



STATISTICS ON MEN IN EARLY CHILDHOOD EDUCATION

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1 INTRODUCTION

This paper presents a comprehensive picture of what the Ministry of Education's data shows on men in early childhood education (ECE).

The source of this data is the Ministry's annual June census of ECE services. Almost all of the information in this paper uses data that can be found on the ECE staffing statistics section of the Education Counts website.¹

The main statistics part of the paper is divided into the following four groups of teachers and educators:

- Teachers in teacher-led ECE services
- Educators in home-based services
- On-duty adults in playcentres
- Staff in nga kōhanga reo.

For each of these groupings, the paper shows the number and percentage of men by various categories. Some of these categories relate to the services the teachers and educators work in, such as their service type, ownership type, and region. Others relate to the teachers and educators themselves, such as their ethnicity, their qualifications, and whether or not they work full-time. Where available, other statistics are also presented.

¹ <http://www.educationcounts.govt.nz/statistics/ece2/staffing>.

No attempt is made to answer wider sociological and other questions, such as why there are so few men working in ECE, or to consider policy-related issues. Rather the paper is meant as a resource of statistical information and hence a starting point for those who seek to address these wider questions.

2 QUICK OVERVIEW

The key finding will surprise few. There are very few men working in ECE. While there are differences between various service-related breakdowns, and between different groups of people, there is no getting around this fact.

The number and percentage of men are low in each of the four groupings of teachers and educators, as can be seen in Figures 1 and 2. Figure 1 shows the number of male teachers and educators in 2013, and Figure 2 shows their percentage of all teachers and educators. Only 486 men were working as ECE teachers in teacher-led services, accounting for 2.2% of all ECE teachers in 2013. The number and percentage were by far the lowest for male educators in home-based services, with only 44 men making up 0.7% of all home-based educators. Nga kōhanga reo had the highest percentage of male staff, with 438 men representing 12.9% of all staff. Playcentres had 175 men, representing 2.8% of on-duty adults.

Figure 1

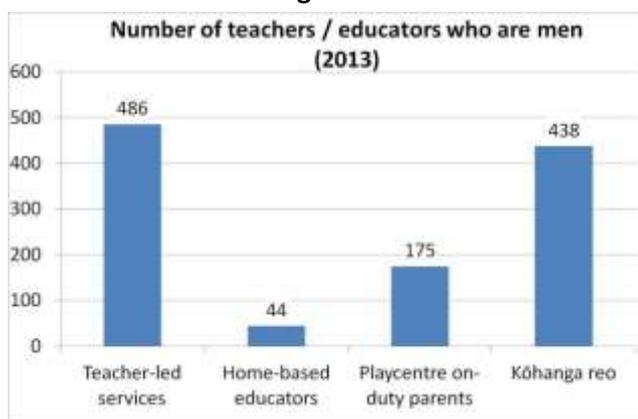
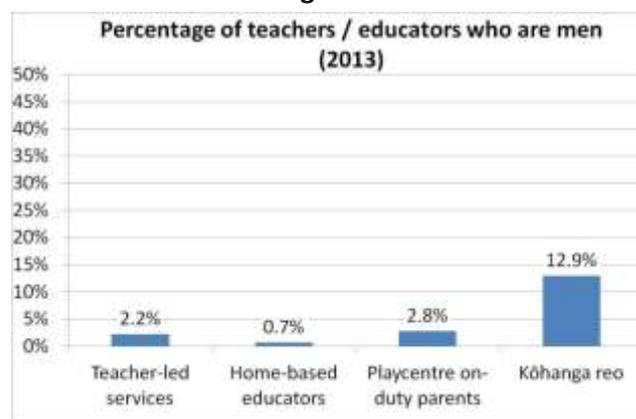


Figure 2



Although low, these numbers and percentages have grown significantly over time. This is indicated by Figures 3 and 4, which show the number and percentage of male ECE teachers since 1994. The series goes back even further for Kindergarten teachers.²

² As with most of the figures shown, data back to 2002 is from the tables on Education Counts. Data from 1997-2001 is from the Ministry's digital databases. Data previous to that is from the published annual *Education Statistics of New Zealand*.

Figure 3

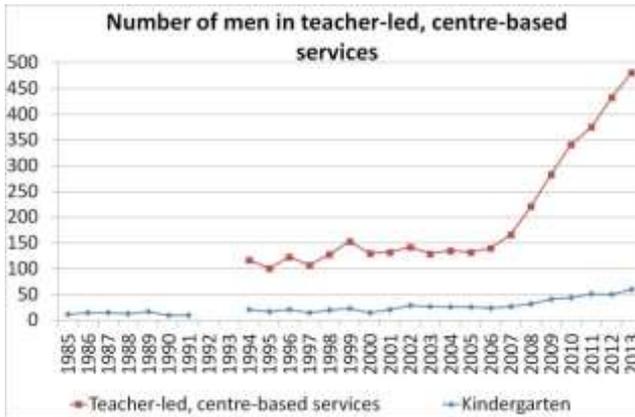
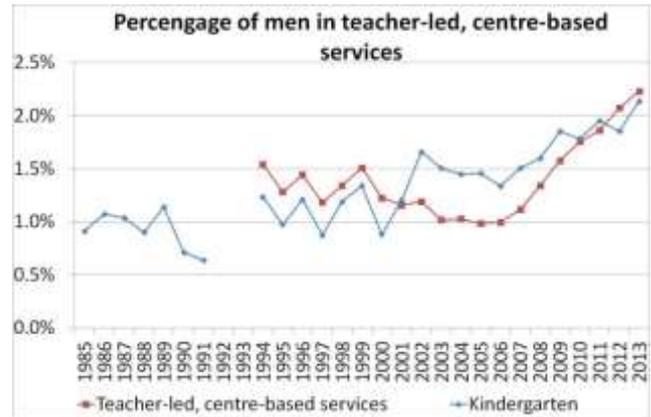


Figure 4



A more detailed picture is now presented for each of the teacher and educator groupings.

3 TEACHERS IN TEACHER-LED SERVICES

There were 486 male teachers in 2013, representing 2.2% of all teachers in teacher-led services. Both figures have grown significantly since 2006, when they were respectively 140 men and 1.0%. Between 2002 and 2006, the number and percentage were relatively constant.

Figure 5

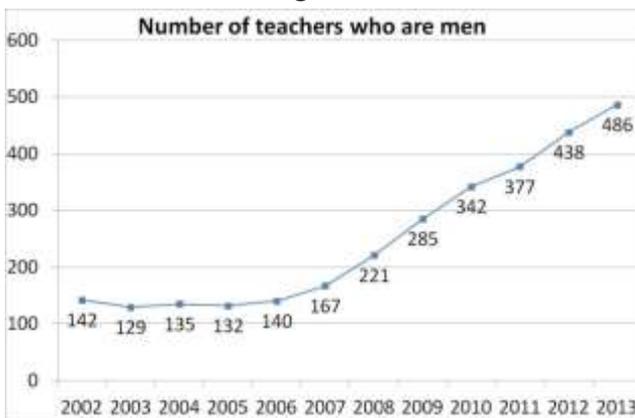
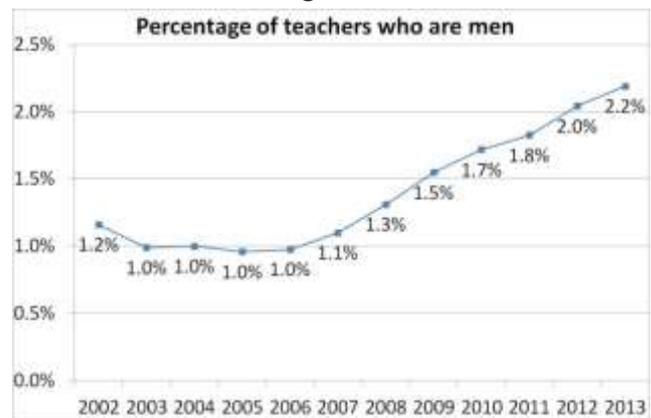


Figure 6



Four service types are considered as teacher-led services: education & care services (including casual education & care services and hospital-based services), kindergartens, home-based services (in the case of network coordinators), and the Correspondence School.

There was not much difference between the percentage of men working in education & care services and in kindergartens (2.2% and 2.1% respectfully), but very few home-based coordinators were men (0.8%) and no Correspondence School teachers. See Figures 7 and 8.

Figure 7

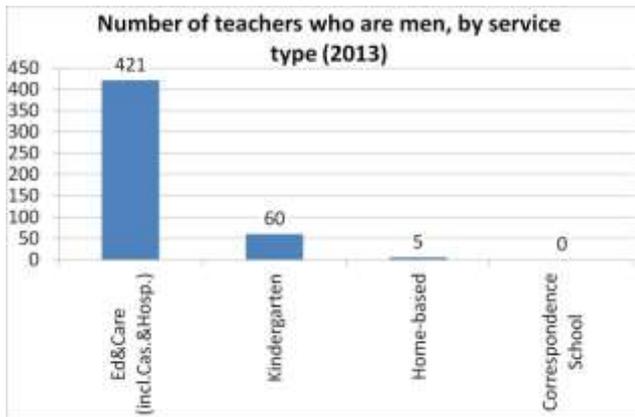
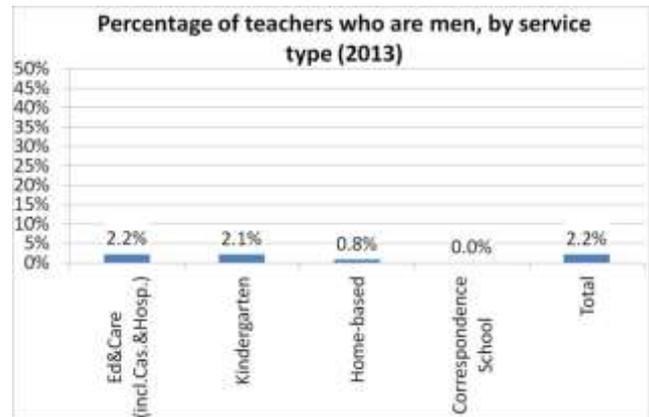


Figure 8

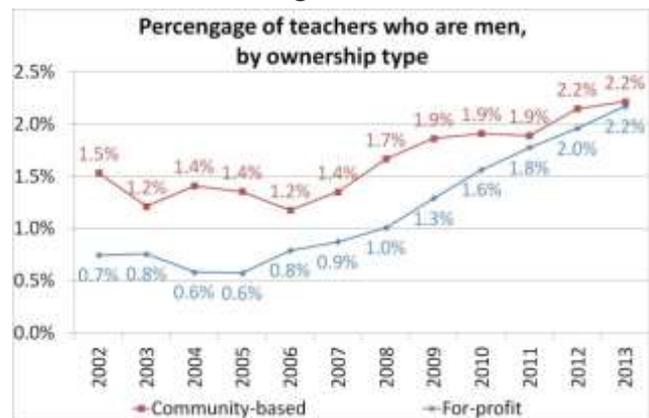


Earlier last decade, community-based services were twice as likely to employ men as were for-profit services. However, the gap between them has progressively closed. Men made up 1.5% of teachers in community-based services and 0.7% of teachers in for-profit services in 2002, but by 2013 the figure was 2.2% for both. See Figures 9 and 10.

Figure 9



Figure 10



The percentage of teachers who were men varied considerably between regions. In 2013, the regions with the lowest percentage of male teachers were all in the South Island: West Coast (0.7%), Southland (1.4%), and Tasman (1.5%). However, the South Island also had the regions with the highest percentage of men: Nelson (6.3%) and Otago (3.3%). The third highest percentage was in Wellington (3.1%). See Figures 11 and 12. Note that the small number of male teachers in some of the

regions can lead to considerable volatility over time. For example, if one more man taught in the West Coast, the percentage figure would double.

Figure 11

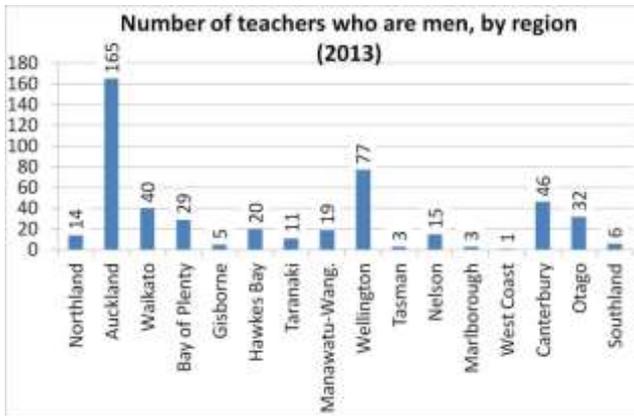
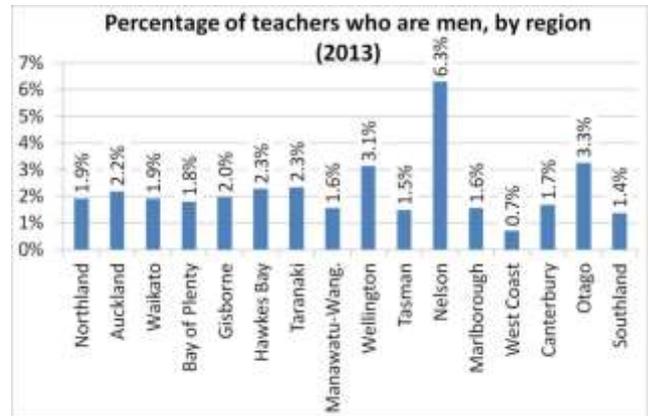


Figure 12



The socio-economic status of where the service was situated made little consistent difference to the percentage of its teachers who were men. Figures 13 and 14 show the number and percentage by the New Zealand Deprivation 2006 Index decile of where the service is situated. This index is a measure of socio-economic deprivation. The higher the decile, the more deprived the area and the lower its socio-economic status. Percentages varied between 2.0% and 2.2% for most areas, with slightly higher figures in the highest and lowest deciles.³

Figure 13

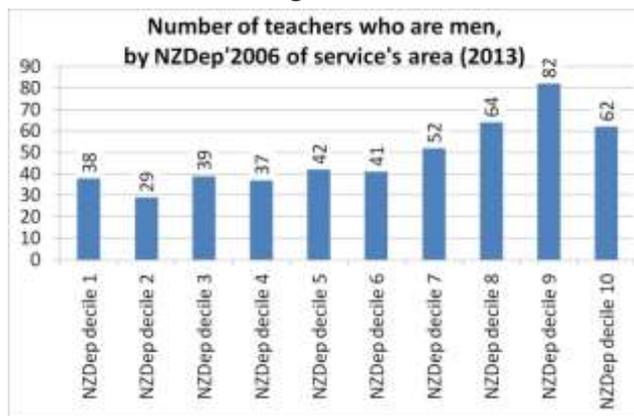
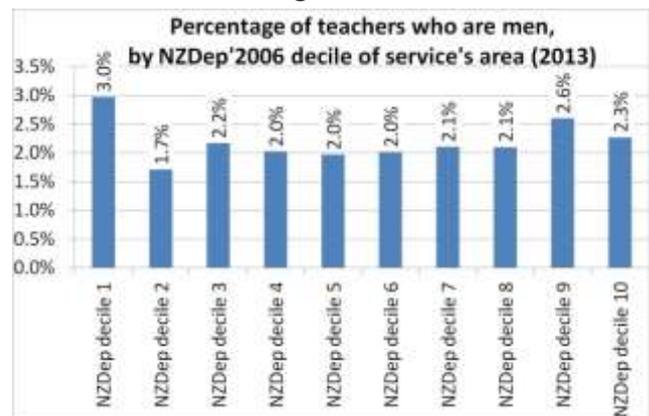


Figure 14



One partial indicator of the quality of an ECE service is its funding band, whereby services with a higher percentage of ECE-qualified teachers are in higher funding bands and receive a higher hourly rate from the Ministry. Figures 15 and 16 divide

³ More information on the NZ Deprivation Index can be found here: <http://www.health.govt.nz/publication/nzdep2006-index-deprivation>.

services into the 80%+ and under-80% funding bands, where 80% refers to the percentage of regulated teachers⁴ who are registered and qualified. The increasing number of men in the 80%+ funding bands reflects the movement of most services into these bands. Historically, the 80%+ funding bands had a slightly higher percentage of men in them. While this finding does not apply to the last two years, the number of men in the under-80% bands is now very small. Once again, small numbers can cause some volatility in the percentage figures.

Figure 15

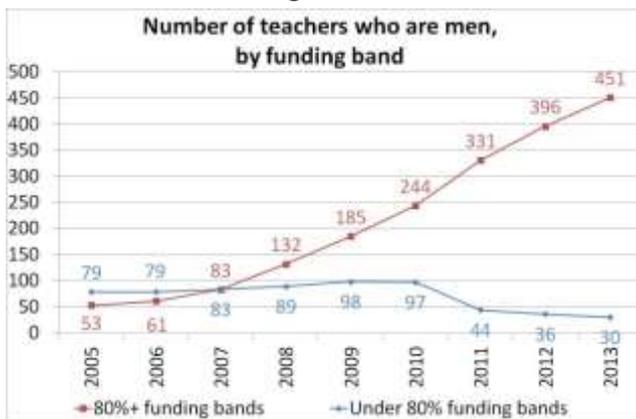
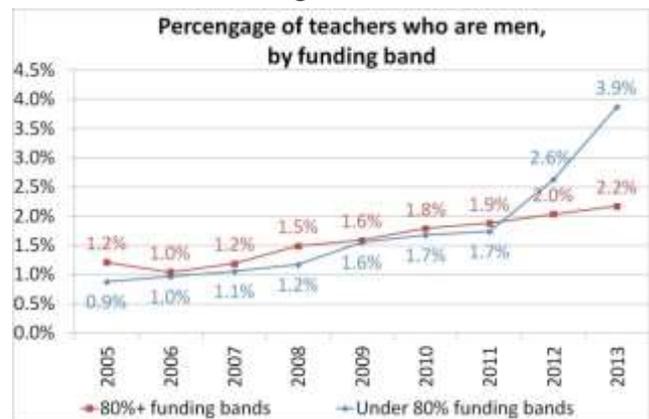


Figure 16



Moving from the characteristics of the services to the characteristics of the teachers themselves, what are the differences?

Men have always made up a lower proportion of ECE-qualified teachers⁵ than of non-qualified teachers, and the gap has increased substantially in size over the last few years. By 2013, men's share of ECE qualified staff was around half their share of other staff (1.8% compared with 3.5%). See Figures 17 and 18. The percentage of men with ECE qualifications rose from 44% in 2002 to 62% in 2013, whereas the proportion of women with ECE qualifications rose considerably more, from 49% to 77%. See Figure 19.

⁴ The number of regulated teachers refers to the minimum required to meet the child/teacher ratios set out in the Education (Early Childhood Education) Regulations 2008.

⁵ To be qualified, teaching staff must hold a recognised ECE teaching qualification that leads to registration with the NZ Teachers Council. From November 2010 New Zealand qualified and registered primary teachers in ECE services could be counted for funding purposes. Hence from 2011, all statistics on qualified teachers in ECE also include those working in ECE with primary teaching qualifications.

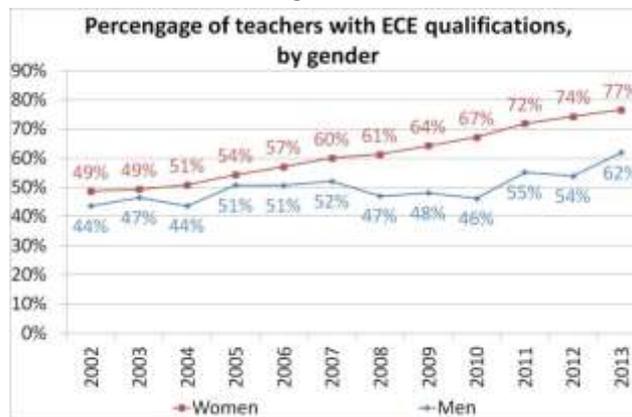
Figure 17



Figure 18



Figure 19



European teachers had the lowest percentage of men in 2013 (1.9%). The highest were Asian teachers (3.0%), closely followed by Māori teachers (2.9%), with Pasifika teachers being between the two (2.4%). However, in the case of ECE-qualified teachers, the European percentage was fairly similar to that of Māori and Pasifika teachers (1.5%-1.7%), with Asian teachers again having the highest percentage (2.6%). Consistent with Figure 18, men made up a higher percentage of teachers with no ECE qualifications in all ethnic groups, although the percentage was a lot lower for European teachers. See Figures 20 and 21.

There are also differences between the ethnic groups in their trends over time. The percentage of teachers who are men grew the most for Asian teachers (from 0.9% in 2002 to 3.0% in 2013), followed by European teachers (from 0.9% to 2.9%). It changed the least for Pasifika teachers (from 2.5% to 2.4%) and Māori teachers (from 2.0% to 2.9%). The higher growth for Asian and European teachers may relate to the fact that the percentage of teachers who are qualified has risen considerably over time, and these percentages are higher for Asian and European teachers. See Figure 22.

Figure 20

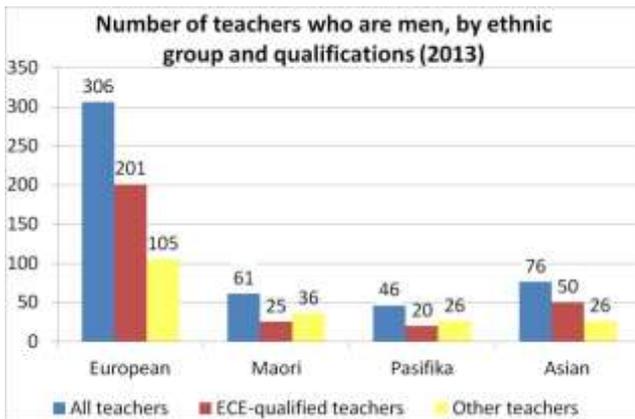


Figure 21

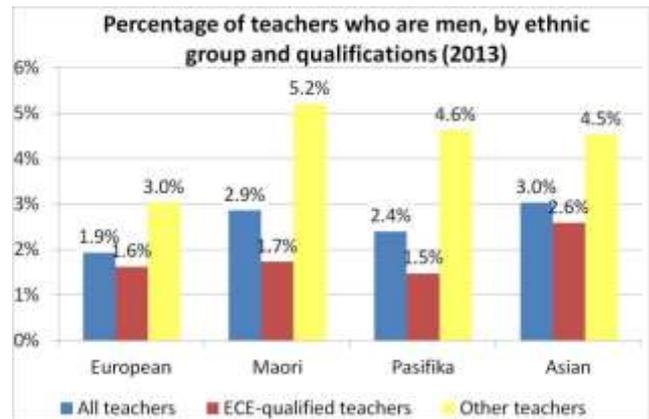
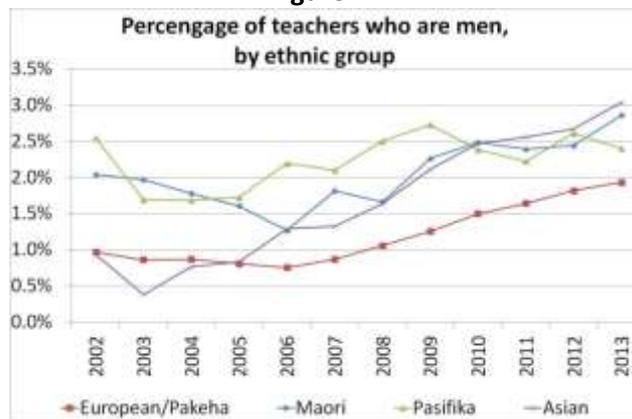


Figure 22



Finally, the statistics show only a small difference between the percentage of full-time teachers who are men and the percentage of part-time teachers who are men, with the direction of this difference changing a couple of times over the 2002-2013 period. In 2013, 67% of male teachers were working full-time compared with 70% of female teachers. For the purpose of these statistics, full-time is defined as having 25 hours or more of child-contact time per week. See Figures 23 and 24.

Figure 23



Figure 24



So, in summary, what can be said about the proportion of teachers who are men? The above analysis has given a number of breakdowns which have shown differences. However, no matter what the breakdown shown, there is not ignoring the key point, which is that the proportion of teachers who are men is small. Notwithstanding this qualification, men tended to make up a higher percentage of teachers in ECE centres, teachers with no ECE qualification, and of Asian teachers, especially qualified Asian teachers. In 2013, there was little difference in regard to service ownership, the NZ Deprivation Index decile of where the service was, and whether or not the teacher was full time. There was no consistent finding in regards to regional variation, with the South Island having regions with both the highest and lowest percentage of male teachers.

4 EDUCATORS IN HOME-BASED SERVICES

Network coordinators of home-based services were included in the above analysis. Only five of them were men in 2013, making up 0.8% of all coordinators. This section focuses on the other staff in home-based services, namely educators. Educators are the adults who actually look after the children in the homes, whereas co-ordinators have more of an administrative, management function.

The number of male educators (45) is higher than the number of male coordinators, but their share of all educators is slightly lower (0.7%). While small, both the number and percentage of male educators has generally risen over time. See Figures 25 and 26.

Figure 25

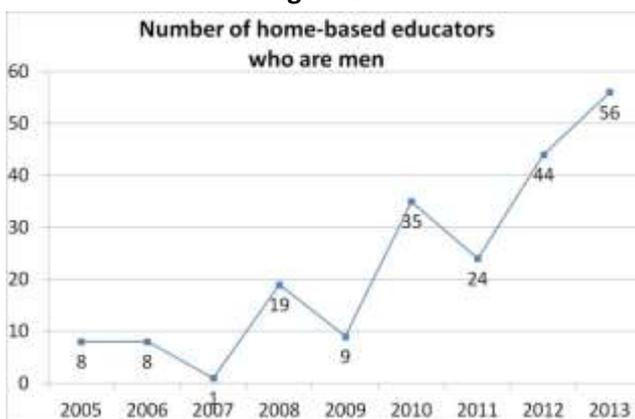
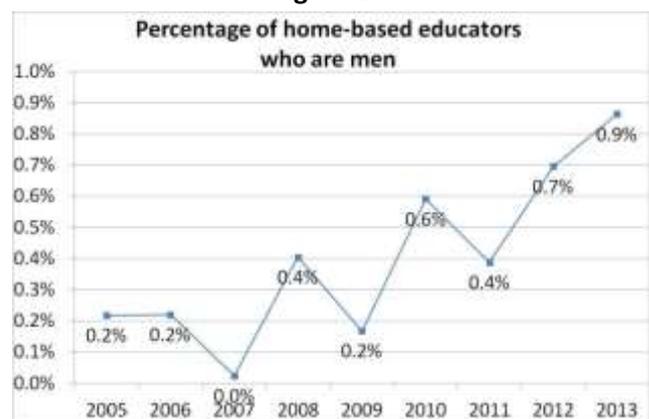


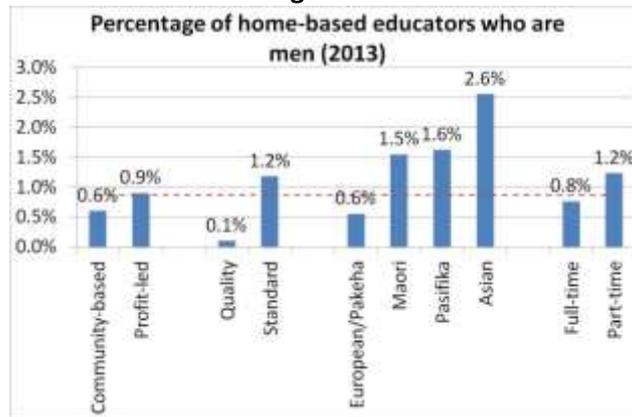
Figure 26



The number of male educators is really too small to mean that further analysis would give significant conclusions, especially for the earlier years. However, for the record, the findings in regard to the 2013 figures are shown in Figure 27. They show the percentage of home-based educators who are men to be higher for:

- Educators in for-profit services
- Educators in services paid at the “standard” funding rate (which reflects less demanding requirements in regard to qualifications and child/teacher ratios)
- Asian educators
- Part-time educators.

Figure 27



5 ON-DUTY ADULTS IN PLAYCENTRES

On-duty adults in playcentres are those adults required to be there to meet the requirements of the Playcentre Associations, especially in regard to teacher-child ratios.

The number and percentage of on-duty adults who are male has generally been fairly steady over time. In 2013, however, both fell slightly to 175 men and 2.8%. See Figures 27 and 28.

Figure 27

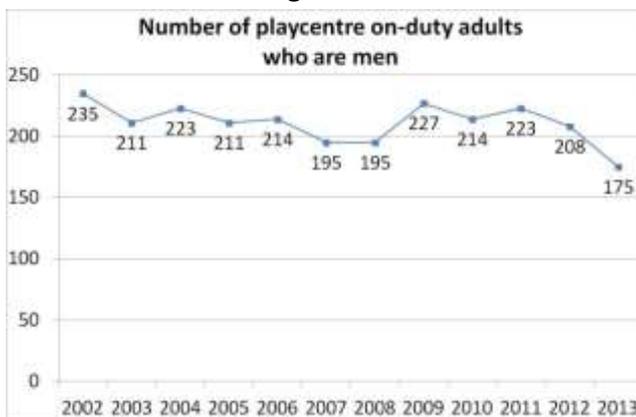
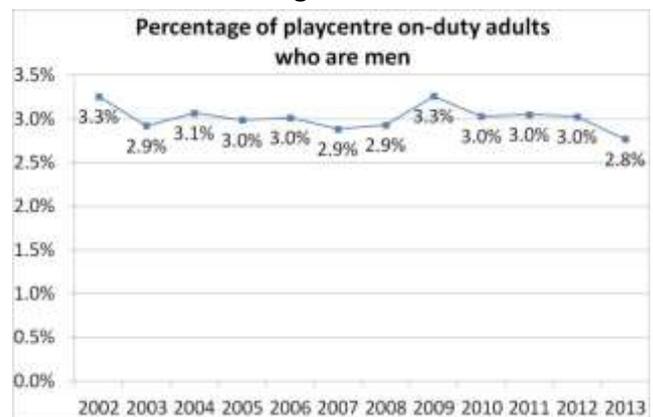


Figure 28



Men make up a higher share of on-duty adults who are volunteers and of on-duty adults who do not have a playcentre qualification. Figure 29 shows the number of

men by each category and Figure 30 shows men as a percentage of on-duty adults in each category, with the overall percentage shown as a red line. The specific findings are as follows.

- In 2013, 11.3% of on-duty adults in playcentres were paid. Men made up a far lower percentage of those paid (6 men; 0.8% of adults) than they did of the volunteers (169 men; 3.0%).
- In the same year, 82% of on-duty adults had some sort of Playcentre qualification. Men made up a lower percentage of those with qualifications (116 men; 2.2%) than those without (59 men; 5.2%). The proportion with qualifications was 66% for men and 83% for women.

Figure 29

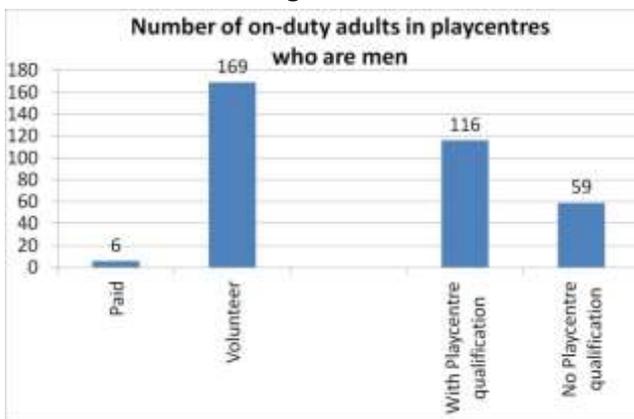


Figure 30

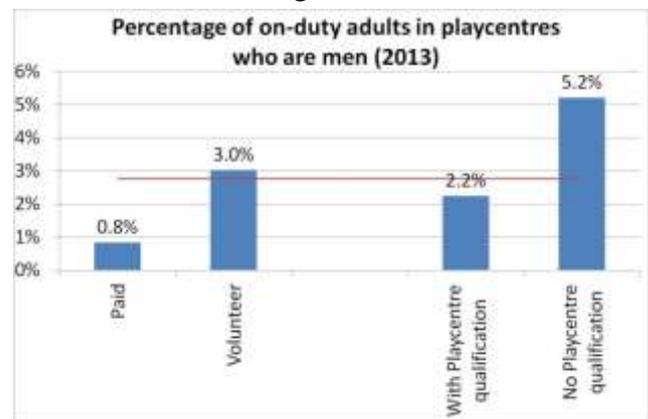
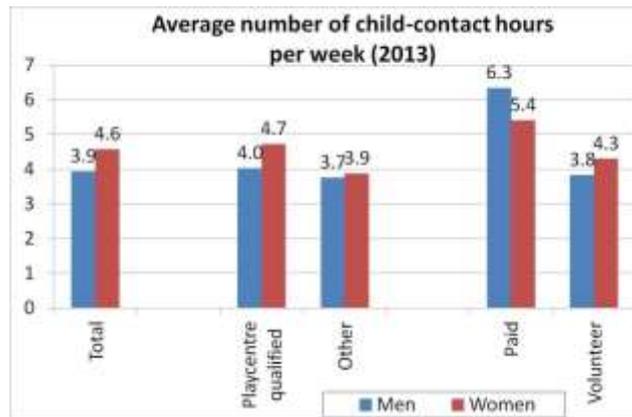


Figure 31 shows the average child-contact hours per week of male and female on-duty adults.

- Men had fewer child-contact hours (3.9 hours) than did women (4.6 hours).
- While a similar gap between men and women occurred for those with playcentre qualifications, the gap was a lot less for those without.
- Men who were volunteers had fewer child-contact hours than women, but men who were paid had more contact hours. However only six men were paid.

Figure 31



6 STAFF IN NGA KŌHANGA REO

As with ECE teachers and home-based educators, the number and percentage of kōhanga reo staff who are men has tended to rise over time. By 2013, there were 438 men, representing 12.9% of kōhanga reo staff. See Figures 32 and 33.

Figure 32

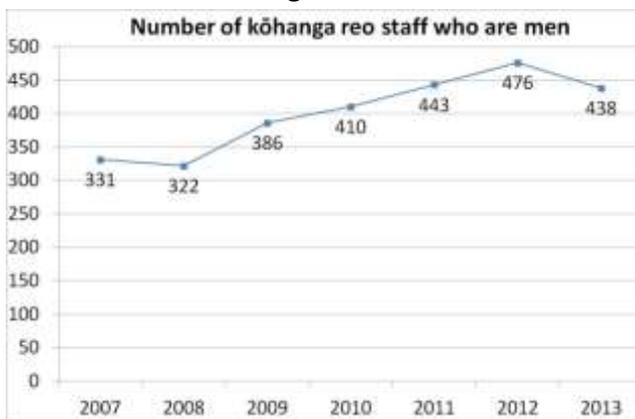
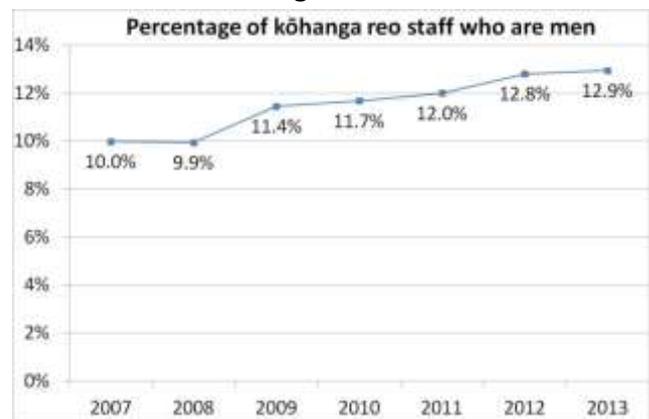


Figure 33



The number of male staff in 2013 is shown in Figure 34 by various categories, and their percentage of all staff is shown in Figure 35. Compared with their total share of 12.9%, men make up a higher percentage of volunteers (16.2%), staff working in services paid at the lower “standard” funding rate (14.4%), and staff with no qualifications (14.3%). There was little substantial difference between full-time and part-time staff.

Figure 34

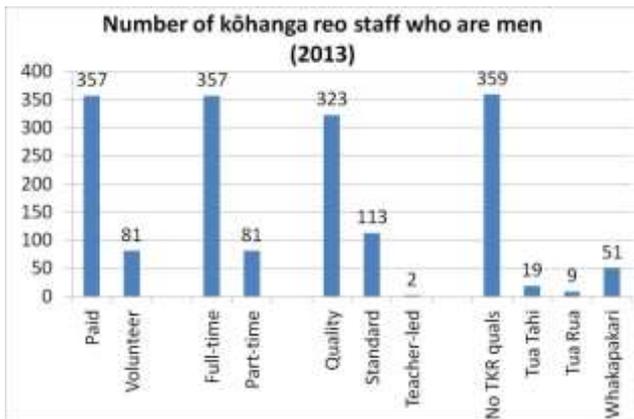
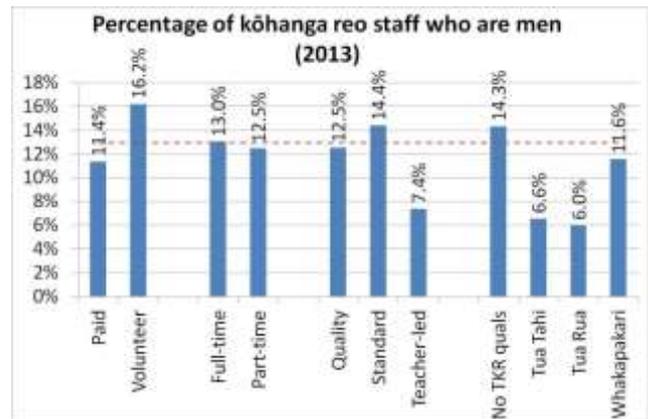


Figure 35



7 SUMMARY

There is no getting round the fact that there are very few male teachers or educators in ECE. While there are some differences depending on which group of services and teachers/educators are examined, the numbers and percentages are always low.

In 2013, men made up only 2.2% of teachers in teacher-led services, 0.7% of home-based educators, 2.8% of on-duty adults in playcentres, and 12.9% of kōhanga reo staff. Although low, both the number and percentage of men has grown significantly over the last few years for all these groupings, with the exception of on-duty adults in playcentres.

Compared with their 2.2% overall share of teachers in teacher-led services, men made up a higher percentage of teachers with no ECE qualification (3.5%) and of Asian teachers (3.0%). There was little difference in regard to service ownership, the NZ Deprivation Index decile of where the services were situated, or whether or not the teacher was full-time. Similarly, there was no consistent finding in regards to variation across the regions.

At 56 men, the 2013 number of male educators was very low in home-based services. Compared with their 0.7% overall share, the percentage was higher for for-profit services (0.9%), services receiving the lower “standard” funding rate (1.2%), Asian educators (2.6%), and educators who were full-time (1.2%).

Compared with their 2.8% overall share of on-duty adults in playcentres, men made up a higher percentage of on-duty adults who were volunteers (3.0%) and on-duty adults who had no playcentre qualification (5.2%). Men also tended to have fewer child-contact hours over the week (3.9 hours compared with 4.6 hours for women).

Compared with their 12.9% overall share of staff in kōhanga reo services, men made up a higher percentage of volunteers (16.2%), staff in services paid at the lower “standard” funding rate (14.4%), and staff with no kōhanga reo qualifications (14.3%). There was little difference between full-time and part-time staff.