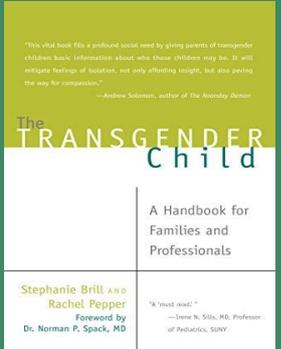


## What Every Teacher Needs to Know about Transgender

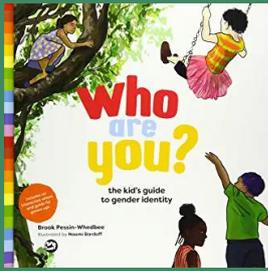
<b>Gender Identity</b>	<p>Gender identity is very different from sexual orientation: a child can know how they feel about themselves from an early age.</p> <p>Gender identity is a deeply felt identification as either male/female/another gender or no gender at all.</p> <p>Gender identity is how we feel about ourselves, whereas sexual orientation is how we feel about other people.</p>
<b>Gender Expression</b>	<p>A child's gender expression does not predict what gender identity or sexual orientation they will be in later life (AAP Healthy Children, 2015).</p>
<b>Terminology</b>	<ul style="list-style-type: none"> <li>• Sex: designation at birth: based on anatomy.</li> <li>• Gender identity: identity as male/female or another gender or no gender.</li> <li>• Gender expression: external manifestation of a person's gender.</li> <li>• Intersex: umbrella term for a variety of conditions: concerned with reproductive organs, chromosomes or hormone levels: do not fit the typical definition of male or female Intersex conditions appear in approximately 3 in every 200 births. There are about 75,000 intersex people in Ireland.</li> <li>• Transgender: gender identity other than the one assigned at birth; for example, being assigned female at birth, but identifying as male; and being assigned male at birth, but identifying as female.</li> <li>• Cisgender: a person whose gender identity aligns with the sex they were assigned at birth.</li> </ul>
<b>Non-binary Identities</b>	<ul style="list-style-type: none"> <li>• Levitt &amp; Ippolito (2014): some people feel they are human beings without any gender identification, and may describe themselves as non-gender or gender neutral.</li> <li>• Some people may feel they identify with both male and female identities.</li> <li>• Other non-binary terms include androgynous, gender fluid; gender queer.</li> </ul>
<b>Gender Development</b>	<ul style="list-style-type: none"> <li>• Gender development is part of child development, and something that develops over time</li> </ul>

<b>SPHE and Puberty</b>	<ul style="list-style-type: none"> <li>• From an SPHE perspective, when teaching about puberty, it is important to remember that not all bodies develop in the same way; for example, transgender students and intersex (some children may have an intersex condition and not know)</li> <li>• Think about teaching puberty in gender neutral terms, so that it is inclusive of all students (e.g. bodies with a vagina and bodies with a penis rather than girls' bodies and boys' bodies).</li> </ul>
<b>Puberty and Gender Incongruence</b>	<ul style="list-style-type: none"> <li>• There can be huge psychological stress: self-harm/suicidal ideation due to incongruence between the developing body and internal feelings and body image; e.g. periods/breasts developing or facial hair/deepening voice etc...</li> <li>• Additional stressors of bullying and possible family rejection</li> <li>• Young people often disclose around this age, as their bodies are developing and feeling 'different' to the way they feel inside. This can lead to co-occurring mental health difficulties, with suicidal ideation and self-harm (Mayock et al. 2009; McNeill et al., 2013). Eating disorders with over/under eating and also young people not wanting to use the bathroom.</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>• The process through which some trans people begin to live outwardly as the gender they identify with.</li> <li>• Transition includes social, physical and legal changes; coming out to friends, family and school; change of name/pronouns; change of physical appearance; sex designation on legal documents; possible medical assistance.</li> <li>• School is supporting a social transition only: it is not the role of the school to ascertain if this is a phase or not.</li> <li>• Olsen et al (2016): suppressing gender identity can be very damaging because it does not lessen a person's feelings of gender identity; it just adds to feelings of shame around this.</li> </ul>
<b>Medical Intervention</b>	<ul style="list-style-type: none"> <li>• From a primary school perspective, it is important to know there is no medical treatment available until at least puberty, and there are no surgical interventions available until a person reaches 18.</li> </ul>
<b>Educational Settings</b>	<ul style="list-style-type: none"> <li>• Events such as communions, birthdays, confirmation, clothing etc... can be very difficult because they are so gendered.</li> <li>• Refusing to acknowledge a child's gender preferences will not lessen or erase a child's self-identification; by hiding it, damage is caused to person.</li> <li>• Can be stressful for parents when they are approaching a school to discuss their child's gender identity. They may feel vulnerable and unsure. It is important for staff to reassure them, even if they are unsure themselves.</li> <li>• Use children's story/picture books to discuss gender identity and sexuality as part of SPHE.</li> </ul>

<b>Family</b>	<ul style="list-style-type: none"> <li>• Common emotional response: denial, anger, bargaining, grief and acceptance.</li> <li>• It is a journey for the family; cognitively, families need to mourn and recognise the change to family identity.</li> <li>• Just like grief, people experience it differently.</li> <li>• It is possible families will feel the loss of ideals/ expectations for their child. For example, 'We are losing Sophie, but we are gaining a new set of ideals/expectations for Jamie'.</li> <li>• Parents and siblings may be at different stages of acceptance and these feelings need to be worked through with professional support.</li> </ul>
<b>Transition Plan and School</b>	<ul style="list-style-type: none"> <li>• Name/pronoun; uniforms, bathrooms, PE/swimming/changing.</li> <li>• Child/staff have a requisite expectation of what that might look like.</li> <li>• Arrange meeting with parents and child to go through plan: clear guidelines about what might happen: e.g. timelines and dates to action plan (2 weeks should be sufficient to put a plan in place).</li> <li>• Nothing should happen without parents/child knowing and being asked. Child must be consulted before any actions are taken.</li> <li>• Children need to be told but it must be age appropriate. This may look different for the younger years than for the older classes.</li> </ul>
<b>Other Parents</b>	<ul style="list-style-type: none"> <li>• Parents need to know a certain amount of information, and having an open and tolerant approach, and explaining is important.</li> <li>• Policy on inclusion/diversity can help to give a very public acknowledgement of everyone.</li> <li>• Information given to other families can be very dependent on specific situations. Most of the time, there may be no need to tell other parents.</li> </ul>
<b>Key Areas</b>	<ul style="list-style-type: none"> <li>• Terminology/pronouns.</li> <li>• Uniforms.</li> <li>• Bathrooms.</li> <li>• PE.</li> <li>• Swimming.</li> <li>• School trips.</li> </ul>
<b>Siblings</b>	<ul style="list-style-type: none"> <li>• Siblings may need support. It is important to check in with them.</li> </ul>
<b>All together now (Collins et al, 2016)</b>	<ul style="list-style-type: none"> <li>• Programme: 14 primary schools involved.</li> <li>• Positive reaction.</li> <li>• Discussion about gender roles and expectations.</li> <li>• Inclusive ethos and robust mission statement.</li> </ul>
<b>Gender Equality Matters (GEM)</b>	<ul style="list-style-type: none"> <li>• Primary/secondary school materials.</li> </ul>

	<ul style="list-style-type: none"> <li>• How we look at diversity.</li> </ul>
<b>Equal Status Acts (2000/2004)</b>	<ul style="list-style-type: none"> <li>• Gender grounds and disability</li> <li>• Article 40:3 constitution: right to privacy</li> <li>• Gender Recognition Cert (GRC): can obtain new birth certificate from the age of 16</li> </ul>
<b>Finally...</b>	<ul style="list-style-type: none"> <li>• Find ways to engage with gender identity from an early age (JI/SI), and all the way through primary school.</li> <li>• What are the different family groupings we have in our school community?</li> <li>• Human rights for all</li> </ul>
<b>Support and Resources</b>	
<b>TENI (Transgender Equality Network Ireland)</b> 	<ul style="list-style-type: none"> <li>• Transgender Equality Network Ireland (TENI) seeks to improve conditions and advance the rights and equality of trans people and their families. They offer a range of support services that aim to increase the well-being of trans people and their families and this includes working with schools.</li> <li>• They can be contacted at: <ul style="list-style-type: none"> <li><a href="mailto:office@teni.ie">office@teni.ie</a></li> <li><a href="mailto:hannah@teni.ie">hannah@teni.ie</a> (Family Support and Education Officer)</li> </ul> </li> </ul>
<b>The Transgender Child: A Handbook for Families and Professionals</b> 	<p>This comprehensive guidebook explores the unique challenges that thousands of families face every day raising their children in every city and state. Through extensive research and interviews, as well as years of experience working in the field, the authors cover gender variance from birth through college. What do you do when your toddler daughter's first sentence is that she's a boy? What will happen when your preschool son insists on wearing a dress to school? Is this ever just a phase? How can you explain this to your neighbours and family? How can parents advocate for their children in elementary schools? What are the current laws on the rights of transgender children? What do doctors specializing in gender variant children recommend? What do the therapists say? What advice do other families who have trans kids have? What about hormone blockers and surgery? What issues should your college-bound trans child be thinking about when selecting a school? How can I best raise my gender variant or transgender child with love and compassion, even when I barely understand the issues ahead of us? And what is gender, anyway? These questions and more are answered in this book offering a deeper understanding of gender variant and transgender children and teens.</p>

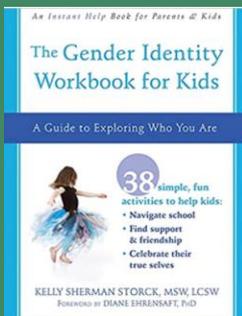
## Who Are You?: The Kid's Guide to Gender Identity



What do you like?  
How do you feel?  
Who are you?

This brightly illustrated children's book provides a straightforward introduction to gender for anyone aged 3+. It presents clear and direct language for understanding and talking about how we experience gender: our bodies, our expression and our identity. An interactive three-layered wheel included in the book is a simple, yet powerful, tool to clearly demonstrate the difference between our body, how we express ourselves through our clothes and hobbies, and our gender identity. Ideal for use in the classroom or at home, a short page-by-page guide for adults at the back of the book further explains the key concepts and identifies useful discussion points. This is a one-of-a-kind resource for understanding and celebrating the gender diversity that surrounds us.

## The Gender Identity Workbook for Kids: A Guide to Exploring Who You Are



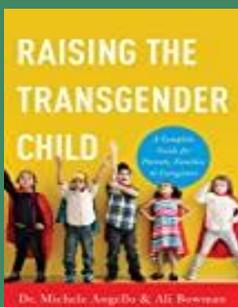
The Gender Identity Workbook for Kids offers fun, age-appropriate activities to help your child explore their identity and discover unique ways to navigate gender expression at home, in school, and with friends.

Transgender and gender-nonconforming (TGNC) children need validation and support on their journey toward self-discovery. Unfortunately, due to stigma and misinformation, these kids can be especially vulnerable to bullying, discrimination, and even mental health issues such as anxiety or depression. The good news is that there are steps you can take to empower your child as they explore, understand, and affirm their gender identity. This important workbook will guide you both.

In this guide, a licensed clinical social worker who specializes in gender-nonconforming youth offers real tools to help your child thrive in all aspects of life. You and your child will discover a more expansive way of understanding gender; gain insight into gender diverse thoughts, feelings, and experiences; and find engaging activities with fun titles such as, "Apple, Oranges, and Fruit Bowls" and "Pronoun Town" to help your child to explore their own unique identity in a way that is age-appropriate and validating.

No child experiences gender in a vacuum, and children don't just transition - families do.

## Raising the Transgender Child



Raising the Transgender Child offers much-needed answers to all the questions parents and other adults ask about raising and caring for transgender and gender diverse children: Is this just a phase? Did I do something to cause this? How do we protect these children? Who should I tell, and how? Will anyone love my child? Written by Dr. Michele Angelo, a leading therapist and go-to expert in the field of transgender parenting, and Ali Bowman, bestselling writer and parent advocate, Raising the Transgender Child helps readers champion and celebrate gender diverse children while at the same time shedding fear, anger, sadness, and embarrassment. With specific and actionable advice, including coming-out letters, identity challenges, school and caregiver communications, and more, the guide provides a wealth of science-backed information alongside friendly and practical wisdom that is sure to comfort, guide, and inspire the family and friends of transgender and gender diverse children.