

The Education University of Hong Kong
ECE4061 Honours Project 2
Honours Project Report

Young children's gender stereotype stories and in-service teachers' perception towards children of different genders: implications for Hong Kong kindergarten teacher education programs

Abstract:

Young children's gender development is a flourishing topic in educational research. Yet, little is known about teachers' perspectives towards gender issues in Hong Kong. As teachers are one of the significant others that influence the construction of children's gender concepts, this study aims to collect gender issue-related stories as teaching materials in teachers' education programs and explore how in-service teachers perceive gender issues. Through an inductive, qualitative study drawing from 12 semi-structured interviews with in-service kindergarten teachers in Hong Kong, children's gender stereotypes emerging in gender non-conforming behaviours are found. Two significant perspectives of how teachers see gender issues are "gender binary perspective" and "gender neutrality perspectives". Children's stereotypical stories and teachers' perspectives explored in this study can be included in teachers' education programs in order to support pre-service teachers in understanding children's gender development, realizing their own gender beliefs and thus developing gender-responsive pedagogy toward building a gender-equal preschool environment.

1. Introduction:

Gender development and gender issues have received more attention from all over the globe, with the increased numbers of research and theories being proposed to explain gender development, behaviours, and stereotypes. Society advocates that gender education is vital in preschools. NAEYC (2019) stated that every child, no matter the gender, has the right to enjoy equitable learning opportunities to achieve their full potential.

Children around age two begin to form concepts of gender and start to perform behaviours that they perceive suitable for their gender. Gender stereotypes will be considerably developed by five and become rigidly defined from ages 5 to 7 (Martin & Ruble, 2004). The preschool period is hence a vital stage to cope with gender stereotypes. However, the Kindergarten Education Curriculum Guideline in Hong Kong does not stress gender education or other related concepts (Curriculum Development Council. (2017).

Although various research stressed the importance of teachers in shaping young children's gender development, UNESCO (2015) indicated that teacher education curriculum seldom engages in addressing gender equality issues. I encountered several incidents that portrayed young children's gender stereotypes in K2 and K3 classrooms during my teaching practice. Children may tease those who perform counter-stereotypical behaviours, such as teasing boys who want to play with dolls. However, I was frustrated with how to respond to these scenarios.

1.1 Purpose of the study:

As children learn from their surroundings, preschool educators must be conscious of and recognise gender-related issues and foster equitable teaching (Fulmer, 2010). Moreover, as NAEYC (2019) stated, it is indispensable for early childhood teachers to have a professional obligation to facilitate equity. Yet, many teachers do not consider gender issues needed to cope with (Leach, 2003).

As a student teacher, I wondered if teacher training programs can include authentic classroom stories related to gender issues encountered by in-service teachers. Training programs should educate student teachers on the importance of gender equity, raise future kindergarten teachers' awareness on realising their perspectives towards gender issues and acquire skills to cope with gender issues in the school.

This study collected gender issue-related stories that can be included as teaching materials in teachers' education programs to dig into the authentic gender stereotype stories and how in-service teachers perceive gender issues. This study aims to explore the perception of in-service kindergarten teachers.

2. Literature review:

2.1 Young children's gender stereotype and the possible consequences

The existing literature about children's gender biases mainly focuses on traits or behaviours. The following part will be divided into four categories: appearance, play, occupation, and possible consequences of gender stereotypes in early years.

2.1.1 Appearance

According to Halim et al. (2014), the research found that young children, mainly aged 3 to 4, undergo a stage of gender appearance rigidity, insisting that individuals conform to gender norms with gender-stereotypical dressing may elucidate the identity link in young children's minds. For instance, girls persist in wearing fancy, pink dresses, while boys reject wearing clothes that show any clues of femininity. Gender appearance rigidity is more prevalent in girls than boys (Halim et al., 2014). Referring to research done by 陳瓊花 (2004) and 葉郁菁 (2011), drawings of elementary school children were analysed and revealed that children think that boys wear pants, t-shirts and have short hair while girls wear skirts, high heels and have long hair.

2.1.2 Play

Choice of toys

According to Todd, Barry & Thommessen (2017), gender stereotyping was found in both genders on toy preferences since 9 months old. For 3- and 5-years old children, Freeman (2007) has conducted research by showing children pictures of children of a different gender. Then, they were invited to choose between "girl toys" or a "boy toys" as a birthday gift for the children in the picture. The research found that children's responses from both targeted ages reflected gender-typical stereotypes. Similarly, in the research of 何芳芳 & 張麗芬 (2012), researchers presented toy cards showing masculine (e.g., toy guns and cars), feminine (e.g., dolls, cute toy houses), and neutral (e.g., puzzles, picture books) to K1, K2 and K3 children. It showed that most children assign masculine and feminine toys to boys, and neutral toys are mostly playable by both genders regardless of age and gender. It is also found that during dramatic play,

girls often play family roles while boys engage in playing vehicles, construction toys, heroic, or dangerous sports (Maccoby, 1998).

Choice of playmates

Gender-segregated play is common among young children. Both genders tend to play more often with peers of the same gender than the opposite gender (Maccoby 1998; Maccoby & Jacklin, 1987). Furthermore, according to Qian et al. (2020), 119 Chinese preschool-aged children participated in the research studying how gender affects children's social appraisals. Results showed that Chinese children prefer playing with those who perform gender-conforming behaviours but not those who show gender-nonconforming behaviours. Boys who display feminine behaviours were least preferred.

2.1.3 Choice of occupation

Huston (1983) found that preschool and elementary school students believe different genders have their occupations respectively. When four years old children were asked about the jobs they wanted to do when they grew up, they all responded to jobs that fit their gender, like girls choose to be nurses, mothers, and flower shop owners while boys choose to be truck drivers and firefighters, etc. (Trice & Rush, 1995).

2.1.4 Possible consequences brought by young children's gender stereotype

According to Bennett (2014) and Rutland, Killen & Abrams (2010), biased attitudes in childhood can cause exclusion of others, neglecting equality and fairness norms among children. Indeed, gender segregation seen in early years continues to be prevalent in adult life, affecting the cross-gender relationship and promoting gender discrimination (Rudman & Glick, 2008). Gender-biased behaviours in the early years may also affect the choice of an occupation in the teenage stage (Kung, 2021).



2.2 The role of teachers and teacher education programs in shaping children's gender development

The social cognitive theory states that children understand gender roles through socialisation (Bandura, 1986; Bussy & Bandura, 1999). According to Bandura (1986) and Bussy & Bandura (1999), children's immediate settings, like parents, teachers, significant others in school or social context, serve as models fostering children's gender development. In addition to the family, the school is the second socialisation setting for children. The school provides much gender-related information to children (Aina & Cameron, 2011). As children spend a long time in kindergartens, teachers and peers become their target of observation and learning. Children create and construct meanings about gender through actions and communication in the classroom, their second socialisation setting.

Teachers serve as modelling for children to acquire knowledge related to gender (Bussy & Bandura, 1999). The school curriculum, materials (e.g., toys, books, etc.) in the classroom and different corners, teachers' attitudes and interaction patterns towards different genders are crucial factors influencing children's gender development (Aina & Cameron, 2011; Jones, 2020). Early childhood educators need to be alert to what can be done to counter young children's gender stereotypes (Jones, 2020). However, many schools still have a gender-unaware atmosphere where teachers do not perceive gender as an issue that needs to be addressed (Leach, 2003).

2.2.1 Literatures on kindergarten teachers' beliefs and attitudes towards gender

Referring to Fagot (1984), gender role stereotypes have been found guiding early childhood educators' behaviours when working with children, especially when children were pre-verbal, or the teacher was not familiar. Also, teachers believed boys are more aggressive and physically active while girls are more empathetic, fearful, concerned more about physical appearance (Parker-Price & Claxton, 1996, as cited in Tantekin, 2002). Besides, teachers believe that girls are easier to be disciplined as they are more passive and controllable than boys (Robinson, 1992). Different thoughts and expectations teachers had towards children was found to be a possible reason leading to gender inequity (Tantekin, 2002). As teachers transfer their gender beliefs through social modelling, reinforcing, ignoring, or punishing children's behaviours, teachers'

perceptions and teachings are critical factors in shaping young children's gender identities (Pardhan, 2011). Gendered expectations can be harmful to young children as teacher limit their abilities to achieve their full potential (Tantekin, 2002).

Besides, in Emilson, Folkesson & Lindberg's (2016) research exploring preschool teachers' gender beliefs and values, they discovered gender duality and gender neutrality perspectives. Value dilemmas like struggling to intervene and influence children not to conform to gender stereotypes or respecting children's will and choices emerged.

2.2.2 Importance of teacher education program in promoting pre-service teachers' awareness towards gender education in early years

A curriculum approach, anti-bias education (ABE), designed by early childhood educators, suggested that transforming an adult's perspective is fundamental to teaching young children about bias (Derman-Sparks & Edwards, 2010). As such, shifts in student teachers' thinking about gender issues is necessary; teacher education programs must teach future teachers about gender development (ChoflÃ, 2016; Robinson & Diaz, 2006). Besides, it is crucial to prepare pre-service teachers' skills and awareness to recognise gender issues and promote teaching environments that uphold equity and equality (Fulmer, 2010). In the study done by Kreitz-Sandberg (2016), Finland, one of the forerunners, had included authentic examples in courses to show the linkage between gender and learning in preschool. Evidence-based training programs for pre-service teachers are essential to ensure both boys and girls can be taught without limitations arising from gender (Kollmayer, Schober & Spiel, 2018). Moreover, teacher education programs should help pre-service teacher investigate their expectations, assumptions, and perceptions about diversity (Goodwin, 1997).

This essay aims to collect evidence for creating authentic student stories-based teaching materials about children's gender stereotype scenarios and investigate in-service teachers' perspectives of gender issues for future teacher education programs. To do this, this study adopts the method used by Goodwin (1997), authentic student stories should be part of the teacher education curriculum to enable pre-service teachers to develop culturally responsive pedagogy on diversity issues they may encounter in classrooms.

2.3 Research questions:

1. What children's gender stereotypes are reflected in the teachers described scenarios?
2. What are the different perspectives of teachers that guide their responses towards handling gender issues?

3. Methodology:

3.1 Participants:

This study is a qualitative research. A total of 12 female and male in-service kindergarten teachers working in local kindergartens that adopt the local kindergarten curriculum participated in this research. Participants will be given pseudonyms to abide by the confidentiality agreement.

Purposive and convenience sampling methods are adopted in this study. Participants of this study were chosen on the basis that he/they could provide the information needed for this research (Mukherji & Albon, 2018). The criteria of participants are "he/she is a kindergarten teacher currently" and "he/she is teaching in a Hong Kong local kindergarten which adopts local curriculum." As I would like to focus on local kindergarten teachers' perspectives to provide apt examples for pre-service teachers who would like to work in Hong Kong's local context, the latter criterion is included. I approached my alma mater, my previous practicum school and a friend who is currently working as a kindergarten teacher. Detailed background characteristics of the participants are attached in Appendix 1.

3.2 Data collection:

Data were collected from face-to-face, individual semi-structured interviews with standardised open-ended questions. A total of 12 interviews were conducted. I first explained the purpose of the study and how to ensure their privacy, confidentiality, and anonymity to the participants. All participants agreed to be tape-recorded. The average duration of the interview was 10-20 minutes.

The semi-structured interview technique was adopted as this is specifically effective for allowing the flexibility needed when discussing the perspectives and experiences of the participants (Sarantakos, 2005). The interview started with open-ended questions, allowing participants to elaborate on their responses. Specific interview questions are set beforehand and consist of various types of interview questions according to Fraenkel, Wallen & Hyun's (2012) interview questions category. Experience questions were asked to get information about classrooms' scenarios portraying gender stereotypes in young children, followed by some opinion or value questions to find out participants' beliefs and attitudes towards gender issues. Background questions are included to obtain the demographic characteristics of participants. I asked probing questions, when necessary, to obtain details from participants (Mukherji & Albon, 2018). The interview ended with asking some close-ended questions about participants' background information. Exact wordings and sequences of questions being asked to all the respondents will help increase the comparability of responses, shrinking down interviewer bias and effects (Fraenkel, Wallen & Hyun, 2012).

A pilot interview was done with a kindergarten teacher before conducting the data collection process to enhance the interview questions' clarity, effectiveness, and validity. Some wordings of interview questions have then been modified to improve the transparency for participants (Appendix 2).

3.3 Ethical considerations:

The Education University of Hong Kong has approved the conduction of the research after reviewing my ethical application. I have sent consent forms to two participating schools and one individual participant. Participants signed an informed consent form. They were informed and be allowed to withdraw from this study (Fraenkel, Wallen & Hyun, 2012) (Appendix 6).

3.4 Data collection and analysis:

The data collection and analysis phase were carried out simultaneously. Glaser & Strauss's (1967) grounded theory approach, inductive coding, was adopted for data

analysis to minimize the researcher's influence in analyzing qualitative data (Mukherji & Albon, 2018). Interview transcripts were first coded by questions and explored patterns and themes (Glaser & Strauss, 1967). After each interview and during coding, I wrote memos to discover patterns, relationships, or themes that emerged across several interviews (Charmaz, 2006). Read and re-read transcripts were done to understand the general sense of the whole picture. The significant dialogue was extracted and included in the data analysis part.

Data collection and analysis continued by coding and memoing to dig further into the emerging themes and test the commonness among the content of the interviews (Charmaz, 2006). Themes were identified based on the frequency of appearing in the interview data. Linkages between themes and prior literature research were found. Data collection ended when I noted new interview data no longer disclosed unique attributes to current articles nor brought any new theoretical intuitions (Glaser & Strauss, 1967). Codes were then assigned back to the interview data to ensure that the codes could be applied across all the interview data (Denscombe 2014 as cited in Mukherji & Albon, 2018). Codes with clear definitions and corresponding examples from data are featured in Appendix 3 to boost internal consistency and provide audiences with clear explanations (Miles, Huberman & Saldaña, 2020). I identified a total of four categories concerning the gender stereotypical scenarios and two main perspectives that manifested teachers' different perspectives of seeing gender issues. The categories are reported below.

4. Findings:

4.1 Scenarios reflecting young children's gender stereotypes in kindergartens

12 Participants have offered a total of 71 scenarios or statements when asked to share if they had encountered any scenarios reflecting young children's gender stereotypes. Four specific categories below have emerged to represent the types of scenarios obtained that reveal the authentic situation of young children's gender stereotypes.

4.1.1 Appearance

Hairstyle: short hair as boys; long hair as girls?

Four participants shared that young children believe that short hair equals man while long hair means a woman. Children define a person's gender through the length of hair. According to their schema, some tend to confirm that child's sex: "short hair = boy; long hair = girl". When seeing children with "unusual hairstyle of their sex", they will question whether the target's hair is incompatible with their gender and judge that they should belong to the opposite sex (e.g. the long-haired boy should be a girl).

"Children will line up according to their gender when going to the toilet. There will be blue sticker dots and pink sticker dots placed on the floor as visual aids to remind K1 boys and girls. I remembered a kid who felt weird and pointed at a short hair girl who was lining up in the girls' role and asked me, "Why is she standing in the girls' role? She has short hair; she is a boy!"

--Teacher 02

Accessories, make-up, and clothing

Items of clothing and the way a person dresses up are also factors determining a person's gender in children's eyes. Other than believing that dress is only for girls or that anyone who wears shorts is a boy, stereotypes towards accessories were also found. Participants shared that children believe headbands and handbags are items for girls. Boys are forbidden from using them. Make-up is also being considered for girls only, which boys do not need.

"The boys believed that make-up is only for girls. When we are doing make-ups for the kids before performances, the boys told me, "I don't need to do the make-up. I am not a girl." The boys felt weird, and some resisted"

--Teacher 04

"When we played musical chairs, teachers invited the girls to stand up and change their seats. A boy pointed at a girl with pants, saying she should not stand up. We then asked him why and he said, "she is wearing pants, not a girl...."

--Teacher 05

"In the dramatic play corner, a girl had once criticised a boy who was carrying the handbag. "You are a boy; you cannot take the handbag. I am a girl. I am the one who can take the handbag."

--Teacher 09

Yet, children with experiences seeing their family performing non-typical gender behaviours like the examples below showed different perspectives. They would use their experiences as an example to retort.

"Another child in the corner responded, "No! My dad will help my mum to take the handbag! Boys can take handbags!"

--Teacher 09

"However, a kid replied, "My dad loves wearing pink clothes as well!"

--Teacher 10

4.1.2 Play

Play, no matter choice of toys, activities, or playmates, portrays young children's gender stereotype from participants' responses. 10 out of 11 participants have observed and shared gender-stereotypical scenarios related to play.

Choice of toys and activities

For choosing toys, eight participants revealed that most boys like to play with cars, guns, building blocks, while girls like playhouses, furry dolls, etc. Two participants said that some children have high loyalty towards gender-appropriate toys or activities and may even show a resistant attitude toward toys regarded for opposite sex. Meanwhile, children showed various perspectives towards toys. One participant stated that children would clearly distinguish toy choices for each gender. On the contrary, another participant said that toys' preference is apparent between boys and girls but not as far as determining certain toys only for boys or girls to like.

"It is obvious that most of the boys play with building blocks, assembling guns while most of the girls like to play with furry dolls, stay in the playhouse. Although the preferences in toys of boys and girls are quite obvious and different, not to the point of defining certain toys can be only played by which gender."

--Teacher 04

"Children in class will clearly distinguish 'boys must like cars' and 'girls must like playhouse'. Also, girls may just keep staying in the playhouse all day long and need a lot of teachers' encouragement to be more willing to try playing other toys."

--Teacher 07

Yet, certain toys or activities appeared popular between both genders. The dramatic play corner is loved by both boys and girls. In dramatic play corners, children tend to pretend roles that have the same gender or even resist pretending roles opposite to their gender. However, participants reported that children are willing to act roles of either gender when specific characters are granted permission to manipulate the playing materials. Children who understand dramatic play as "pretend play" are also willing to take up gender roles. Moreover, exceptional cases were also discovered. A few children would rather play or engage in activities that are "not typically for his/her gender".

"Children have to pick up character name tags before entering the dramatic play corners, like 'mother', 'dad', 'grandmother', 'younger brother', etc. When boys see only 'mother' or 'grandmother' are left, they would rather not be going into the play area. However, we note that children are willing to take up male or female characters when certain permissions are designated for those roles. For example, we set permissions like 'adults' role can enter the toy kitchen areas', so some children are willing to pretend male or female characters."

--Teacher 06

"Both K2 and K3 children understand it is just a 'pretend to play', so boys are willing to take up female roles, wearing aprons, tidy and iron the clothes, vice versa."

--Teacher 03



"In recent years, I have met boys who would rather go to the playhouse and do a lot of dramatic play. I also met girls who were willing to engage in constructing rails and trams. More and more boys are interested in arts, while I have heard girls telling me that she loves to visit the Space Museum as well these years."

--Teacher 10

Choice of playmates

Two participants revealed K1 children showed little or no gender preferences concerning playmates. The level of gender preferences on playing with a same-sex social group appears to increase with age, especially for girls. Participants revealed that boys hold relatively lower gender preferences when compared to girls in K2 and K3. Incredibly gentle and quiet girls are more likely to play with girls. However, one participant responded that some children would rather play with opposite-sex peers.

"From my observation, K1 children showed no preferences when choosing playmates. They play with both gender."

--Teacher 09

"The boys in my K3 class are willing to play with girls, but gentle and quiet girls wish to only play with their close female friends."

--Teacher 07

"I have met girls who are not unwilling to play with girls, but she would rather choose to play with boys!"

--Teacher 10

4.1.3 Personal interest

Young children hold gender-stereotypical thoughts towards colour and cartoon characters as well. Several participants shared that children believe blue belongs to boys while pink and shimmery are for girls, and this "rule" shall not be violated. The situation is similar when discussing cartoon characters. Hero animation is believed only for boys, while the princess is set for girls.

“When I give out stickers, some kids saw a little boy who wanted to choose Princess Elsa stickers, and they yelled, “only girls like Elsa!”

--Teacher 06

“Boys believed that all blue items were for them. Girls think that boys cannot like pink. When we asked children to bring their favourite items to school, a boy brought Princess. Girls found it strange and said, “Princess and pink are for girls! Only girls love pink.”

--Teacher 08

4.1.4 Gender roles/ occupation

Young children also believed that each gender has designated responsibilities or roles. For example, children thought Mum was responsible for nurturing children and doing housework while Dad was responsible for work and earning money. These responsibilities are fixed for a specific gender to perform only. Besides, it is found that children think specific jobs are only taken up by males, like firefighters. However, two participants revealed that girls would also like to become firefighters.

“In the dramatic play corner, a boy told a girl, “You have to take care of the baby, I have to go out for work.” On top of that, some children thought housework shall not be done by Dads but Mums.”

--Teacher 01

“When we are teaching the theme of “People who help us”, we played videos about firemen and firewomen. The kids felt curious and asked, “Why there are girls? After this activity, some girls shared with us they would also like to become a firefighter in the future.”

--Teacher 11

4.2 Perspectives of teachers toward gender issues

Teachers’ beliefs and perspectives direct their decision-making, teacher practice and interactions with children (Gansen, 2018). As such, participants’ diverse beliefs towards gender issues may guide their responses when witnessing the abovementioned

scenarios in kindergartens. Two categories of perspectives, gender binary perspective and gender neutrality perspective, have emerged from the responses and will be explained below.

4.2.1 Gender binary perspectives

Gender binary perspectives, viewing boys and girls as two separate groups, were found believing in gender differences in terms of abilities, traits and needs between boys and girls held different expectations towards boys and girls. Also, they are unaware of how they treat children differently according to gender. Although they believed that gender stereotypes were typical, some responded in contradictory ways, challenging young children's gender stereotypes when witnessed.

Believe in gender differences

Participants perceived boys and girls have different traits, abilities and needs. Therefore, they hold different expectations towards boys and girls. Most participants showed gendered views through the choice of adjectives to describe traits for both genders. "Hyperactive", "playful", "energetic", "loudly", "rude" and "more physical conflicts" were frequently mentioned by teachers when describing boys. Besides, teachers described boys as relatively more difficult to compromise than girls and sometimes selfish. Participants often describe girls as "gentle", "compliant and obedient than boys", "talkative", "decent", "dependent and protected", "cute". Unlike boys, participants revealed that the reason leading to arguments among girls is limited to the share of materials and jealousy towards same-sex gender. Table 3b (Appendix 4) showed the distinct responses only mentioned one certain gender. Over ten significant descriptions for each gender have shown participants' gendered beliefs.

Some teachers believe that boys and girls have different traits, abilities, and needs, so their long-term and short-term expectations towards boys and girls can be different. A participant implicitly set a lower standard for boys' aesthetic work. Another participant will expect girls to be decent, so girls had been called out more than boys on sitting not properly. In the long term, participants specified in expecting the girls to be considerate as they should care for people's emotions better than boys.



"It is relatively more difficult for boys to compromise than girls. It is more common to see boys not willing to let go of toys but insist on playing with the toy right now."

--Teacher 09

"Girls will argue when they see same-sex peers have taken the prettier handbag from the toy box. Or girls might be jealous of other girls' hairstyle or who are getting the prettier sticker."

--Teacher 06

"I will require the girls to sit properly at school to cultivate elegance from young. I often remind the girls if they sit with their legs open, play with their skirts, or their posture looks rude: 'Girls, please sit properly. We have to be decent.'"

--Teacher 01

"Boys relatively have lower aesthetic talent than girls, so I will let the boys free after fulfilling the basic learning objectives designed for that activity. However, I want the girls to challenge themselves like encouraging them to add more decorations."

--Teacher 12

Unaware of treating boys and girls differently

Participants are unaware of their gendered beliefs lead to differences in treating boys and girls in class. Participants mentioned that boys have relatively lower self-care ability, attention span, slower language, and aesthetic development but higher mathematics ability and more muscular strength when compared to girls. Girls can understand command and are better nurturers than boys. So, teachers provided opportunities that match the gender's strengths that they believed. A participant indicated girls' strength in taking care of others, and such girls will be invited to assist other peers. Moreover, they believed girls are protected, and the way to deal with girls' misbehaviour or conflicts has to be different from boys. A participant emphasized that handling and acknowledging girls' feelings is crucial.

"We normally invite boys to help move the chairs while we invite girls to assist the weaker peers or children with SEN as girls will be gentler and know better how to take care of others than boys".

--Teacher 12

"It is important to care for girls' feelings even before they did something wrong or had an argument with friends. We have to take care and acknowledge the girls' feelings as the first step, letting her know you are aware of her feelings."

--Teacher 03

No intervention: Respect children's choices, unnecessary to tackle gender issues in preschool

Several participants believed that young children's gender stereotype is normal and do not see this as a problem as they admitted that as a grown-up, they hold gender stereotype as well. Hence, some participants would not intervene when witnessing stereotypical scenarios as they think they shall respect children's will and choices.

"Girls like to play with girls more, especially the "girly and loves to look good" ones. I think children have the right and freedom on choosing friends or playmates. I won't force them to play with others."

--Teacher 03

With intervention: Still respond when witnessing gender stereotypical issues in preschool

Different from the subsection above, some participants who believed gender stereotype is usual would still intervene when witnessing young children's gender stereotypical scenarios. Participants claimed that having gender stereotypes is expected even for adults like them. However, inconsistent with participants' personal gendered beliefs, they would respond by using explanation to challenge gender stereotypes. Participants usually point out that the children's assumption is not absolute. Some teachers would tell children some authentic examples for better illustration. For



example, teachers may find boys keeping long hair weird but would still respond by pointing out children's assumption is not absolute.

"For us, we might think boys having long hair is special or weird at first. But when the children said boys shouldn't have long hair, we would tell them it is not a must.

"Do you see the boy from another class? He got long hair as well!"

--Teacher 09

4.2.2 Gender neutrality perspectives

Gender neutrality, in total contrast to the gender binary perspective, teachers do not see gender differences in children. Gender does not affect expectations or how they perceive a child; teacher intervention is needed when witnessing gender-stereotypical cases in schools. Teachers actively use explicit and implicit ways to construct a gender-fair and equitable classroom. Besides, they are aware of how teachers reinforce gender stereotypes.

Deny gender differences: boys and girls are equal

Several participants believed that boys and girls are equal. Gender does not affect their decisions in teaching or expectation towards children. Participants believed that every child is unique in traits and strengths that cannot be generalized by saying that boys or girls have specific characteristics. Concerning abilities, participants mentioned that some girls are good at mathematics or boys who have faster language development. In addition, participants expressed that they treat and teach boys and girls in the same way as the gender of children is not a determining factor when it comes to teaching. Teachers hold universal expectations towards both genders. For instance, being perseverant and tough is not patented for boys only (Appendix 5).

"There is no gender difference in teaching. From the professional point of view, the gender of the child is not an important factor of consideration when teaching."

--Teacher 06



Acknowledge and are aware of how teachers transmit gender stereotype

A participant emphasized that teachers' actions transmit and reinforce gender stereotypes to children. Teachers intentionally prepare "princess stickers for girls" and "hero stickers for boys" to reinforce gendered beliefs on choosing cartoon characters. Teachers showed high awareness of how teachers' pedagogies shape children's evolving gender concepts.

"I think children's gender stereotypes are transmitted from us, teachers. There are a lot of signals given to children about how boys or girls shall behave. Like the teachers prepare stickers for both genders separately, but we can prepare princess stickers for boys and girls!"

--Teacher 06

Actively strive for gender neutrality and equality

Teachers see gender stereotype as a problem that needs rectifying. They actively use explicit and implicit methods to respond to children's gender stereotypical scenarios, promote children's willingness to engage with and understand the opposite sex, and boost children's participation rate in free playtime.

Other than immediately after witnessing gender-stereotypical scenarios like the teachers with gender binary perspectives, participants explain before starting similar activities that children had shown gender stereotype concepts towards in the past. Two participants had taken children's gender stereotypical responses into account for future activities. For instance, before doing make-up for children; or introducing the dramatic play corner, the teacher first explained that both genders could do make-up for better looking on stage; dramatic play is just a game that everyone can take up roles of a different gender.

"Children said boys don't wear dresses; only girls will. We shared that there is no right or wrong in dressing up. Like in some Western countries, boys will also wear dresses in their culture. Male TV stars may also choose to wear dresses to perform. People can have different choices due to cultural, personal preferences, etc."

--Teacher 10



"We had told the class a few days before the next performance that there will be a performance after a few days, we would help all children to do some make-up. We explained that both boys and girls can have the right to look good on stage when performing."

--Teacher 04

Participants also demonstrated to children how gender-stereotypical beliefs could be challenged. Teachers explained how females could also like hero cartoon characters, wear clothes in blue or pretend male roles during dramatic play.

"After hearing the boys say that 'She is a girl, she must pick the princess sticker, the cars and hero sticker are only for us (boys)', I told them ", Nah, I bought all these stickers which means I also like both the princess, cars, and hero! It is ok for girls or boys to like Iron Man Elsa! And at a birthday party, I wear a blue T-shirt and tell the kids, 'I also wear blue clothes, so boys can also wear pink outfits! Everyone can pick any colour you like!'"

--Teacher 07

"Two of us, both female teachers, demonstrated to children that our gender does not limit us from choosing characters by pretending Dad and son. The kids are willing to accept this concept."

--Teacher 10

Besides, participants designed rules for activities that encouraged children to take turns to visit different corners and play with children of different gender as some children may stay in one corner with a fixed same-sex peer group. There were rules with play incentives encourage children to take up different gender roles in the dramatic play corner. The examples illustrated how teachers create practices that implicitly encourage children to try areas they previously thought to be of the other gender and are afraid to set foot in. In addition, participants also enriched the diversity of toys and materials to increase the rate of mixed-gender play. Besides, teachers took the initiative to provide materials that portray the equal opportunities genders can have.

"We encourage children to visit all the corners in like two-week times. So, suppose we see children who always go to the same corner. In that case, we will remind them of the rules and encourage them to visit other corners."

--Teacher 05

"That's a "rule" that I encouraged children to invite a new friend at least once a week during free play period. So, I would remind the children to invite new friends when I see the girls are sticking together all the time".

--Teacher 09

"In the dramatic play corner, we designed rules that all adult characters like parents and grandparents can manipulate the cooking utensils. So, children don't mind the gender of the characters they are playing as long as they can cook!"

--Teacher 11

"As the dramatic play corner is always full of girls and the cars are mostly just popular among boys, we put some gender-neutral toys like Legos, Aeroplane Checkers hoping that more boys and girls can play together. The toys we have now are rich in diversity. Boys and girls can find what they like to play with."

--Teacher 08

"We have put storybooks about working mothers, fathers as a homemaker, etc. to let children explore equal opportunity that both genders can enjoy on different tasks or jobs".

--Teacher 12

5. Discussion and implication:

The collected data revealed multifarious cases of young children conforming or challenging gender-stereotypical thoughts and divergent teacher perspectives on gender issues. Several findings add to or contradict previous research. Thus, one of the essential contributions of this study is to provide diverse case-study examples of young children's gender issues and reveal teacher perspectives for teacher education programs.



5.1 Children's transforming gender perspectives

The majority of the findings align with previous research, showing that boys and girls have a clear idea of what they can wear, like, do or play that shall not violate the gender norms. Despite that, it is delightful to see specific responses concerning different aspects have revealed the opposites.

Respondents indicated the increase in scenarios of children challenging gender stereotypes in the recent decade. Confirming to Lynch (2015), young children would both engage in play that enforced or contested traditional gender expectations. For instance, participants revealed that girls like to play with construction toys, while more boys may prefer to visit the playhouse in these years. Children would rather play with the opposite gender, which contradicts traditionally gendered play preferences, as Maccoby (1998) and Maccoby & Jacklin (1987) mentioned. Referring to Huston (1983), preschool children believed that different genders have their occupation like mothers are responsible for doing housework while the father will go out for work. However, children challenged gender-stereotypical beliefs from peers by stating their own experiences seen in the family, like a boy claiming that his dad also loves pink. Another child said that dad had carried handbags. Thus, preschool teachers have to be aware of how young children perceive gender differently. The contemporary society is upholding gender equality and equity, as we can see significant others like parents served as transmission mechanisms of gender equity beliefs. Also, teachers revealed more families nowadays tend to dress up children in gender-nonconforming ways, i.e. having long hair for boys. The environment may keep transforming in the future as well.

5.2 Supporting pre-service teachers to develop understanding towards young children's gender development

By sharing authentic stories of children breaking through or conforming to gender stereotypes, pre-service teachers can learn how children may perceive gender issues differently, thus helping teachers develop awareness about gender diversity (Gansen, 2018).

Referring to Finland teacher education programs, the authentic stories can serve as examples to connect mainstream early childhood teacher education topics from a

gender perspective to promote gender-sensitive and gender inclusive awareness in teacher education programs (Kreitz-Sandberg, 2016). Besides, concepts related to gender equality, gender role development and identity formation shall be incorporated in the program syllabus (Pardhan, 2011). Courses about contemporary education issues shall include examples of how gendering became evident in preschool environment, showing how diverse can gender issues be demonstrated in daily kindergarten settings. Raising awareness of gender issues in schools can be advantageous in reducing gendered-teaching practices (Gansen, 2018).

5.3. Teachers' complex perspectives towards gender issues

A research exploring preschool teachers' gender beliefs and values discovered gender duality and gender neutrality perspectives (Emilson, Folkesson & Lindberg, 2016). Similarly, both gender duality perspectives from their study and gender binary perspective from this study revealed teachers' acceptance towards gender differences. Again, teachers with gender binary perspectives believed gender differences in different aspects are real. However, unlike Emilson, Folkesson & Lindberg's (2016) finding, teachers with gender binary perspectives in this research did not show frustration about the possibilities of succeeding in providing an equality environment as they do not see striving for gender equality as their mission. In this study, teachers with gender binary perspectives tend to respect children's choices and seldom or do not intervene. The idea of respecting children's individuality and choices is, however, identified in teachers with gender neutrality perspectives (Emilson, Folkesson & Lindberg, 2016).

Data collected from this study showed how complex perspectives on gender issues are and seems contradictory to their actions. Gansen (2018) and Tantekin (2002) found that teachers' beliefs guide their decision-making, teaching practice and classroom interactions. However, there are examples that some teachers with gender binary perspectives, believing gender stereotype is normal, would still respond to gender-stereotypical issues in school. On the other hand, from gender duality perspectives, teachers who uphold gender-blindness that gender is not relevant to their class decision-making would still react promptly to provide a gender-equitable environment. The diversity of perspectives shed light on the need to raise pre-service teachers' awareness of gender issues and their own gender beliefs. The dilemma between challenging

gender stereotypes and respecting children's interests and freedom is worth further discussion in teacher education programs. It appears that teachers shall challenge children's gender stereotype in order to help children develop a more advanced understanding towards gender. To strike a balance, teachers can first challenge gender stereotype to help children become more aware of possible views towards gender. Then, teachers can respect whatever choices that is made by children.

Preschool teachers are influential socializing agents who will affect the construction of young children's gender identity (Gansen, 2018). Teachers' expectations on gender may significantly shape the development of children or even sometimes be detrimental by limiting children to reach their fullest potential. Children learn about gender and corresponding "proper" behaviour through teachers' and peers' explicit and implicit rules (Gansen, 2018). For example, teachers unaware of their preferences in inviting boys to help move the chairs in class or beliefs that girls have to sit properly portrays how teachers transmit messages of the expectation of "proper" behaviour for different genders (Peisner, 1991 as cited in Tantekin, 2002). So, it is necessary to alter pre-service teachers' gendered beliefs before they start transferring gender stereotypes to children in unaware situations (Rogošić, Maskalan & Krznar, 2020).

There is evidence that educational training or classes can help change gender-role attitudes (Erden, 2009; Lucier-Greer et al., 2012). Courses in teacher education shall emphasize identifying implicit gender-biased expectations held by teachers and raising awareness of gender issues in early childhood classrooms (Gansen, 2018; Giraldo & Colynar, 2012). The first step shall be teaching pre-service teachers about the developmental stages of teachers' perspectives on gender issues. The identified gendered beliefs of teachers can be included as examples to understand how different perspectives will affect their decision making in classrooms. Recognizing gendered ideas in teacher education may help eliminate gender-typed practices in kindergarten (Gansen, 2018).

Nonetheless, a teacher education program needs to provide research-based contemporary perspectives of child development, including gender components (Pardhan, 2011). To promote critical reflection on gender issues from theoretical and practical angles, teacher education can incorporate teachers' perspectives towards gender discovered in this research and other research (e.g. Emilson, Folkesson &

Lindberg (2016)). Thus, student teachers can investigate their assumptions, perceptions and expectations about diversity (Goodwin, 1997).

5.4. Pedagogical resources for supporting pre-service teachers to develop gender-responsive pedagogy

After understanding how teachers' perspectives can influence gender education in the early years, the next step shall be supporting pre-service teachers to develop responsive pedagogy by sharing the coping strategies used in this study (Goodwin, 1997). Referring to Granger, Hanish, Kornienkko & Bradley (2016), teacher intervention can encourage young children to develop new skills and interests. Participants reported different extent of teachers' intervention according to children's developmental stage.

The collected practical responding techniques (i.e. designating rules that promote cross-gender play in section 4.2.3.) can be used for discussing the effectiveness in promoting teaching practices that encourage all-gender engagement in various activities (Granger et al., 2016). Qian et al. (2020) claimed that Chinese children were more willing to play with children who perform gender-conforming behaviours than those who showed gender-nonconforming behaviours. Yet, current research findings revealed children might find those who perform gender-nonconforming behaviours weird at first. However, teachers at the gender-blindness stage explain to children there are no such "gender-nonconforming behaviours" for genders. Then, children understood and accepted those behaviours and found them normal, thus not affecting children's decisions on whom to play. These valuable examples can provide pre-service teachers to acknowledge how their attitudes and responsive pedagogy can help break down young children's gender bias.

Note that many of the gendered stories are found during play. Teachers often reinforced traditional gender roles or boundaries during play (Browne 2004; Wohlwend, 2012). Participants believed that boys and girls prefer different toys, girls dramatic play, and boys usually do not like a playhouse. Participants mentioned increasing the number and diversity of toys (i.e. more cars or some gender-neutral toys like Legos) so that boys can also find their loved ones. Lynch (2015) suggested that rather than enriching toys to suit different genders' preferences, teachers shall turn current toys or activities

enjoyed by both genders and prepare toys with multiple functions. Children can try out new roles and perform newly developed behaviours that they will transmit to real life during play (Lynch, 2015).

So, in courses related to designing teaching activities or setting up playing corners, student teachers shall be taught how to organize their classroom play activities in more gender-equitable ways (Lynch, 2015). Participants' strategies used can be used as case studies for discussion. Pre-service teachers may discuss the effectiveness or appropriateness of different types of responsive methods when witnessing children either challenge or confirm gender stereotypes. For instance, pre-service teachers may discuss how to design dramatic play areas that attract both genders to engage in, for example, designing dramatic play settings by including activities that are not classified as feminine, as a pet shop, to enhance boys' interest (Lynch, 2015).

Then, student teachers can apply concepts to suggest alternative strategies based on the gender stereotypical examples from this research as coursework. Examinations on how preschool teachers can conduct learning activities that provide children with equal opportunities regardless of their gender can also be added to the teacher education program (Kreitz-Sandberg, 2016). As gender-related scenarios happen in kindergarten daily, teachers need to recognize gender issues and promote teaching environments that uphold equity and equality (Fulmer, 2010). Through the use of artefacts gathered in this research as a case study or a handbook of examples, teachers will then be more sensitized that how they can make a change in children's stereotypes as well as how they can create a gender-fair learning environment (Wolter, Braun & Hannover, 2015).

Bit by bit, helping pre-service teachers to develop their own banks of responsive strategies. Designing gender-sensitive pedagogy shall be included as an assessment for teacher education programs. Also, teachers need to bring theories into practice. Teaching practicums shall also grade pre-service teachers' awareness of gender issues and how gender-sensitive they are and assess if they can create a gender-fair learning environment.



6. Possible limitations:

The transcripts are completed in Chinese then translated into English. The cross-language translation may pose a particular impact on data analysis and presentation of the data collected. The researcher-translator, a native Chinese pre-service teacher, is familiar with Hong Kong culture and can minimise the above limitation (Twinn, 1997). Besides, I may have gender bias imbued in my mind as well. So, I critically reviewed the project to detect any bias in this study to prevent unintentionally producing biased gender research.

As only teachers from three kindergartens were involved, this research cannot generalise how the majority of kindergarten teachers see young children of different sex as teachers not included in this research may perceive differently. Also, limited areas of gender stereotype stories can be collected from this research.

Despite the limitations, this research can give us a picture of what everyday scenarios reflecting young children's gender stereotypes may teachers encounter with their authentic experiences of working with children. Further research, including a more significant number of participants, can bring forth a more diverse and in-depth discussion on current in-service teachers' perceptions towards children of the two gender. Larger-scale research on investigating teachers' perspectives towards gender or examining the effectiveness of teachers' techniques and pedagogy in responding to young children's gender stereotypes can be done in the future to provide evidence-based and theoretical approaches for pre-service and in-service kindergarten teachers to promote gender-neutral and equitable early childhood classrooms.

7. Conclusion:

This research has investigated young children's gender stereotypical stories related to appearance, play, personal interests, and gender roles. Several stories revealed children breaking through gender stereotypes in recent years. Participants showed perspectives towards gender issues with the gender binary and gender neutrality perspectives. Children challenging gender stereotypes and teachers' complex and diverse perspectives on gender issues are valuable data that implies possibilities in promoting gender equity in the Hong Kong early childhood education sector. The data

collected can improve current training programs into evidence-based training programs. Letting pre-service teachers understand children's gender development and teachers' perspective towards gender issues can help them to develop their gender-responsive pedagogy. Teacher education programs can then eliminate pre-service teachers' gendered beliefs before they become teachers (Goodwin, 1997; Richardson, 1996), thus, ensuing both boys and girls can be taught without limitations arising from gender in the future (Kollmayer, Schober & Spiel, 2018).

Word count of the text: 7865



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Appendix 1:

Table 1. Participants' background characteristics.

<i>Participant reference number</i>	<i>Sex</i>	<i>Age range (years)</i>	<i>Teaching experience range (years)</i>	<i>Current teaching grade</i>	<i>Grades taught before</i>	<i>Current position</i>	<i>Qualifications</i>
01	F	20-30	1-5	K1	K1, K2	Qualified Kindergarten teacher (QKT)	Diploma; Bachelor degree
02	F	20-30	6-10	K1	K1	QKT	Qualified Kindergarten Teacher Training (QKT)
03	F	31-40	15-20	K2	K1, K2, K3	QKT	Bachelor degree
04	F	31-40	11-15	K3	K1, K2, K3	QKT	Bachelor degree
05	F	31-40	11-15	K2	K1, K2	QKT	QKT; Diploma
06	M	20-30	1-5	K2	Nursery, K1, K2, K3	QKT	Bachelor degree
07	F	>50	>20	K3	K2, K3	QKT	Bachelor degree
08	F	20-30	1-5	K2	K1, K2	QKT	Bachelor degree
09	F	41-50	>20	K2	K1, K2	QKT	Diploma
10	F	31-40	15-20	K3	K2, K3	Head teacher	Bachelor degree; Certification Course for Kindergarten Principals
11	F	41-50	>20	K2	K2, K3	Head teacher	Bachelor degree
12	F	20-30	1-5	K3	K2, K3	QKT	Diploma; Bachelor degree (on-going)



Appendix 2:

Interview questions:

1. 請老師分享在教育生涯中所遇過體現幼兒對性別有偏見的片段。例如幼兒覺得性別不同會對職業選擇有不同、覺得女孩子才會穿裙子等等。
2. 請問老師在遇到上述分享的情況時，你有甚麼感覺？
3. 請問如何看待小朋友對性別嘅偏見？您認為老師可以協助改善幼兒的性別偏見嗎？為甚麼？
4. 請問老師覺得班上嘅男孩子「係點㗎」？
5. 作為老師，在對待/教導男孩子上有甚麼特點？
6. 短期上對男孩子有甚麼要求？長遠來說，你覺得男孩子應該要點樣？
7. 你覺得班上嘅女孩子係點架？
8. 作為老師，在對待/教導女孩子上有甚麼特點？
9. 短期上對女孩子有甚麼要求？長遠來說，你覺得女孩子應該「要點樣」？
10. 請老師分別用一樣物件/動物形容班上的男孩子和女孩子？



研究項目：《幼兒的性別刻板印象故事和在職教師對不同性別
兒童的看法：對香港幼稚園教師培訓課程的啟示》

受訪者問卷

請受訪者填寫以下資料以協助進行研究，謝謝！請在適當的方格內打勾。

1. 您的性別：• • \\\• • •

• 男 • 女

2. 您的年齡：

• 20-30 • 31-40 • 41-50 • >50

3. 您的教學年資：

• 1-5 年 • 6-10 年 • 11-15 年 • 15-20 年 • >20 年

4. 您目前任教級別：

• K1 幼兒班 • K2 幼低班 • K3 幼高班

5. 您曾任教級別：（可多選）

• Nursery 學前班 • K1 幼兒班 • K2 幼低班 • K3 幼高班

6. 您現時在學校的職位（請註明）：_____

7. 您現時在學校的職務（請列出，如負責的小組、家教會等等）：

8. 您的最高專業學業資歷：

- 合格幼稚園教師或同等學歷(QKT)
- 高級文憑/幼稚園教育證書/同等學歷 (CE)
- 學士學位
- 碩士學位
- 其他（請註明：_____）



Appendix 3:

Table 2. Codes, definition and examples from the interview data.

<i>Codes</i>	<i>Definition</i>	<i>Examples from code</i>
(a) Scenarios reflecting young children's gender stereotype		
Appearance	Participants responded scenarios related to outlook, i.e. dressing, hairstyles, accessories, make up, etc.	"I observed this happened in the dramatic play corner, a girl told a boy "You are a boy, you cannot take a handbag with you. I am a girl, I shall take the handbag."
Play	Participants responded scenarios related to choice of toys, activities, or playmates.	"Children in class will clearly distinguish "boys must like cars" and "girls must like playhouse"."
Personal favourites	Participants responded scenarios related to personal favourites, e.g. colors, cartoon characters, etc.	"When I give out stickers to my class, some kids saw a little boy wanted to choose Princess Elsa stickers and they yelled "only girls like Elsa!"
Roles/occupation	Participants responded scenarios related to concepts towards different genders' role, responsibilities, or occupation.	"I remembered when I was telling a story to the kids, one of the character is a working mum. When describing the mother goes out for work, the children asked, "Oh? Mum can go out for work as well?"
(b) Teachers' responses towards gender stereotypical scenarios		
Explanation	Participants' responses regarding how they explain to children immediately after witnessing gender stereotypical scenarios or before the start of similar activities the next time	"When the girl said "but this character has short hair, so he is a boy". I explained to the girl, saying that girls can also be in short hair as well"
Modelling	Participants responses regarding how they demonstrate certain behaviors to let children it is acceptable for both gender	"When introducing the dramatic play corner, me, as a female teacher, will demonstrate pretending Daddy role, so they turn out feeling comfortable pretending either genders"

Design gender-friendly environment	Participants responses regarding how they design environment or rules that can promote children's willingness to engage with and understanding opposite sex.	"We set rules like "adults" can be in charge of the kitchen, so kids won't mind he is pretending Daddy or Mummy, as long as he can play with the kitchen set."
Hands-off strategy	Participants' responses regarding how they do not intervene when witnessing gender stereotypical scenarios	"I think choosing play mates is their own choices and preferences, so I won't intervene their decisions"
(c) Teachers' belief and expectation towards boys and girls		
Boys and girls are equal	Participants' responses regarding how gender do not affect their decisions in teaching	"There is no gender difference in teaching. From the professional point of view, the gender of the child is not an important factor of consideration when teaching."
Gender differences in traits, abilities and needs	Participants describe differences in traits, abilities and needs between boys and girls	"Typically there are more physical conflicts among boys while girls are more talkative than boys"
Gender differences in teachers' expectation	Participants describe the different expectation teacher hold towards boys and girls	"I hope boys in my class will grow up as a courageous, brave person. For girls... I hope that they can become decent and gentle."

Appendix 4:

Table 3a. Teachers' comment about boys and girls' traits

Statement about boys' traits (mentioned by how many respondents)	Statement about girls' traits (mentioned by how many respondents)
Playful (5)*	Gentle/ tender (9)*
Impulsive (3)*	More compliant and obedient than boys (5)*
Hyperactive (3) *	Dependent and protected (5)*
Rude (3)	Respond and act faster than boys (4)*
Energetic (3)*	well-behaved (4)
Physical conflicts (3)*	Talkative (4)
Proactive (3)	Decent (4)*
Need longer time to calm down (2)*	Emotional (3)*
Loudly (2)*	Cute (2)*
Talkative (2)	Love pretty stuffs/ love to be pretty (2)*
Freely (2)*	Proactive (2)
Curious (2)*	Will be jealous of other girls (2)*
Well-behaved (1)	Wam (2)*
Straight-forward (1)*	Introverted (1)
Helpful (1)*	Tend to have more verbal conflicts (1)*
Innocent (1)*	Easier going than boys (1)*
Brave (1)	Brave (1)
Introverted (1)	Smart (1)*
Selfish (1)*	Independent (1)*
Competitive (1)*	Caring (1)*
	Friendly (1)*
	Rude (1)
	Curel (1)*
	Shy (1)*

****refers to the phrases only being used to describe one certain gender***



Appendix 5:

Table 4. *Universal expectaions teachers had on both gender*

(a) Traits/ attitudes		
Perseverance	Tough	Proactive
Confident	Helpful	Kind
Optimistic	Fond on learning	
(b) Skills		
Self-care	Problem-solving	Socialize with peers



Appendix 6:

Consent form

香港教育大學
幼兒教育學系

參與研究同意書

研究項目名稱：幼兒的性別刻板印象故事和在職教師對不同性別兒童的看法：對香港幼稚園教師培訓課程的啟示

本人_____同意參加由_____負責監督，李欣穎執行的研究項目。她/他們是香港教育大學幼兒教育學系的學生/教員。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護自己的隱私，本人的個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願參與這項研究。

本人理解我有權在研究過程中提出問題，並在任何時候決定退出研究，更不會因此而對研究工作產生的影響負有任何責任。

參加者姓名:

參加者簽名:

日期:

香港教育大學
幼兒教育學系

參與研究同意書(學校)

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