

Inclusive Education For All Genders

Background: What is gender?

“Gender is culturally formed” - Judith Butler, 2011

Gender Performative is role of a series of affects. There are productions/reproductions all around us to show how we should ‘be’ through toys, clothing, and colours in stores. Gender studies is included in a large sphere of academia, but as well as connections through health, law, and education (Butler, 2011).

Strategies to break gender norms (Schullo, 2015).

Creating an inclusive, safe and openminded environment.

SOGI 1-2-3:

SOGI 1-2-3 is a strategy already in place in some provinces in Canada. This is a resource given to teachers in schools in British Columbia to create an inclusive education which strives on treating everyone with respect (SOGI 1-2-3 Website, 2018). This collection of resources has lesson plan templates for years K-1, 4-5, and 8-10.

Psychological, social and emotional needs of LGBTQ+ children (Frank et al. 2009).

Critiques of SOGI 1-2-3:

Parents of children learning through the SOGi 1-2-3 program have some backlash on the context of what is being taught to their children. Some parents have even said that the program is confusing and brainwashing their children (Wendy Griffith, 2018).

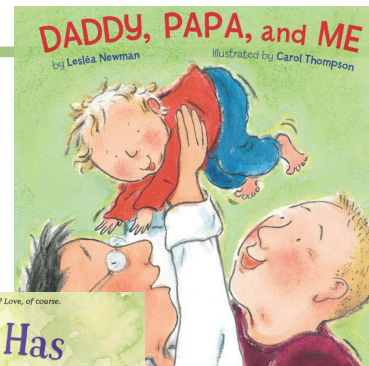
Critics of gender inclusive educations bring up the topic of parental rights (Heritage, 2017)

Free Play:

Play materials and toys are essential to any early years setting. Through reviews of literature, there is a trend of research to say that children experience definitive gender-typed toy decisions (Stagnitti et al., 1997).

Gender issues association to free play. It is an important implication that in-service education needs to address not only experiments and construction but also gender issues and how teachers can create equal opportunities for all genders in free play (Hallström et al., 2015).

The creation of gender stereotypes at an early age (Turja et al., 2009)



(Medium, 2018)

What can we do to prevent gender equity and challenge stereotypes?

Educators need to take into consideration the gendered examples they may be using and challenge tradition male and female roles.

Avoid statements that generalise “hello guys” “boys tend to” girls are likely to”

Actively encourage students to engage in activities that might sit outside their gender conformed zones (Theline.org.au, 2018).

Barriers

Although inclusive education is a main focus to move towards, there are some barriers to these programs and strategies which can halt the process. Parental intervention is one barrier children have in the way they interact with the subject of gender in the classroom (Butler, 2011).

A barrier children have in the classroom could be that classmates, teachers or staff are discriminator towards their gender.

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