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Transforming teacher education institutes into inclusive communities

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Transgendered people experience hardships in life. Though our societies have made amendments in the form of legal rights for transgendered people. However there is some hesitation for fully accepting these people. Transgendered students are not less disadvantaged. Research shows young trans people experience discrimination by their fellow peers and their teachers. This harassment faced by the transgendered students at schools pushes them to drop out as they feel school as an unsafe place. Teachers need to project a positive attitude towards the transgendered students by providing an accepting climate in the class. Teachers are the one who would contribute greatly in development of a self-identity and self-esteem for transgendered students. Research shows that pre service teachers' attitudes towards this group of people were seen through the lack of willingness to use LGBTQ themed young adult literature in the classroom. This itself shows the need to work at teacher education institutes for the inclusion of the transgendered. Thus in this study, the researcher aims to assess the attitudes of pre-service teachers towards transgendered people at pre and post intervention stage for a particular college of education. A convergent parallel form of mixed method design would be used. For this an attitude towards transgendered individuals scale along with an open ended questionnaire would be used for collecting the data. The intervention would include dramatisation, reviewing of film Danish girl, book review, volunteering activities for an NGO supporting transgendered group of people followed by reflection logs. Finally the study would provide a framework for teacher education institutions, parents, teachers, curriculum framers for achieving social justice for the transgendered people.

Keywords:

transgendered people, attitude, social justice, inclusion, discrimination