaborations, the sustained investment of both time and available funding, and the need for 'creativity and ingenuity to enlist men into participation in early childhood settings' (Honig, 2006, p.686). The positive implications of this research are recognised for both policy makers and professionals, along with a 'guarding' against the increased recruitment of men in the Early Years sector (quantity) to the detriment of quality provision and practice for young children.

Dr. Kate Hoskins, Department of Education, Brunel University London

Athena Swan and the implications of gendered differences in Chemistry

In this paper, I present findings from a case study, informed by semi-structured interviews with 11 chemistry students and eight of their lecturers, at a best practice, high performing chemistry department in an English University. The aim of the

research was to explore the distinct gender differences in student aspirations and achievement and the resultant inequalities. I begin by acknowledging the gender equality progress made in the case study department, highlighting the institutional policies recently implemented as part of the Athena Swan award, including, for example, shared parental maternity/paternity leave. However, the data reveals that, even in a high performing department with extensive institutional support, chemistry is not woman friendly and remains a subject overwhelmingly studied by privileged men. Indeed, as one lecturer noted what needs to change are the wider cultures surrounding being a female academic working in chemistry. At conferences, she still regularly observes male colleagues 'boasting in the bar about how many hours they've been working and how many papers they've been writing, and how many grants they've done, and how many conferences they've been to', a factor that puts off many female undergraduates from a career in chemistry within the academy and industry.

Lunch: 13:00-14:00

14:00-15:30: parallel sessions

1) Intersections and interactions

Dr Yuwei Xu, Centre for Teacher and Early Years Education (CTEY), Department of Curriculum, Pedagogy and Assessment, UCL Institute of Education

An Intersectional Approach to Men's Career Trajectories in Early Childhood Education and Care (ECEC): Comparisons of Australia, China, and Norway

This paper addresses the research question of how men's subjective constructions of career trajectories, in ECEC, are shaped by intersections of social factors in Australia, China, and Norway. As a traditionally female profession, the role of the early childhood teacher is consistently viewed by many societies as the aegis of women, making men's choice to enter the profession a contested and trying ordeal. Despite these pitfalls, men have found their way into the profession, and are arguably valued as contributing to enabling a gender-diverse environment for young children. Along with this trend of men entering the profession, there seems to be a parallel phenomenon of men exiting the workforce. This research aims to investigate men's decision to remain or leave ECEC, by looking systematically at male dropouts and comparing them with 'persisters'.

Taking an interpretivist approach, we collected data on three men from each country: a 'persister' - a man who has chosen to remain in the profession for at least five years, and two dropouts - one from qualification studies and one from the workplace. A three-part data collection protocol including narrative interview, semi-structured interview, and a graphic storyline procedure is followed. The data produced is analyzed using intersectional analysis, and emerging intersectional themes include gender, class, ethnicity, generation (age), religion, professionalism, and sexuality & bodies. In a global discourse of men's scarcity in ECEC, this paper suggests that men's career trajectories are more complex than shaped by being a man; other factors such as social class, generation, and culture play significant roles in shaping

men's career decisions. The paper challenges the reproduction of gender binary in research on men in ECEC. The cross-cultural comparisons will inform potential approaches to a 'globalized' agenda in attracting and retaining more men into ECEC, thus promoting gender diversity internationally.

Irtiza Qureshi, Institute of Health Research, University of Bedfordshire

Examining the barriers and enablers for British South Asian men in NHS nursing careers in England

Background

There is an urgent need to increase and diversify the nursing workforce as evidence suggests that it can lead to increased patient satisfaction, improved health outcomes and better cost management. Groups such as British South Asians (BSAs) and men, are underrepresented within the NHS nursing workforce. Existing evidence highlights some barriers for underrepresented groups in nursing careers. There is, however, little evidence exploring the experiences of BSA men.

Method

This study used an intersectional conceptual framework utilising a convergent parallel mixed methods approach. Secondary descriptive analysis was conducted on national data on applications (n=150,445 applicants), attrition rates (n=416,457 enrolled students) regarding nursing pre-registration courses and NHS nursing workforce (n=1,254,368 full time equivalent staff posts).

Focus groups were conducted to explore community views (n=22 young men, 35 parents). One to one interviews were conducted with professionals (n=5 nurses, 5 other professionals)

Findings

The review of national data showed these men are less likely to be accepted on nursing pre-registration courses, more likely to leave their course without award and they are also underrepresented in senior roles within the workforce.

Identified barriers included: poor pay and conditions, negative family views, and less favourable comparison of nursing with medical doctors as a profession.

Enablers included: personal circumstances, role models (including friends and family), ethnicity (including religion and masculinity) and nursing as a noble profession.

Conclusion

Converged results and findings suggest that: unconscious bias in nursing education may be a barrier for BSA men; male relatives' views were a barrier for BSA men entering into nursing careers; there is a 'glass ceiling' in place for BSA male nurses' career progression and certain aspects of BSA masculinities and BSA religions were seen as enablers for these men.

Roberto Murgia, MA Student on Medical Anthropology and Global Health, Universitat Rovira i Virgili, Tarragona (Spain)

Gender dynamics and interaction between professional caregivers and severely dependent people with Amyotrophic Lateral Sclerosis (ALS)

Gender plays an important role concerning attitudes and feelings of people who receive continued care, particularly for those severely disabled and dependent –as people with amyotrophic lateral sclerosis (ALS)– whose care imply a major physical contact and closeness between professionals and patients. In this respect, studies show that gender interaction during the intersubjective dynamics of closeness-caregiving might generate negative feelings such as mistrust, discomfort, loss of intimacy or shame.

In this study, we aim to learn about gender perceptions, attitudes, feelings and practices from the point of view of professional caregivers of ALS patients in the domain of home care. We are interested in professionals' own gender experience and practice within the care relationship, as well as on how they perceive their patients' experience, attitudes and feelings during the closeness of care. For that, we will carry out semi-structured qualitative interviews with professionals of the Miquel Valls Foundation, a Catalan institution that provides psychosocial and occupational-therapy care for people with ALS at home and in institutional settings.

This presentation is work in progress. We expect that findings will deepen the understanding on the individual, relational and contextual conditions of intimate care for severely dependent people with ALS at home. Ultimately, findings should be useful in the training and practice of the various professionals working on home or institutional care for people with ALS and other severely dependent patients, with chronic or long-term diseases, characterized by a greater intensity in the temporal and intersubjective dimension of care.

2) New Power, social activism and changing gender relations in care professions

Vivienne Porritt, Co-founder and Strategic Leader of @WomenEd, Vice President of the Chartered College of Teaching and a Leadership Consultant.

Dr Deborah Outhwaite is a network leader for @WomenEd in the East Midlands where she is Director of the Derby Teaching Schools Alliance (DTSA), and an EdD supervisor for the University of Liverpool Online.

#WomenEd: a global movement for being 10% braver

There are substantial obstacles faced by female, senior leaders in the education sector where the number of male leaders is greater and disproportional to their percentage across our sector. Research published by Fuller and Harford (2016) showed that if the current rate of progress was maintained it would take another 30

years to reach equal numbers of male and female head teachers in secondary schools, let alone a female figure of 64% that reflects the education workforce.

This oral presentation will discuss the @WomenEd global movement (with nearly 30,000 followers on Twitter) analysing how contemporary gender related challenges and disadvantages for women leaders are being addressed through a positive grassroots movement that has enacted change from a base on social media. Female empowerment is being achieved through 28 global networks and Saturday and twilight events which operate regionally across the UK, and in 15 countries worldwide. Our anecdotal evidence collected from such events demonstrates the significant impact of gender on promotion and retention of female teachers, the large gender pay gap, the lack of flexible working opportunities in the school system, and the lack of professional development – for all groups –in an under-funded education system. We will explore why leaders who are women are treated inequitably in our schools and share how this can be changed.

The presenters are particularly interested in the intersectional impact of class, gender, race, ethnicity, disability, age, and sexuality on the education workforce, and recently contributed to the third annual Diverse Educators Conference, that brings these groups of teachers and teacher educators together. Part of this presentation will cover the new wave of diverse grassroots education movements and explain who they are; how and when they come together, and how they are changing education for the better.

Ruby Kirby, Nursing Lecturer, Department of Nursing and Midwifery, University of Huddersfield

#Metoo: ontological impact and meanings for care professionals

The #metoo movement exploded into Global North's consciousness during 2017. Originating in Black women's and women of colour's online discussions of racism, Tarana Burke's 2006 phrase was co-opted into the hashtag used to denote marginalised people's experiences of sexual violence. The prevalence and multiplicity of these incidents to many was shocking, while to others unsurprising. The individual narratives of events spanned decades and nations, and thus exposed the tangled nature of hegemonic violence.

Whilst 2017 had an intense momentum, the societal impact beyond the #metoo is yet to be fully realised. By examining the #metoo movement as shift of situated knowledge and mutual recognition from marginalised communities into wider social ontology, locations of power within society must now consider how validity is assigned and voices are acknowledged. This talk will look at how current and anticipated feminist epistemic readings of the #metoo movement can provide tools to disrupt imbalances of power within healthcare structures. Areas of transformative practice will be highlighted through the wider readings of the #metoo movement, looking at both the roles and care delivery of healthcare professionals. Through engaging with feminist standpoint theory this talk will offer practical and

epistemological considerations going forward into practice and looking at the wider role of healthcare when addressing issues of intersectional violence.

In order to acknowledge the presence of sexual violence in the realities of those accessing health services, healthcare professionals must equally analyse the cultural practices engaged with which maintain power structures by diminishing the knowledge and experiences of Others.

Joanne Wilkinson, Dr Joann Wilkinson, ESRC Gender diversification of the early years workforce: recruiting, supporting and retaining male practitioners, Department of Educational Research, Lancaster University

Gender Diversification of the Early Years Workforce: Recruiting, Supporting and Retaining Male Practitioners

Currently only 3% of the UK's early years workforce are male. An ESRC funded study (GenderEYE) by Lancaster University and the Fatherhood Institute looks at why the figure is so low and how this can be increased. The GenderEYE study examines how men are recruited, supported and retained in the early-years education workforce and how the value of their presence is attributed.

The gender diversification of the early-years workforce has the potential to challenge a gender-segregated employment market in general, and specifically gender stereotypical expectations about women's and men's suitability as carers and educators of young children (Drudy et al, 2005; Burns and Pratt-Adams, 2015). It creates opportunities for young children themselves to challenge gender stereotypes so that they may grow up to make less gender constrained choices about their own careers and gender roles within their families (McGrath and Sinclair, 2013). The GenderEYE study applies the theory of gender flexible pedagogy (Warin and Adriany, 2015) based on Butler (1990) to emphasize how early childhood educators, male and female, can model a flexible approach to the performance of gender, disrupting prescriptions for boys to model masculinities and girls to model femininities.

In this talk, I present some of the early findings from our study on why men resist early years employment, how they can be supported to engage in it, what practices are adopted when they are in post, and how their contribution is perceived. I also discuss the MITEY (Men in the Early Years) campaign which provides support and resources to male early years practitioners and organisations with an interest in gender equality and early childhood development.

3) Male students on 'feminine' professions courses: experiences and challenges

Dr. Jason Schaub, Department of Social Work and Social Care, University of Birmingham

Making sense of men's experiences and progression through social work programmes in England

Background and purpose: This paper presents an in-depth study of men social work students' experiences and how it links to their progress, to understand the underlying reasons for men's poorer progress through social work programmes in England. We know that men have more progression issues than women on English university social work courses but our understanding of how men experience social work education is very limited. Social work education in England has gone through a sustained period of rapid change, and this study updates our knowledge of men's experiences whilst studying to become social workers. Social work is a profession closely associated with caring and femininity and is often suggested as a non-traditional occupational choice for a man. Men's generally poorer educational experience becomes more prominent when studying a subject associated with femininity.

Methods: Focused interviews were conducted with a sample of twenty-one social work student men purposively recruited from seven English universities. This followed an earlier pilot to refine the interview schedule. They were recruited by email requests sent by their course. Transcribed interviews were analysed using thematic analysis via Nvivo.

Findings: Participants described a complex, layered set of experiential challenges specific to men. Participants felt 'unwanted' by the profession, and that men are: not 'natural' social workers; silenced in class and practice settings; and more disengaged from their cohort and profession. In some men, these impediments combined with other non-gender specific difficulties, thereby increasing the likelihood of failure or withdrawal. Some men are able to manage these issues, but others find them more challenging, suggesting some men experience a cycle of academic struggle and disengagement closely linked to their identity as men training to become social workers.

Conclusions: Men social work students have specific challenges when seeking to become qualified. They experience difficulty with particular settings and situations and their identities as both men and social workers are disturbed by their social work course experience. Men require support that addresses these difficulties, including targeted discussions about gender and social work practice.

Danica Minic, Research Director, Research Works Limited

Male participation in nursing and allied health research

This research was commissioned by the Office for Students (OfS) to provide an evidence-based strategic direction and practical recommendations to raise awareness of the study and career opportunities that nursing and allied health offer men for higher education providers, health sector bodies and policy makers. The research was conducted in 2019 by Research Works Limited, an independent research agency, and the final report was published in January 2020.

The research confirmed there were significant barriers to male students considering nursing and allied health. Gender stereotypes about caring work as feminine were the major factor deterring male students from considering nursing, whereas low awareness was the most significant barrier for allied health. In addition, negative perceptions of pay and workload in, and status of, nursing and allied health careers also posed further barriers.

To address the barriers above, the research explored students' and other key audiences' views on marketing and other interventions to increase male participation. The research highlighted some key requirements in terms of gender-sensitive marketing, including greater visibility of men, balance between emphasising caring and clinical competencies, highlighting links with sciences and technology, as well as opportunities in terms of pay, career progression and specialisation.

The research also identified other measures needed to increase male participation, some gender-specific and others more general but with particular implications for male participation. Gender-specific measures included: 1) supporting male students as a minority gender (e.g. through mentoring, gender-sensitive recruitment practices, providing role models); and 2) adopting a policy framework to drive systematic action in this area. More generic measures but with implications for male participation concerned: 3) raising awareness of allied health, but also nursing specialisms: 4) establishing or strengthening partnerships to promote nursing and allied health subjects and careers; 5) supporting mature students; and 6) improving the workplace offer in these careers.

David Galley, School of Sport, Health & Social Sciences, Solent University

Foregrounding the voices of male students entering social work: motivations and experiences

There has been a renewed interest in the paucity of males entering the social work profession. Men average around 20% of the workforce, a statistic echoed across the western world. Outside of management, some have questioned men's motivations to practice social work, ranging from their suitability to work with vulnerable children to their capacity for emotional intelligence.

This study addressed the research question, 'what are the main factors affecting the experiences and career decisions of male social work students?' This is particularly apt, as many expressions associated with the traditional female role of caring are eyed with suspicion when expressed by males. Many participants highlight assumptions made concerning their personal characteristics, such as sexual orientation.

The research was grounded in qualitative methodology employing over-arching ethnographic principles and methods. Male only participants of the study comprised thirty-four enrolled students and recent alumni of qualifying social work programmes, drawn from across all four nations of the UK. Themes from the study were analysed using intersectional approaches.

Participants reported being treated differently depending on which of their dispositions came under scrutiny at various intersections throughout their academic and training experiences. This study suggests that male social work students vibrate between positions of advantage and discrimination.

This research adds to the literature concerning males in female majority occupations, where the usual advantages of being male, embedded in the socialisation of many is challenged. Conclusions include bespoke support networks for men as a minority and more widely, calls for a shift in perceptions that certain occupations and professions are gendered.

15:30-15:45: **coffee break**

15:45-16:45: **panel discussion and concluding comments**