

Foregrounding the Gender Divides in Early Childhood Teacher Education: A Case of South Africa

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ABSTRACT Foundation Phase teaching in South Africa is a gendered phenomenon. Therefore, this theoretical study presented an overview of the gender divides that existed in early childhood teacher education through asking the critical question: “Why are male students reluctant in choosing early childhood education as their teaching specialization in teacher education institutions?” Focus is paid on three arenas that perpetrated the divides and these are: African people’s beliefs regarding child rearing practices; attitudes of different stakeholders towards the male teachers of young children; and perceptions of male students who are already in the field of early childhood education. This study also foregrounds the benefits that are attached to the education that incorporated the male teachers in early childhood settings.