



Education for Diversity: Gender Identity and Homoparental Families

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Abstract

Gender, as a political category, has undergone a substantial transformation and evolution when it comes to their uses and implications in the field of human relations. Since the moment the term was coined by Money back in the 50s until now, different theoretical schools have tried to divest it of its connotations grounded in duality and heteronormativity. The purpose is to transform it into a democratic category which allocates multiple identities, i.e., a category which is neither exclusive nor unique (1). In this sense, the dissociation of the continuum sex-gender has favoured a debate about the place in discourse of those divergent or subversive identities on regard to normative gendered standards (2;3).

Similarly, in the last decades, kinship frameworks have experienced deep changes in the fields of semantics and structure both at formal and informal levels (4). The homoparental family is an example of this transformation which has forced us to rethink the role of biological foundations and, by extension, of sexual and gendered identity in the weaving of parental bonds (5).

These changes must be reflected in the syllabus's contents in order to make them visible and not marginalise these realities which diverge from the normalized traditional models. The search for the links between the homosexual family context and the school needs, firstly, to deal with the process of identity construction and, then, to represent the homoparental family as an intrinsic consequence of the precepts set previously. Thus, the official curriculum (explicit and latent) must address these topics from a cross-curricular point of view to educate tolerant and compromised citizens as to sexual identity and family diversity refers. To achieve this, we need adjustments and implications at three levels: teachers, materials, and educational resources, and, in addition, the teaching contents organized in a scheme of work that fits the demands stated above (6).

References

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