

# Stage 2 Workplace Practices – 2016

## External Assessment Cover Sheet

### Assessment Type 4: Investigation

**SACE Registration Number:**

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**Student's industry focus for undertaking Workplace Practices:**

Education

**Practical Investigation**

**Issues Investigation**

**Description** Issue investigation into the gender inequality of teachers in primary schools.

**word count** \_\_\_\_\_  
(for written only)

This **investigation** is assessed using the following specific features:

Knowledge and Understanding	Investigation and Analysis	Reflection and Evaluation
KU1	IA1	RE1
KU2	IA2	

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## Overview:

The goal for this investigation is to find out why there is a teacher gender imbalance in schools and what impact it has on both teachers and students. I have chosen this as my aim because I am interested in this industry and hope to one day to be a primary school teacher. However I have noticed that there are always more females teachers than males in schools and always wonder why this is. This investigation will help make me aware of issues I may face as a male teacher so I can avoid them later on, however it also help to highlight the benefits. It will be useful me to research this topic as I will hopefully learn what makes a good teacher.

## Research Methodology:

To answer my question I first did a lot of secondary research to build up a lot of understanding about this topic. To find information I typed in key words such as gender balance and teaching. I first got some good statistics about male and female teachers in schools so I could see if there was a shortage of male teachers. These statistics by the education department and Australian government and therefore could be trusted to be accurate. There were also articles from newspapers and lastly, I interviewed a male primary school teacher. In particular I asked whether the teacher faced peer pressure, and if he finds it difficult to be a male in the teaching profession.

## Research and Investigation:

*What are the current numbers of males to females in the primary education sector?*

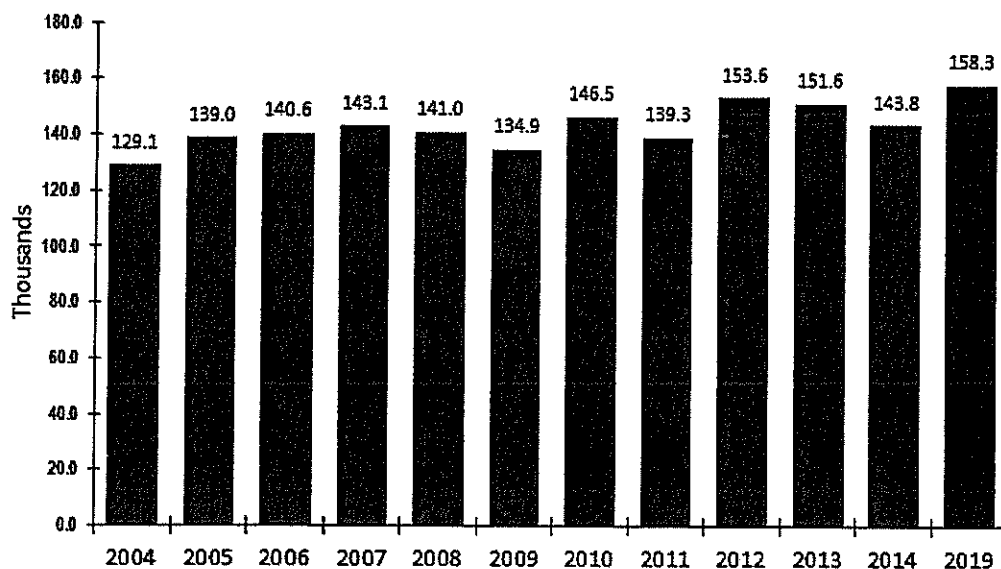
People believe that there is a gender imbalance and that it has a negative impact on the school system because of decrease of male teachers and increase of female teachers. In 1993, 37.5% of the teachers were male, but it decreased in 2009 to 31.3%. Currently in NSW, there 250 schools in just NSW that do not have one male teacher. In South Australia, across primary and high schools there were 3783 male teachers in schools and 9006 female teachers. (Holderhead, 2012)

According to the latest figures released in March, 2015, by the Australian Council for Educational Research, 2015, eight out of every ten primary schools teachers are female. This is different to high school, where approximately six out of ten teachers are female. Most male teachers can be found in high schools teaching in chemistry, physics, mathematics and IT. (Weldon, 2015)

Increasingly, large numbers of female teachers are also becoming part time after having children. 31% of female primary teachers and 27% of female secondary teachers are part time. (Weldon, 2015)

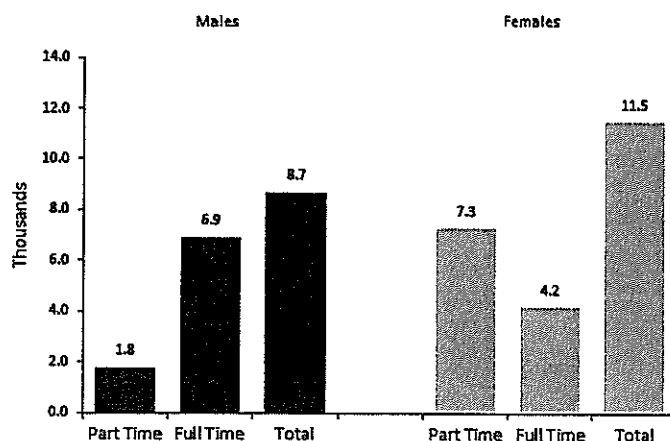
### What are the job prospects in the industry?

According to the Job Outlook website by the Australian government there is going to be a shortage of primary school teachers in the future. (Weldon, 2015). There are good prospects for young men in this industry. By 2019, they would be 14 and a half thousands teachers would be needed. (Job Outlook An Australian Government Initiative, 2012)



This graph shows that there are more females teachers than male teachers in the teaching profession.

Employment Growth by Gender (thousands)



These data show employment growth (thousands) over the past five years for male and female, employed part-time and full-time. Source: ABS Labour Force Survey, annual average 2014, 2009. Estimates have been rounded and consequently some discrepancies may occur between sums of the component items and totals.

<http://joboutlook.gov.au/occupation.aspx?search=alpha&tab=stats&cluster=&code=2412&graph=GG>

### *Why males chose not to become primary school teachers?*

First reason males don't become primary school teachers. This is because it is not seen as a masculine career. (Murray, 2009) This was further supported in an article to why males don't become primary school teachers is because it is seen as a females' job. In our culture women are seen as the caregiver for children, therefore this is transferred to primary schools as well. Therefore men may feel uncomfortable because they are doing a female role.

Also becomes there are so many females in the job that males don't want to become the only male. (Rich, 2014). As can be seen in the statistics previously mentioned approximately women outnumber men. Therefore men may not feel they have anything in common, may feel left out in places such as the staff room.

Another deterrent is that men can earn more money on average outside the profession of teaching, therefore may males think they can afford to pay for support for their family (Mackander, 2014).

Furthermore teaching is not been seen as a respected job, therefore men may not want to become a teacher. Many males teachers would prefer jobs they are proud of, they don't want people to look down at them, they don't want their family to look down at them.

Lastly men are too scared of being falsely accused of being a pedophile. Many males also fear of being falsely accused of child sex offences. (Advertiser, 2014). Again men are scared of being labeled as a pedophile

*Why do males want to become primary school teachers?*

Cruickshank has identified two reasons to why men want to become a primary school teacher is the desire to work with children and make a difference in the students' lives. (Cruickshank, 2012)

Another reason to why males want to become primary teachers is because they had positive male role models at their school, which inspired them to become teachers. (Cruickshank, 2012)

The last reason why men want to become primary teachers as a secondary career after becoming a father. (Cruickshank, 2012) After becoming a father and having children and realizing that it is rewarding.

### *What skills and qualities do males have to provide students?*

As the number of male teachers has declined so has the academic achievements of boys. Education Queensland (1999, p17) has also said boys score "significantly lower than girls" in all areas of learning. Therefore it is important to have male teachers because they act as male role model and show males that enjoy learning and therefore that young males would want to copy or emulate them. (University of Wollongong, 2006)

This is also special because there are more single parent families than before and 84% of those single parent families are single mother families. Therefore many young males don't have any male role model to look up to. In 1976, approximately 6% of families were single parent families and now they make up to 15% of single parent families. (Weston, 2013). Therefore having a male teacher at school which will provide students a stable male presence. (University of Wollongong, 2006). A teacher from the northern suburb has said that males are important male role models. Instead of copying males from TV they can copy from their male teacher. These teachers can model a positive attitude towards school and work ethics. (Getgood, 2015).

Male teachers can connect with male students better because they may have similar experience, interest and thinking. In a survey of high school male students it was found that they prefer to talk to male teachers about their problems. (students, 2015) it is important for girls to have male teachers because it teaches them to interact with males outside of their family. This makes it easier for them to transition into the workplace and university. (Francis, 2013)

It was also found in a survey by the Training and Development Agency for Schools, that 35% of boys felt that they would work harder at school if they had a male teacher.



## Evaluation and Conclusion:

### *Conclusion:*

Overall it can be seen that the numbers of male teachers is rapidly declining. This is an issue for many reasons including that many students need a male role model because of the increase of single parent families and the declining achievement of male students. The decline in male teachers is linked to the idea teachings is seen as a female job, being falsely accused of child sex offences and that many males want a prestigious job. This decline in male teachers won't be reversed until male teachers are given more respect.

### *Evaluation of issue on your future:*

I have learnt it is an important issue there aren't enough male teachers in schools. I think that being a male teacher would be a positive impact towards male students and that they can learn from the male teacher can model appropriate behaviour and attitudes. It is interesting to know that female students have higher academics than male students and achievements and as a male teacher it would help males' students to also have high achievements and academics. Despite the negativity towards males, there is still a lot of positivity and that I still want to be a teacher and it would be a rewarding job.

### *Evaluation of self and research methodology:*

I was really happy about my research methodology; I went to Australian government education website such as Job Outlook and the Australian bureau of statistics, found some articles from the Advertiser, University of Wollongong, I thought I had great selection of primary and secondary sources and interviewed a primary school teacher. I was able to find enough information for my answer. I could have conducted more interviews and had remainders to have been interviewed and remainders about asking to fill in the answer.

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Appendices:

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Appendix 1: Insert a copy of your interview and the responses.

Hi

Being a Primary teacher is one of the best jobs in the world. I hope my responses serve you well in making your goal a reality.

**Why did you want to become a Teacher?**

Becoming a teacher was an easy decision for me. Growing up I felt that my teachers didn't understand my learning needs fully. I struggled in maths! My teachers probably didn't place enough of their energy differentiating to the needs that I had in maths and so I later found myself requiring extra support in high school. Here I found a teacher that understood me. She knew that I could understand maths, but that I needed to experience it in real world situations and not just on paper. She knew me well and it inspired me to be like her. During my first teacher placement as a student teacher, I came across a child just like me. In maths he sat there and struggled to the point of tears. Long story short, this child could do the math, he just wasn't able to connect all the dots. This made my day and continues to be what drives me today.

**Do you feel male teachers can be viewed negatively? Why or Why Not?**

We now live in a society that is becoming more open and understanding about men and women in a variety of working roles. For example, women who work as council workers or carpenters; or men as hairdressers or nurses. Go back in time, and this was viewed by society as odd or weird. Today, men are highly sought after in the teaching profession. We are seen as valuable in our ability to be role models for boys and as a strong presence in the classroom. Today we are viewed positively- for the most part.

**What could be done to increase numbers of male teachers in schools?**

Like in my scenario in question one, I believe this starts with our own experience in school. If our own experiences of school, teaching and learning are positive, why wouldn't more males want to be teachers? We could also promote the benefits of males becoming teachers or research the benefits in more depth.

**What are the benefits of students of having a male and female teacher?**

Having a male teacher can be highly beneficial for boys particularly. A male teacher can model appropriate behaviour and attitudes and therefore influence other male students positively.

In some cases, the tone of the male voice can be more beneficial for some. Research would indicate that those with a lower tone are often listened to for longer periods of time than those with a higher tone of voice i.e female teachers. Listening for longer means a positive impact on learning!

Female teachers can often be viewed as more 'motherly'. They often feel more inclined to display their supportive side which can be beneficial for students who experience a challenging home life.

**Did you ever feel peer pressure to not become a teacher?**

My very first job as a teacher was a challenge. I worked in a school that had a significant number of needs. This was a stressful.

When I first told my mother that I was quitting my job at the local supermarket to study at university to become a teacher, she said really? Do you think you are capable of that? This pressure actually fuelled me and made me want it even more!

**Is it easier to be a male teacher in a primary or high school?**

Both have their challenges and both have their positives. Being a primary school teacher means that I can get in early and influence my students behaviours, working habits, promote their strengths, assist them with challenges that they face in their learning. This means that I can strongly influence how they perceive their own self and how they view learning. By the time a student reaches high school, chances are they have already developed their own habits- and as you may know, changing habits can be hard. Get in early I say, be a primary teacher!

' | 3-5 Learning Coordinator

"Children are only 20% of our population, but 100% of our future."

**STAGE 2 WORKPLACE PRACTICES  
ASSESSMENT TYPE 4: Investigation**

**Industry Focus: Education**

Assessment Design Criteria	Comments
KU1	There is clear knowledge about some of the key skills needed to be successful as a male primary teacher, but this is not comprehensive or perceptive manner.
KU2	There is an informed understanding of the several identified issues, but this lacks perceptive or insightful commentary to complement this understanding.
IA1	There is some effective research however the evidence provided does not take the next step to analyse this information in any perceptive or analytical manner.
IA2	The research is thorough and well-detailed and appropriate for the question chosen. It is clear that sources have been chosen thoughtfully.
RE1	There is some detail to the reflection and evaluation, both of their findings and of their sources. However, there is a lack of insightful reflection or self-evaluation of what this information all means for them entering this profession.

**OVERALL GRADE: B- (19)**

**Some good research has been undertaken, including of primary and secondary sources of information, in order to complete their Issue Investigation. While they may have a general understanding of their chosen issue and profession, the evidence presented has only an informed understanding of the issues being raised.**