

## HOW TO INCLUYE AND DEAL WITH THE FAMILY DIVERSITY IN THE INICIAL TRAINING OF TEACHERS AND EDUCANTS

**M<sup>a</sup> Rosa Terradellas Piferrer**  
**Universidad de Girona**  
**rosa.terradas@udg.es**

### **Abstract**

It is an obvious remark to state that family diversity is one of the characteristics of our society but it also is to state that students of careers linked to education possess ideas, conceptions and beliefs about the types of family structures and how families educate their children, that often to not include this heterogeneousness and that have little or nothing to do with these new realities.

In this presentation we analyse how to include the treatment of this family diversity in the initial training programmes both designing subjects that deal with it at a specific and transversal level, and also raising, at a method level, situations and experiences for learning that permit the students to construct, widen and/or consolidate instrumental responsibilities, at an interpersonal and systematic level via which they can analyse, reflect incorporate, modify and study profoundly the conceptual, procedure and attitude contents linked to the diversity of family structures and the conceptions and beliefs about how different families educate their children.

We will analyse the responsibilities that should be acquired by the professionals of education so that: at an instrumental level they can understand and analyse the diversity and complexity of the children's and families' contexts of life, to work with information linked to the Net, acquire the integrated habit of consulting work and contrasting contents and information linked to infancy, their families and the school. At an interpersonal level they develop abilities and capacities to be able to relate with colleagues in the profession and with the diversity of existing families in the scholastic field. At a systematic level to construct capacities and abilities that influence the circular process of reflection in action, between these, to recognise and detect the diversity of action and models with which families educate their children, extending their responsibilities to design action that influence the relationships between family and school, and to recognise situations of risk that can affect the youngest infants and the circuits that we have at our disposal to avoid and overcome them.

The development of these responsibilities we base on a work method that includes theoretical and practical classes. Both in one and the other we present learning situations that let them enter in contact with the diversity of family structures and action at family level.

In the practical classes we suggest that the future educators should learn to work as a team with their colleagues, have the possibility to contrast and debate ideas and to establish group conclusions. We bring about the situations of work and learning, via which the pupils can establish their ideas and have the possibility of modifying them, via:

Video forum in which one can analyse, the diversity of ways of life of infancy which con gather in a school classroom, the diversity of the families of this infancy in relation to its structure, activities, roles, relationships, conditions of life, beliefs, etc.

Debates, which are carried out at a virtual level, via the Faculty Intranet, and later at a presence level. These debates are started via arguments and opinions, which include stereotypes and prejudices extended at a social level, which cause impact and later are analysed and debated together at a presence level.

Sessions of role-playing. Situations are created in which future educators must act as invigorators in parent meetings or as trainers of the parents so that they can learn how to organise these themselves.

Conferences and experiences by experts, permit entering into contact with professionals of the practice, and who bring their experience on how to deal in the schools with the family structures and different ways families may act.

Guided Readings, have the objective of working via different sources of information such as: investigation work, informative articles, memories, doctoral theses..The subjects they cover are in relation to: the diversity of families in our surroundings, how children live, variables associated to the ways of life; family relationships and systems of authority; proposals for the conciliation of working, family, scholastic and personal life; maltreatment of infancy, systems and circuits of prevention.

Analysis of cases, the study of a case and how it has been resolved is analysed. The aptitude of how the case was carried out is analysed, discussing the solutions as guaranteed references at a scientific level.

Small investigations and searches on Internet. This implies carrying out some fundamental investigation tasks for their professional development lets them, in the first case, collect details, analyse the descriptive results and evaluate the correlations obtained. In the second case, to confront concepts and definitions in searches on Internet and in thematic encyclopedias. This work influences both modifying their conceptions on the diversity of family structures and models of action by the families, and being able to acquire an integrated habit of consulting different sources of information.

The experience carried out over six years has let us observe how one can modify, from an initial training, the conceptions, ideas and prejudices existing about family structures and how the families educate their children. Therefore we think that as well as specific subjects that deal with these concepts, the initial training of teachers and educators a a transversal level, from all the subjects learning experiences and situations should be included that permit dealing with this diversity and contribute together to modify conceptions, stereotypes and prejudices that are erroneous.