

THE EVERY TEACHER PROJECT

RECOMMENDATIONS TOOLKIT



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WITH THE EVERY TEACHER PROJECT RECOMMENDATIONS TOOLKIT WORKING GROUP



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[PREFACE]

The Every Teacher Project Recommendations Toolkit is the culmination of an unprecedented national research effort to advance knowledge on LGBTQ-inclusive education.

The Every Teacher Project/Projet Chaque Prof was a Social Sciences and Humanities Research Council-funded national survey of Canadian teachers' perceptions and experiences of LGBTQ-inclusive education conducted in 2012/2013. The research team partnered with Manitoba Teachers' Society throughout the project, and it was endorsed by virtually all teacher organizations in the publicly funded school systems of Canada. Thanks to their support, the project far exceeded its original goals of 750 teachers, ending with 3400 participants and 24 focus groups, making it the largest study of its kind to date world-wide. Analysis of the findings resulted in recommendations for every level of the school system.

The Every Teacher Project was then awarded a second SSHRC grant to launch the Final Report and develop this "knowledge mobilization toolkit" to support the process of implementing the project recommendations. The researchers met with teacher organizations in Ottawa to strike a working group of organizational delegates from across Canada. Again, virtually every teacher organization supported the project in cash and in personnel time.

We would like to extend our thanks to the 3400 teachers who contributed their experiences and insights to the Every Teacher Project. Thanks also to Dr. Kris Wells (Assistant Professor & Faculty Director of Institute for Sexual Minority Studies and Services, University of Alberta) and Dr. Alexandra Wilson (Professor & Academic Director of Aboriginal Education Research Centre, University of Saskatchewan) for reviewing the Toolkit, and to members of the Manitoba Teachers' Society Equity & Social Justice Chairs for piloting the Toolkit workshop.

Particular thanks are also due to the Toolkit Working Group who met monthly by tele-conference to provide valuable advice and feedback on the the development of the Toolkit:

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Donn Short, Faculty of Law, University of Manitoba

With best wishes for safe and inclusive schools for all students and staff,

Catherine Taylor (co-Chair), Faculty of Education, The University of Winnipeg
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[HOW TO USE THIS TOOLKIT]

This Toolkit is a guide to support the implementation of the Every Teacher Project recommendations for all levels of the school system. It has been developed for use by teachers, teacher organizations, and others wanting to support the development of LGBTQ-inclusive schools. The Toolkit is not intended to be a curriculum resource or GSA manual. (Good examples of these can be found under “Supporting Resources” at the end of this Toolkit.)

STRUCTURE

The Toolkit begins with a **glossary of terms** relevant to LGBTQ-inclusive education. Even if you are already familiar with the terms, you may find these definitions useful when you are communicating with decision-makers who may be less familiar.

The main body of the Toolkit is divided into sections, one for each level of the school system:

- ⇒ Teacher organizations
- ⇒ Government (which encompasses provincial/territorial Ministries of Education)
- ⇒ School districts
- ⇒ Schools
- ⇒ B.Ed. Programs
- ⇒ School system employers
- ⇒ Religiously affiliated schools/districts & organizations

Taking the provincial/territorial “Government” level as an example, each section includes the following:

- ⇒ **A contact form** which users fill in with key contacts for the relevant level of the school system in their part of the country. The idea here is to identify individuals in positions of authority to implement relevant recommendations (e.g., the Minister and Deputy Minister of Education would be key contacts for pressing for implementation of the recommendation about supporting legislation).
- ⇒ **An audit form** for use in taking stock of recommendations that have already been implemented, are in the planning stage, or could be expanded or further

supported. For example, Manitoba’s Bill 18 was adopted into *The Public Schools Act* in 2015, and this can be noted in column 1 “What has been done?” of the audit form. In column 2, “What is currently being done?”, it could be noted that the Ministry is working with school districts to develop policy that reflects the legislation. However, this legislation covers anti-homophobic harassment and the creation of GSAs, but it does not explicitly support LGBTQ curriculum or inclusive practices, and these could be noted in column 3, “What could/should be done next?”.

⇒ **The recommendations.** Each recommendation is followed by:

- >> a brief explanation of why we need this;
- >> research results from the Every Teacher Project and other research supporting the recommendation;
- >> supporting resources providing examples of how this recommendation has been enacted or sample resources to help enact it; and
- >> relevant Q&As that anticipate questions that might be asked in pressing for implementation of the recommendation.

Our first appendix is a **Workshop Facilitator’s Guide** for training groups in the use of this Toolkit.

Our second appendix is a **“Where Do I Start?” guide** for individuals who are new to LGBTQ-inclusive education, or who work in a context where it is still a new concept.

Our third appendix is a **“Where Can I Turn?” guide**

for educators who are experiencing a hostile climate in their workplaces based on their actual or perceived LGBTQ identity or because they have advocated for or practiced LGBTQ-inclusive education.

Our fourth appendix addresses the question, “**How can I support trans* students?**”

This is followed by a set of four sections that address currently prominent issues for inclusive

educators: **working in Indigenous; Religious; Early Years; and Rural, Remote, and Northern contexts.**

At the end of the Toolkit, you will find information about **supporting resources** including materials referred to earlier in the Toolkit, and in some cases, the documents themselves. For example, we include examples of model policies and legislation, links to online resources, and information on how to acquire other resources.

[GLOSSARY OF TERMS]

EDUCATION TERMS

Early Years / Middle Years / Senior Years – In this Toolkit, Early Years refers to Pre-Kindergarten to Grade 4, Middle Years refers to Grades 5 to 8, and Senior Years refers to Grades 9 to 12.

Educator – As used in this Toolkit, “educator” refers not only to teachers but also to guidance counsellors, teachers with administrative duties, and education assistants.

GSA (often refers to Gay-Straight Alliance or Gender & Sexuality Alliance) – A club or support group located in schools that typically provides a safe space and increases support for/visibility of LGBTQ students, as well as providing a place for allies to gather in solidarity with their LGBTQ peers. The names of these clubs vary considerably to reflect members’ preferences; they can be called Queer-Straight Alliances (QSAs), Diversity, Rainbow, GLOW, Pride, Prism, etc.

Generic Policy – Policies that approach issues of safety and inclusion for all students and staff without specific attention to LGBTQ individuals.

Guidance Counsellors – Guidance counsellors, as used in this Toolkit, refers to guidance counsellors, school social workers, and school psychologists.

Homophobic Harassment Policy – Policy that provides guidance to school staff on how to address incidents of harassment or bullying based on sexual orientation.

Inclusive Education – The term will be familiar to educators because it has been a mainstay of teacher education in Canada for decades. Broadly defined, inclusive education encompasses the pedagogical, curricular, and programmatic practices designed to ensure that every child feels safe and respected at school and is able to benefit from the educational services offered. The language of inclusion is increasingly common in school system policy and legislation. Where the focus was once on safety,

narrowly defined as protection from bullies, there is now widespread recognition that addressing harassment is not enough to create the conditions in which students will not be bullied, let alone feel respected and able to learn. Thus, for example, Manitoba’s (2013) amendment to *The Public Schools Act* is named “Safe and Inclusive Schools,” and positions bullying as a problem of non-inclusive, disrespectful school climates.

LGBTQ-inclusive Education – We use the term LGBTQ-inclusive education to describe curriculum, policies, and practices that include positive, accurate information about lesbian, gay, bisexual, trans*, Two Spirit, queer and questioning people as well as issues related to gender and sexual diversity (GSD), also known as GSD-inclusive education.

School District / Division / Board / Conseil scolaire – Terms for areas of school system administration vary across the country; e.g., school district, school division, school board, conseil scolaire, commission scolaire, or division scolaire. The term used in this Toolkit is School District.

Superintendent / Director of Education – Terms for the head or CEO of a school district vary across the country; e.g., “Superintendent” or “Chief Superintendent” in some districts, “Directeur”/“Directrice,” “Director of Education” or “CEO” in others. The term used in this Toolkit is Superintendent.

Teacher Organization (TO) – Terms for teacher unions – including local, provincial, regional, and national – vary across the country, including monikers such as associations, societies, federations, organizations, and unions. The term used in this Toolkit is Teacher Organization and should be understood as broadly encompassing organizations of teachers. Depending on the province/territory, a TO may or may not include school leaders, education assistants, and related positions. (NOTE: Other education workers’ associations will also find application in the recommendations in this Toolkit and in the references

to teacher organizations that can promote LGBTQ-inclusive education and equity.)

Support Staff – A school system employee with a job other than teaching, counselling, or senior administration; e.g., office staff, maintenance workers, bus drivers, etc.

Transphobic Harassment Policy – Policy that provides guidance to school staff on how to address incidents of harassment or bullying based on trans*/gender identity or gender expression.

IDENTITY TERMS

Note: The terms used in this field are in flux, as people living outside the cisgender heterosexual mainstream theorize and articulate their sexual and gender identities in evolving social contexts. The definitions offered here below are thus offered as a starting point.

Ally – An ally is a person who, regardless of their sexual orientation or gender identity, takes a stand against oppression and supports the human rights and civil rights of sexual and gender minority persons. An ally works to be a part of social change rather than being part of the oppression.

Agender/genderless/gender-free/gender neutral/non-gender/ungender – Those who identify as having no gender or being free of gender.

Asexual – Individuals who express no interest in or desire for sexual activity, whether in a relationship or not. Asexual individuals may or may not be aromantic (i.e., having no emotional need to be in a romantic relationship) as well.

CH – Cisgender heterosexual

Cisgender – A person whose gender identity aligns with conventional social expectations for the sex assigned to them at birth (e.g., a cisgender man is someone who identifies as a man and who was assigned male sex at birth). In this Toolkit, the terms “male” and “female” refer to sex assigned at birth; “man,” “woman” and “trans*” are used to refer to gender identity.

FNMI – The Indigenous peoples of Canada: First Nations, Métis and Inuit; referred to in some literature and by the federal government as “Aboriginal.” The Every Teacher Project analyzed

ethnic differences using the categories FNMI, other racialized groups, and White.

Gender – Gender is a system that operates in a social context to classify people, often based on their assigned sex. In many contexts this takes the form of a binary classification of either “man” or “woman”; in other contexts, this includes a broader spectrum. In this Toolkit, the terms “male” and “female” refer to sex assigned at birth; “man,” “woman” and “transgender” are used to refer to gender identity.

Gender Expression – The way a person presents and communicates gender within a social context. Gender can be expressed through clothing, speech, body language, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics or behaviours, which are often associated with masculinity and femininity. The ways in which gender is expressed are culturally specific and may change over time. May also be referred to as gender presentation or gender performance.

Gender Identity – A person’s deeply felt internal and individual experience of gender. This could include an internal sense of being a man, woman, androgynous, neither or some other gender. A person’s gender may or may not correspond with social expectations associated with the sex they were assigned at birth. Since gender identity is internal, it is not necessarily visible to others. “Affirmed gender” is a term used for the gender an individual identifies as, regardless of sex assigned at birth. In this Toolkit, the terms “male” and “female” refer to sex assigned at birth; “man,” “woman” and “trans*” are used to refer to gender identity.

Gender Identity Pronouns – This Toolkit follows the emerging practice of using the plural pronouns “they,” “them,” and “their” as singular gender-inclusive pronouns (e.g., “The teacher taught their class”) to incorporate the evolution of language that seeks to expand the gender binary, particularly as it is constructed linguistically.

Heterosexual – Traditionally, heterosexuality assumed the sex/gender binary to be accurate and referred to an individual’s exclusive attraction to the “opposite” sex. In other words, heterosexual orientation referred to a cisgender man’s attraction to a cisgender woman, and vice versa. Some trans*, non-binary and intersex people may also identify as heterosexual. (Also, commonly referred to as straight.)

Homosexual – Unlike heterosexual, the term homosexual is strongly associated with pathologizing and oppressive meanings from medical, legal and religious discourses and is generally not used in the LGBTQ community. In this Toolkit, the acronym LGB is used.

Indigenous – In Canada, people who identify as First Nations, Métis or Inuit (FNMI). This term is preferred by many FNMI people to the official federal government term “Aboriginal.”

Intersex – A person who is born with genitalia or sexual anatomy that does not fit the typical conceptions of female or male, or whose genitalia/sexual anatomy does not readily signify a dominant sex.

LGBTQ – Stands for Lesbian, Gay, Bisexual, Trans*, Two Spirit, Queer and Questioning. These terms and the acronym “LGBTQ” are used in the study to refer to sexual orientations and gender identities that differ from the dominant cultural norms of cisgender heterosexuality (CH). However, these terms are broad classifications intended to encompass a wide spectrum of identities related to gender and sexuality. We use them for analytical convenience, recognizing that there are many other related terms that individuals may self-select to describe their sense of identity. We recognize that individual sexual and gender identities are much more nuanced than these categories. For example, individuals may identify as “pansexual” rather than “bisexual” to recognize the potential for attraction to sexes and/or genders that exist across a spectrum and to challenge the sex/gender binary. Others may identify as “gender-free” or “agender” because they find the term “transgender” or “trans*” too restricted by the parameters of the sex/gender binary. However, very few participants in this study elected the write-in option of “other,” or “choose not to answer,” which suggests that most participants could see themselves, if only crudely, in one of the broad-stroke categories offered. Other variations of this acronym include BGLT, GLBT, 2SLGBTQ, LGBTQ2+, LGBTT2SQQiA, and LGBTT2SQQiA*. Use of an asterisk (or plus +) at the end of the acronym, indicates an inclusive intention for those whose initial is not represented. For instance, in addition to the terms we explain above, some of the wide-ranging terms and identities that fall within the LGBTQ acronym as we explicate it here include intersex, asexual, gender free, gender fluid, gender queer, gender creative, pansexual, and pangender.

Pansexual – The term pansexual describes openness to sexual, emotional or romantic attraction toward people of any or no gender identity; in other words, a sexual orientation that is not attached to gender.

Racialized Groups – “Race” refers to the invention of different subspecies of people based on physical and cultural characteristics such as skin colour, accent or manner of speech, name, clothing, diet, beliefs and practices, leisure preferences, places of origin and so forth. Racialization, then, is “the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life” (Ontario Human Rights Commission, 2005, p. 11). Recognizing that race is a social construct, this study describes people as “racialized persons” or “racialized groups” instead of the more outdated and inaccurate terms “racial minority,” “visible minority,” or “non-White.” FNMI participants are not included in this category because there were sufficient FNMI participants to analyze their data separately.

Sex / Assigned Sex – The classification of a person as male, female or intersex based on biological characteristics, including chromosomes, hormones, external genitalia and reproductive organs. Most often, sex is assigned by a medical professional at birth and is based on a visual assessment of external genitalia.

Sex / Gender Binary – The notion that there are only two possible sexes (male/female) and genders (man/woman), that they are opposite, distinct and uniform categories, and that they naturally align as male/man and female/woman (in other words, that gender is determined by sex).

Sexual Identity – In contrast to sexual orientation, sexual identity can be conceived as a person’s intentionally expressed identity in terms of their sexuality (e.g., gay, lesbian, bisexual, heterosexual). For instance, a person may identify as heterosexual even if they have romantic or sexual interest in persons of the same sex.

Sexual Orientation – Sexual orientation classifies a person’s potential for emotional, intellectual, spiritual, intimate, romantic, and/or sexual interest in other people, often based on their sex and/or gender. Also known as attraction, this may form the basis for aspects of one’s identity (e.g., gay, lesbian, bisexual, heterosexual, etc.), and/or behaviour.

Trans*, Trans, Transgender, or Trans-identified – A person who does not identify either fully or in part with the gender conventionally associated with the sex assigned to them at birth. Trans, trans*, or transgender are often used as umbrella terms to represent a wide range of gender identities and expressions (e.g., a person assigned male at birth who expresses femininity and identifies as a woman, a person who identifies as genderqueer or gender fluid, a transsexual person, etc.). In this Toolkit, the term trans* is used.

Transsexual – A person who does not identify with the gender conventionally associated with the sex assigned to them at birth. This term is most frequently associated with movement from one side of the gender binary to the other. Many transsexual people feel a strong need to access medical transition to physically alter their bodies (e.g., hormone therapies and/or gender-affirming surgeries). For some people, this is a stigmatizing term because of its historical association with the pathologization of gender-diverse people, and the implication that a person's gender identity is not valid unless they medically transition.

Two Spirit – An umbrella term that reflects the many words used in different Indigenous languages to affirm the interrelatedness of multiple aspects of identity, including gender, sexuality, community, culture and spirituality. Prior to the imposition of the sex/gender binary by European colonizers, many Indigenous cultures recognized Two Spirit people as respected members of their communities and accorded them special status as visionaries, healers and medicine people based upon their unique abilities to understand and move between masculine and feminine perspectives. Some Indigenous people identify as Two Spirit rather than, or in addition to, identifying as LGBTQ.

TERMS FOR SYSTEMS OF PRIVILEGE AND MARGINALIZATION

Biphobia – Fear and/or hatred of bisexuality, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence; anyone who is or is assumed to be bisexual or experiences attraction to multiple sexes and/or genders can be the target of biphobia. The hostility experienced by bisexual people has often been reduced to their same-sex attractions, with their heterosexual attractions regarded as a protective factor. However, research has shown that bisexual people are subject to levels of hostility similar to (but in some ways

different from) those directed at gay and lesbian people.

Cisnormativity / Gender Normativity – A cultural and societal bias, often unconscious, that privileges cisgender identities and gender norms, and ignores or underrepresents trans* identities and/or gender diversity by assuming that all people are cisgender and will express their gender in a way that aligns with conventional norms. Cisnormativity is very evident in most schools and is regulated through binary gender-based systems and explicitly transphobic practices.

Heteronormativity – A cultural and societal bias, often unconscious, that privileges heterosexuality and ignores or underrepresents diversity in attraction and behaviour by assuming all people are heterosexual.

Heterosexism – Prejudice and discrimination in favour of heterosexuality. This includes the presumption of heterosexuality as the superior and more desirable form of attraction.

Homonegativity – A negative attitude towards LGB people and relationships. Homonegativity is often distinguished from homophobia as being attitudinal rather than emotional in nature. In the context of the Every Teacher Project, homonegativity is used to characterize language such as “That’s so gay” that is insulting to LGB people and contributes to a hostile climate, whether such effects are intended or not.

Homophobia – Hostile feelings towards LGB people such as contempt, fear, or hatred. Often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence, homophobia can target anyone who is, or is perceived as being, LGBTQ. Although it was once attributed to natural revulsion against perverse sexuality, homophobia can often be explained by an individual's attachment to a community or system of belief that strongly stigmatizes LGB identity. Canadian and American polls show that homophobia is rather quickly diminishing in the general population. In the context of the Every Teacher Project, the term refers to actions that aggressively target individuals by harassment or exclusion.

HBTP – Homophobic, biphobic, and/or transphobic.

Intersectionality – The concept of the interacting effects of the various aspects of an individual's identity and social positioning—such

as racialized identity class, gender, dis/ability and sexual orientation—has been key to this project from its inception. Historically, much research has been conducted by comparing the experiences of differently situated people within a single category (e.g., comparing men and women within the category sex), which glosses over important differences (e.g., women living in poverty vs. affluent women). More recently, efforts have been made to understand the complexity of real life, where multiple categories intersect in our lives (e.g., affluent women may experience sexism very differently from the way women living in poverty do).

Transnegativity – A negative attitude towards trans* people and gender expression that falls outside the male-masculine/female-feminine conventions. Transnegativity is often distinguished from transphobia as being attitudinal rather than emotional in nature. In the context of the

Every Teacher Project, transnegativity is used to characterize language that is insulting to trans* people and contributes to a hostile climate, whether such effects are intended or not.

Transphobia – Fear and/or hatred of any transgression of perceived gender norms, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence. Anyone who is, or is perceived to be, trans* and/or gender diverse can be the target of transphobia. Homophobia and transphobia are strongly connected, as is seen when people are punished for departing from conventional expectations for their assigned sex (e.g., the masculine girl, the stay-at-home dad) by being stigmatized as “homosexual,” “fags,” etc. In the context of the Every Teacher Project, transphobia refers to actions that aggressively target individuals by harassment or exclusion.

[FOR TEACHER ORGANIZATIONS]

Note: Many recommendations could also be adapted for other education workers and their supporting professional organizations or unions.

CONTACT FORM

[Name and/or assistant's name, phone, and email]

President _____

General Secretary / Executive Director _____

Local Association President _____

Head of Professional Development _____

Member Welfare Head _____

Equity & Human Rights Officer _____

Local Diversity or Equity Coordinator/Officer _____

Other key contacts in the organization:

Canadian Teachers' Federation Equity/Diversity _____

Key contacts in other Teacher Organizations

SELF AUDIT FORM
Recommendations for Teacher Organizations

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
1. Actively work with Ministries of Education to create and implement effective legislation supporting LGBTQ-inclusive education.			
2. Actively support school districts to create and implement effective LGBTQ-inclusive education policies.			
3. Provide leadership for local school districts and communities by publicly endorsing LGBTQ-inclusive education and new legislation.			
4. Do effective outreach to stakeholders to express organizational support for LGBTQ educators and LGBTQ-inclusive educators, and to seek clarity on their own support and any limits of support.			
5. Develop and implement responses for educators who are deemed to be contributing to an unsafe school climate for LGBTQ staff and students.			
6. Develop a Gay-Straight Alliance (GSA) or equivalent for members.			
7. Develop PD opportunities for members.			

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
8. Support legal challenges and human rights complaints re: discriminatory practices in school system that will benefit teacher organization membership.			
9. Demonstrate support by participating in Pride events, such as marching in Pride parade under the teacher organization banner.			
10. Work with ministries, school districts, and B.Ed. programs to encourage provincial and territorial curriculum standards to include gender and sexual diversity in all grades and content areas.			
11. Develop teacher organization by-laws and policies in support of LGBTQ staff and students and LGBTQ-inclusive curriculum.			
12. Support bargaining resolutions to develop and negotiate bargaining language for LGBTQ-inclusive curriculum and course content.			

[RECOMMENDATION #1]

Actively work with Ministries of Education to create and implement effective legislation supporting LGBTQ-inclusive education.

WHY WE NEED THIS: Teachers are aware of harassment of LGBTQ students, and they approve of LGBTQ-inclusive education, yet many do not practice it. Reasons vary but include fears for job security which could be addressed via legislative support for LGBTQ-inclusive education. Educators who take the lead in LGBTQ-inclusive teaching must feel that they will be protected in the event of complaints. Generic or universalist safe schools legislation (i.e., those with no special attention to homophobia or LGBTQ provisions) has not protected LGBTQ students. LGBTQ-specific legislation is particularly important for teachers working in schools or school districts that are hostile to LGBTQ-inclusive education. Further, passively supportive school leaders and school district officials are more likely to actively support LGBTQ-inclusive educators if they have legislative authority (“the backing”) for doing so. Legislation also offers assurance of continued protection in the event of a change of government. Four provinces currently directly address the safety of LGBTQ students in their legislation (Alberta, Manitoba, Ontario, Québec). Additional legislation making the support for teaching practices and course content explicit, not just protection from harassment, would also be helpful. Legislation should also address a provision for a Ministry reporting procedures for complaints not resolved at the district level. (It may be inadvisable to reopen current legislation if there is a risk of erosion of existing provisions).

SUPPORTING RESEARCH

Every Teacher Project

- ➔ *Support for inclusion, not just safety measures.* Almost all participants felt that respectful inclusion of LGBTQ people in schools (97%) and in the curriculum (96%) would be helpful in creating safer schools for LGBTQ students. Legislation would help ensure that educators receive clear administrative and institutional support for LGBTQ-inclusive education.

- ➔ *Lack of leadership from Ministry.* Only 23% of educators felt that their Ministry of Education showed leadership on LGBTQ student safety, and even fewer on LGBTQ-inclusive curriculum and programming.

- ➔ *Confidence in job protection.* Legislative support is important because participants were not strongly confident that school system leadership would support them in the event of complaints, and many participants were not confident at all (40% strongly confident, 24% somewhat, 36% not confident). Teachers in Catholic schools were less likely than those in secular schools to be confident. Teachers in early years were less likely to be confident than those in senior years. LGBTQ teachers were less likely than CH teachers.

National Inventory

- ➔ *Need for legislative requirement of LGBTQ-inclusion policy.* The most common feature of LGBTQ-inclusive district policy is anti-harassment measures, and many districts have only generic policies, even though superintendents were more likely to associate LGBTQ-specific policies with protecting LGBTQ youth in terms of both harassment protections and better mental health and school attachment outcomes. Many district policies do not address GSAs, teaching practices, or professional development.

First National Climate Survey

- ➔ *Legislation that supports LGBTQ-specific policies protects students.* LGBTQ students from schools with anti-homophobia district policies were much more likely to feel their school was supportive (58% vs. 25% without policy), to report homophobic incidents to educators (58% vs. 34%), and to feel that educators responded effectively to these

incidents (71% vs. 31%).

⇒ *LGBTQ course content.* Related course content was associated with stronger school attachment and hopefulness. LGBTQ students who reported even a little LGBTQ content were significantly more likely to feel “like a real part of my school” (61% vs. 53% for other LGBTQ students who reported no LGBTQ content at all), to feel “I can be myself at school” (61% vs. 51%), and to feel that their school climates were less homophobic than in past years (72% vs. 62%).

Other Research

⇒ GLSEN’s 2013 National Climate Survey (Kosciw, Greytak, Palmer, & Boesen, 2014) found that students with LGBTQ-inclusive anti-bullying policies at their schools were less likely to hear the word “gay” used in a negative way (59% vs. 77% of students with a generic policy), less likely to hear homophobic comments and slurs (50% vs. 66%), less likely to hear negative remarks about gender expression (42% vs. 58%), and were more likely to report that staff intervene when they hear homophobic remarks (29% vs. 16%). Overall, generic safe-school policies were much less effective in improving school climate for LGBTQ students.

SUPPORTING RESOURCES

See the section on Legislation in the “Supporting Resources” appendix for a complete listing of relevant statutes.

Q&A

Q: What can we do if our province/territory does not implement legislation?

A: School districts do not need to wait for legislation requiring them to protect and include LGBTQ students. In British Columbia, BCTF actively encouraged school districts to develop LGBTQ-inclusive policy. By the time the Minister of Education ordered districts to develop policy in 2016, two-thirds had already done so.

However, policy coverage varies among districts from a narrow focus on harassment to full support for inclusive teaching practices. Legislation that requires both safe and inclusive district policy would be helpful.

Q: Hasn’t this legislation already been created?

A: This legislation has been created in some provinces/territories but not in others. Four provinces have relevant education or public schools legislation regarding LGBTQ inclusion but scope and implementation provision varies. No province has ideal legislation in terms of full support for LGBTQ-inclusive education, and legislation varies as do school district requirements. See the “Supporting Resources” appendix on Legislation for details.

Some provinces have pursued protections for and inclusion of LGBTQ students in other ways, such as through mandated district-level policy (as in British Columbia). However, even in provinces where legislation exists, it is important to note that it often refers to creating safer and more respectful schools for students, which may be interpreted beyond the mere “letter of the law” and can be seen to extend to programming (e.g., student clubs, anti-bullying and LGBTQ awareness days such as Pink Shirt Day) and even curricular inclusion. Teacher organizations can influence the implementation of legislation and policy through participation in provincial/territorial curriculum advocacy, either by developing curriculum in conjunction with the Ministry of Education (such as Alberta Teachers’ Association’s PRISM toolkits) or by sitting on provincial/territorial curriculum committees to advocate for LGBTQ-inclusive content that is approved within the official curriculum (see Teacher Organization Recommendation #9).

Q: Why can’t we just have generic safe schools legislation that applies to everyone?

A: Generic (“catch-all”) legislation and policy have not been effective in protecting LGBTQ students because some people still treat being LGBTQ as a “moral lifestyle” issue and not a class of person with equal rights to protection from discrimination.

[RECOMMENDATION #2]

Actively support school districts to create and implement effective policies supporting LGBTQ-inclusive education.

WHY WE NEED THIS: Teachers generally approve of LGBTQ-inclusive education but fewer practice it, in part because of fears about job security. Strong assurance of support at the school district level in the form of LGBTQ-inclusive education policy would be helpful in allaying those fears. Many teachers work in schools where there is no legislation or school district policy that specifically supports LGBTQ-inclusive education, and where it does exist, it is often silent on the issues of inclusive course content and teaching practices. Institutional silence is often equated with disapproval or fear. Whatever the reason for it, silence leaves teachers to independently calculate the risks of practicing LGBTQ-inclusive education or acknowledging that they are LGBTQ. District policy is especially important to teachers working in schools or communities that are hostile to this work. School leaders and district officials are more likely to support LGBTQ-inclusive educators if they have the protection of policy requiring them to do so.

SUPPORTING RESEARCH

Every Teacher Project

⇒ *Support for inclusion, not just safety measures.* Almost all participants felt that respectful inclusion of LGBTQ issues in schools (97%) and in the curriculum (96%) would be helpful in creating safer schools for LGBTQ students. 81% reported that clear administrative and institutional support for LGBTQ inclusion in schools would be very helpful to achieving safety.

⇒ *Policies support LGBTQ-inclusive educators.* Only 29% felt that school boards/trustees showed leadership on LGBTQ harassment. Teachers who experienced complaints about including LGBTQ content were more likely to receive the support of their principal (84%) in schools with homophobic harassment policies than in schools

without such policies (44%). Further, in schools with homophobic harassment policy supported by effective training, 56% of respondents felt their school responded effectively, compared to only 14% in schools without a policy. Findings were similar for transphobic harassment policy (61% vs. 14%).

National Inventory

⇒ *Need for comprehensive LGBTQ-inclusion policy.* The most common feature of LGBTQ-inclusive policy is anti-harassment measures, and many districts have only generic policies, even though superintendents were more likely to associate LGBTQ-specific policies with protecting LGBTQ youth in terms of both harassment protections and better mental health and school attachment outcomes (for instance, 70% of those with generic policies associated their policy with reduced usage of homonegative language, compared to 92% of those from districts with LGBTQ-specific policies; 76% of those with generic policies associated their policy with decrease in harassment vs. 98% of those from districts with LGBTQ-specific policies).

First National Climate Survey

⇒ *LGBTQ-specific policies protect students.* LGBTQ students from schools with anti-homophobia policies were much more likely to feel their school was supportive (58% vs. 25% without policy), to report homophobic incidents to educators (58% vs. 34%), and to feel that educators responded effectively to these incidents (71% vs. 31%). They were much less likely to have had lies/rumours spread about them at school (45% vs. 61%), to feel unsafe at school (61% vs. 76%) or very depressed about their school (51% vs. 69%), and less likely to have been physically harassed (20% vs. 33%). LGBTQ

students from schools with anti-homophobia policies were more likely to report feeling attached to their schools: they were more likely to feel like a real part of their school communities (68% vs. 49%), to agree that they are treated with as much respect as other students (69% vs. 55%), and finally, to report a lower incidence of depressive feelings about their school (51% vs. 69%).

⇒ *LGBTQ course content.* Related course content was associated with stronger school attachment and hopefulness. LGBTQ students who reported even a little LGBTQ content were significantly more likely to feel “like a real part of my school” (61% vs. 53% for other LGBTQ students), to feel “I can be myself at school” (61% vs. 51%), and to feel that their school climates are less homophobic than in past years (72% vs. 62%).

Other Research

- ⇒ LGBTQ-specific policies offer clear support for LGBTQ inclusion in schools, which provides administrators, staff, and teachers with institutional backing to engage in LGBTQ-inclusive practices (Russell, 2011).
- ⇒ Policy raises awareness among administrators and provides an institutional mandate for educators to practice LGBTQ-inclusive education (Szalacha, 2003).

SUPPORTING RESOURCES

- ⇒ See the policies sections of the “Supporting Resources” appendix for a listing of model policies (both Government Policies and School District Policies).
- ⇒ BCTF’s Social Justice website provides links to model policy. See <https://bctf.ca/SocialJustice.aspx?id=6106>

Q&A

Q: What does “active support” for the creation and implementation of policies look like?

A: Teacher organizations (TOs) and individual educators can make presentations to school boards on the need for LGBTQ-specific safe and inclusive education policy and can present model policy or suggest needed policy components. It is important to be able to defend recommendations with research findings, but equally important to put a human face to the issues via collaboration with those with lived experience of the problem addressed in the statistics (LGBTQ parents and students, and parents and siblings of LGBTQ students). TOs can make LGBTQ-related by-laws a bargaining objective with school boards, including Catholic school boards. Teacher organizations have a duty to ensure that existing benefits programs are followed for all employees, including those with same-sex partners, so that equal access can be had for teachers with same-sex partners.

[RECOMMENDATION #3]

Provide leadership for local school districts and communities by publicly endorsing LGBTQ-inclusive education and new legislation.

WHY WE NEED THIS: Teacher organization endorsement of school system policy and legislation can increase the confidence of educators and other school system stakeholders by providing leadership in LGBTQ-inclusive education and practices.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Teachers were most confident of receiving support from their teacher organization if they wanted to address LGBTQ issues in their classrooms (78% agreed; 57% strongly and 21% somewhat), more so than receiving support from their colleagues (67%), administration (66%), or legislation (64%).

SUPPORTING RESOURCES

Many TOs have taken public stands in support of LGBTQ-inclusive education. For instance, the following links are some of ATA's press releases:

- ⇒ March 24, 2015 – ATA News article – Association applauds GSA reversal
<http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2049%202014-15/Number-14/Pages/Association-applauds.aspx>
- ⇒ March 12, 2015 – Edmonton Journal article – Teachers' union calls for GSA law clarification
<http://edmontonjournal.com/news/local-news/teachers-union-calls-for-gsa-law-clarification-as-concerns-raised-catholic-schools-could-out-students>
- ⇒ March 12, 2015 – Media Release – For GSAs to succeed, teachers need clarity, support and protection support
<http://www.teachers.ab.ca/News%20Room/News%20Releases/2015/Pages/For-GSAs-to-Succeed.aspx>

- ⇒ March 11, 2015 – Media Release – ATA president applauds revisions to Bill 10
<http://www.teachers.ab.ca/News%20Room/News%20Releases/2015/Pages/Revisions-to-Bill-10.aspx>
- ⇒ January 13, 2015 – ATA News article – ATA unwavering in support of gay-straight alliances
<http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2049%202014-15/Number9/Pages/ATA-unwavering-in-support-of-gay-straight-alliances.aspx>
- ⇒ January 13, 2015 – ATA News editorial
<http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2049%202014-15/Number9/Pages/Editorial-From-pause-to-reset-the-next-step-for-Bill-10-is-clear.aspx>
- ⇒ December 1, 2015 – ATA News Q&A
<http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2050%202015-16/Number-8/Pages/Q-and-A.aspx>
- ⇒ December 3, 2014 – Bill 10 Will Not Change the Status Quo, Says ATA President
<http://www.teachers.ab.ca/News%20Room/News%20Releases/2014/Pages/Bill-10.aspx>

Q&A

Q: How can TOs publicly support LGBTQ-inclusive education aside from issuing media releases?

A: TOs can have an official presence in local Pride marches, school system conferences, and other LGBTQ-themed events. TOs can work for LGBTQ inclusion in their own and partner organizations' human rights, social justice, and inclusive education conferences, events, and websites.

[RECOMMENDATION #4]

Do effective outreach to stakeholders to engage in conversation to express organizational support for LGBTQ educators and LGBTQ-inclusive educators, and to seek clarity on their own support and any limits of support.

WHY WE NEED THIS: Teacher organizations can play a role in ensuring that LGBTQ-inclusive educators are supported by reaching out to other stakeholder organizations. All such organizations have a role to play in supporting LGBTQ-inclusive educators – including teacher organizations, school districts and their boards of trustees, Ministries of Education, parent councils, religious organizations, and Faculties of Education – and all organizations benefit from support from other stakeholder groups on contentious issues. In addition, teacher organizations that are knowledgeable about their members’ stakeholder communities can provide informed advice to members about potential sources of support and expected barriers (policy, organizational culture, etc.) for LGBTQ-inclusive education and the right to be openly LGBTQ at work.

SUPPORTING RESEARCH

Every Teacher Project

➔ Teachers’ level of confidence in the support they would receive from various stakeholder organizations if they were to practice LGBTQ-inclusive education varied considerably, with some members indicating very low confidence. For instance, teachers were most confident of receiving support from their teacher organization if they wanted to address LGBTQ issues in their classrooms (78% agreed; 57% strongly and 21% somewhat), more so than receiving support from their colleagues (67%), administration (66%), or legislation (64%).

SUPPORTING RESOURCES

Relevant teacher organization policy documents and related materials can be shared with stakeholder organizations to provide assurance of teacher organization support. See the listing under Teacher Organizations in the “Supporting Resources” appendix. Samples of relevant documents follow:

From ATA:

➔ “Sexual Orientation and Gender Identity Policy Brochure”

>> Includes ATA stance, professional conduct guidelines, rights & responsibilities, school boards info, curriculum, teacher prep, description of discriminatory practices, GSA endorsement, exhortation to be aware of same-gender parented families, available ATA workshops, and contact for ATA staff officer and resources.
<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-10%202010%20SOGI.pdf>

➔ *Draft Diversity Policy Development Toolkit* (ATA resource)

>> Draft of school diversity policy toolkit, developed by Society for Safe and Caring Schools & Communities. Resource for policy makers, advocates and educational leaders on developing educational diversity policies and dealing with diversity issues.

From ETFO:

➔ *LGBTQ Rights in Your Workplace* brochure, ETFO 2014. This pamphlet describes the relevant regulatory context for Ontario teachers, addresses the question weighing legislative support for being out against the social climate for LGBTQ people, and advises that ETFO Professional Relations Services can be consulted for related questions.
<http://www.etfo.ca/AdviceForMembers/LGBTQrights/Documents/LGBTQ%20>

Rights%20in%20Your%20Workplace%20-%20English.pdf

➔ *Strategy for Challenging Homophobia and Championing Safe Workplaces*, ETFO 2011 – ongoing

➔ *LGBTQ Inclusive School Place Starts Here* video and resource guide, ETFO 2015

From MTS:

➔ *Challenges Faced by LGBTQ Teachers & How We Can All Help* brochure
http://www.mbteach.org/pdfs/broch/B_LGBTQ_ENG.pdf

From STF:

➔ Saskatchewan Teachers' Federation Policy: Gender and Sexual Diversity Policy 1.13

Q&A

Q: Are there places in the system that already exist as “entry points” for these types of conversations? How would I start a conversation with stakeholders to clarify support?

A: Informal conversations can occur at events such as diversity and human rights conferences. More formal dialogue can occur in scheduled meetings between teacher organization officials and other organizations including Ministries, districts, and parent councils. For example, meetings that have been arranged to reach clarity on implications of district policy (or lack of policy) for members before issues arise can also be occasions to encourage districts to develop and/or implement LGBTQ-inclusive education policy, bring the research case for LGBTQ-inclusive education to their attention, and assure them of teacher organization support for inclusive educators and districts.

[RECOMMENDATION #5]

Develop and implement responses for educators who are deemed to be contributing to an unsafe school climate for LGBTQ staff and students.

WHY WE NEED THIS: When educators make homophobic or transphobic comments, or even just LGBTQ-negative comments, students take notice and they follow the lead of educators in this regard. By making inaccurate or pejorative representations of LGBTQ people, educators contribute to a negative and unsafe climate for LGBTQ students. Administrative response to such teachers varies from school to school. Teacher organizations can contribute on a national level by taking a united and consistent stand that such comments are a violation of professional ethics. Further support for this recommendation could take the form of PD for teachers on how to intervene when a colleague uses LGBTQ-negative language. Professional standards and ethics which mention homo/bi/transphobia can form part of TO induction materials for new teachers.

SUPPORTING RESEARCH

Every Teacher Project

➔ *Existence of the problem.* Approximately one in five (22%) educators had heard teachers use homonegative language such as “that’s gay” or “no homo” at school, with most (20%) indicating that teachers used such language only in the staff room; however, 4% reported that such language was used in the presence of students. Even more participants (34%) had heard colleagues use more blatantly homophobic language such as “faggot.”

➔ *Extent of the problem.* Participants in all demographic groups, school types and grade levels, and school location reported hearing teachers use homonegative language: 28% in Catholic schools versus 21% in secular; respondents from racialized groups (74%) were more likely than White (48%) or FNMI (47%) participants. Reported incidence was

lowest in BC (11%) and highest in Ontario (28%). Teachers in all categories reported hearing homophobic language from colleagues. For example, 34% of both Catholic school and secular school participants heard homophobic comments; 54% of Racialized versus 34% White versus 28% FNMI; 25% of BC, 23% AB, 23% SK, 26% MB, and 38% ON; and 37% from schools in cities, 34% small towns, 18% remote/rural.

➔ *Awareness of the problem.* Cisgender heterosexual (CH) educators may be underestimating the problem because they are less likely to register it in their environment. LGBTQ participants were more likely than CH to be aware of teachers using such language (36% of LGBTQ vs. 18% of CH heard homonegative comments; 54% LGBTQ vs. 29% CH heard homophobic comments). LGBTQ people would be more attentive to such language and less likely to dismiss it as harmless joking, and it may be used more in their presence. In any case, the use of such language is a violation of professional ethics and creates a disrespectful workplace for LGBTQ educators.

First National Climate Survey

➔ Almost one in ten LGBTQ students (10%) reported having heard homophobic comments from teachers daily or weekly (10% for female sexual minority youth, 8% for male sexual minority youth, and 17% trans* youth).

SUPPORTING RESOURCES

All teacher organizations have Professional Conduct Codes and harassment policies that address harassment between individuals. These conduct codes and policies would be found in

collective agreements and school district policies, and there is a recourse for any form of harassment or discrimination, whether it is grievable within the collective agreement or subject to consideration of the teacher organization committee on professional code of conduct. The relevance of this material to disrespectful language about being LGBTQ could be stressed in communications with members.

Q&A

Q: Where do I go if I feel someone is contributing to an unsafe school climate? What recourse do I have a responsibility to take?

A: Call your teacher organization for guidance.

Depending on the source of the behaviour and whether it attacks you, another individual, or poisons the climate through undirected comments, it may be appropriate to seek redress through a complaint to the TO, a grievance to the school district, or a complaint to the Human Rights Commission. (See also “Where do I turn?” appendix.)

Q: When does the expression of negative opinions about LGBTQ rights or related issues descend to the level of unprofessional conduct? Can anything be done about a colleague whose behaviour doesn't quite meet the criteria for unprofessional conduct?

A: Again, call your TO for guidance.

[RECOMMENDATION #6]

Develop a Gay-Straight Alliance (or Gender & Sexuality Alliance; GSA) or equivalent for members.

WHY WE NEED THIS: Although some LGBTQ teachers are able to be themselves at school, most are open with only a select few colleagues. Some experience isolation, bullying and harassment. LGBTQ teachers can be extremely isolated, particularly if they work in rural or religious communities, and may not know of any other LGBTQ teachers. A members' GSA at the local association level can provide much-needed mentorship and support for teachers in hostile workplaces. A GSA at the provincial/territorial organization level can serve a valuable role in coordinating information flow from locals to inform actions at the TO level.

SUPPORTING RESEARCH

Every Teacher Project

- ➔ Most LGBTQ teachers are not out at school.
- ➔ Almost half (49%) of LGBTQ respondents reported that many of their colleagues knew they were LGBTQ, and 42% indicated that most of their administrators were aware as well. For 29% of LGBTQ respondents, only select individuals at their school were aware, while 14% indicated that many students knew and 16% reported that their whole school community (including parents and students) were aware that they were LGBTQ and that this was their choice. Fewer than 1% of LGBTQ educators reported being outed against their wishes at their school.
- ➔ No trans* participants were out at school. Two-thirds were aware of teachers being harassed by students about being lesbian, gay or bisexual, or being perceived to be LGB.
- ➔ One-fourth were aware of LGBTQ teachers being harassed by colleagues.
- ➔ Some experience intense harassment

from students and colleagues. LGBTQ participants were especially likely to be aware of this: 71% were aware of teachers being harassed by students about being LGB and one quarter were aware of teachers harassed by students about their gender expression. One third of LGBTQ teachers were aware of LGB teachers being harassed by colleagues. One in ten were aware of LGBTQ teachers being harassed by colleagues about their gender expression.

First National Climate Survey

- ➔ Most LGBTQ students did not know of an LGBTQ teacher in their school.

Other Research

- ➔ Primrose et al. (2017) reports that bullied LGB teachers experience much greater damage to their mental health than bullied non-LGB teachers, and speculate the difference is owing to the compounding effect of stigmatization. Some LGB teachers try to avoid bullying and stigmatization by living a double life (which Blye Frank, UBC Dean of Education, describes as "work to hide, and hide to work"). The mental health of both bullied and closeted teachers could be supported by having a GSA.
- ➔ Bullied LGB employees wish they could be more open at work (Hoel, Lewis, & Einarsdóttir, 2014); GSAs would provide at least one place at work where they needn't hide their sexual orientation.

SUPPORTING RESOURCES

Teacher organizations can investigate LGBTQ members' interest in participating in a GSA or similar club where LGBTQ and ally members can identify barriers to open participation at work and problem-solve about approaches to addressing

them. For example, Manitoba Teachers' Society has established a GLOW ("Gay, Lesbian, or Whatever") club for this purpose and launched it with a wine and cheese reception at the MTS head office the beginning of the 2016-17 school year where LGBTQ staff and members learned about MTS initiatives on their behalf and networked in a social environment. Provincial executive members and department heads participated to demonstrate support. TOs can consult the GSA on initiatives to address issues of concern and dialogue on how the TO can best support GSA members.

GSAs do not need to be started at the provincial/territorial level. Edmonton Catholic Teachers started a GSA at the local level. ETFO's GSA system started in an ETFO local and then expanded to other locals. Approximately one-quarter of OSSTF locals have district groups. In addition, large TOs might consider regional GSAs.

A private Facebook group, email-based GSA (or mainly-email based GSA), or members-only section of the TO website may be more feasible for members in some areas.

Q&A

Q: What is an ally? What is the importance of allies being involved in GSAs?

A: Allies are people who are not LGBTQ themselves but who oppose homophobic/transphobic marginalization and advocate for LGBTQ inclusion.

Q: I'm not gay; why would I go to a GSA for educators?

A: Most GSAs, whether employee groups or student groups, include both LGBTQ and CH ally members.

You don't have to be gay to want to contribute to ending discrimination against LGBTQ educators, to have LGBTQ friends and loved ones who work in the school system, or to want to support LGBTQ-inclusive practices.

Q: What kind of privacy can we expect? How can I be safe?

A: GSAs normally begin with a discussion of the importance of confidentiality and making an agreement not to disclose the identities of any member outside the group without their explicit permission. This agreement is taken very seriously and is crucial for members working in hostile school communities.

Q: Why would it be important to meet at TO office for an educator's GSA group?

A: Both as a demonstration of support from the TO and because some members may not feel safe meeting in another location such as a school.

Q: What does a GSA do? What kind of activities does a GSA do?

A: GSAs can serve a variety of purposes including networking, problem-solving, and advocacy work for social change in the school system. Durham ETFO in Ontario maintains an active GSA that not only provides a safe space for LGBTQ and allies but is heavily involved in a great range of initiatives across their school board. OECTA has a "working group" rather than a GSA which meets in the head office and is tasked with advising OECTA on actions to support LGBTQ members. For a decade, the ATA had a Sexual Orientation and Gender Identity SubCommittee, which shared strategies and reported to the ATA's Diversity, Equity and Human Rights Committee.

[RECOMMENDATION #7]

Develop PD opportunities for members.

WHY WE NEED THIS: Although some school districts provide PD opportunities in LGBTQ-inclusive education for members, many do not, leaving supportive teachers to self-educate and find their own resources. Even in districts that provide PD, system constraints and political pressures not to “promote the lifestyle” or “gay agenda” can result in weak attention to inclusive lesson plans and teaching practices. Several teacher organizations have developed PD workshops and resources for their members in how to teach and counsel in LGBTQ-inclusive ways, to dispel misconceptions, and also to learn about the support they can expect from their teacher organization, policy and legislation and sources of opposition they might encounter.

Further, teacher organizations sometimes have an opportunity to provide PD events or presentations in B.Ed. classes on their own policies, professional development programs, and teacher welfare services. Though the exact protocol varies by region, teacher organizations may be provided with opportunities to provide information sessions and workshops to preservice teachers to help ensure appropriate preservice training, and these could include a focus on LGBTQ topics. Where possible, teacher organizations should work to include LGBTQ-inclusive content in their existing B.Ed. events to ensure that preservice teachers receive appropriate information as part of their preservice education.

SUPPORTING RESEARCH

Every Teacher Project

⇒ *Need for PD.* Teachers generally approve of LGBTQ-inclusive education, and are familiar with inclusive education principles, but fewer practice LGBTQ-inclusive education. Most have had no education or PD in LGBTQ-inclusive content or teaching practices. The most common reasons given for not using LGBTQ-inclusive teaching practices suggest that PD is needed to address

misconceptions; i.e., “my students are too young” (42% of inactive participants, vs. 5% of active) and “not an issue in my school” (44% vs. 15%). Lack of training and resources was cited by 37% of inactive participants, but 26% of active participants also cited lack of training and resources. Only a third (32%) of respondents had attended related PD offered by their school or school district.

- ⇒ Teacher organizations have been very active in providing LGBTQ-inclusive PD, but only a third of participants had attended by the time of our survey: 61% reported that their TO offered such PD, and 32% had participated (while 16% were invited but unable to attend, and 13% were invited but chose not to attend).
- ⇒ In B.Ed. programs, 59% of teachers reported that their program did not prepare them to address issues of sexual diversity in schools. Over a quarter of educators (26%) indicated they were prepared but would have liked further instruction, 8% felt they were adequately prepared, and only 7% believed they were very well prepared. Similarly, we asked educators whether they felt that their B.Ed. program prepared them to address issues of gender diversity in schools and found that 64% of participants felt that they were not prepared, followed by 20% who felt prepared but would have liked more, 2% who were adequately prepared, and only 4% felt very well prepared.
- ⇒ *Need for information about available supports.* One in five (19%) educators reported that they did not know of a teacher organization staff member specializing in LGBTQ issues. Of those who did know, two-thirds (64%) reported that there was a person available (with

31% having consulted this resource person, 33% indicating they had not). Some districts have designated support personnel for LGBTQ issues, but this is uneven across the country, and only one in five had consulted such a person. Further, on many related issues members may prefer to consult teacher organization staff. LGBTQ teachers were more than twice as likely to fear that practicing LGBTQ-inclusive education would jeopardize their jobs (34% vs. 15% CH).

First National Climate Survey

⇒ Impact of inclusive education. Exposure to even a little LGBTQ-related course content was associated with stronger school attachment. LGBTQ students who reported that LGBTQ matters were addressed in one or more of their courses are significantly more likely to feel “like a real part of my school” (61% vs. 53% for other LGBTQ students), to feel “I can be myself at school” (61% vs. 51%), to feel “proud of belonging to my school” (62% vs. 51%), to feel “I am treated with as much respect as other students” (69% vs. 62%), and to have “at least one adult I can talk to in my school” (76% vs. 65%). They are much more likely to feel their school communities are supportive of LGBTQ people (41% vs. 29%) and to feel that their school climates are less homophobic than in past years (72% vs. 62%).

Other Research

⇒ PD is one of main drivers for effective

policy implementation in the classroom (Goldstein, Collins, and Halder, 2008).

⇒ From the National Inventory (Taylor et al., 2016): “[Inclusion in course content has] important benefits for LGBTQ youth (Russell, 2011), particularly in the context of the historic official or unofficial prohibition of LGBTQ content...[S]tudents who had learned about LGBTQ issues in the classroom reported feeling safer at school (Kosciw et al., 2008; Russell et al., 2006), experiencing less harassment (Greytak et al., 2013; Kosciw et al., 2008; Russell et al., 2006), and better academic outcomes (Greytak et al., 2013; Kosciw et al., 2010).”

SUPPORTING RESOURCES

Many teacher organizations offer related PD and resource personnel. See the Teacher Organization section of the “Supporting Resources” appendix for a sample list.

Q&A

Q: How can my teacher organization support members in rural/remote areas and other areas where we do not hold PD events?

A: TOs can support members’ travel to centralized PD events and offer PD through video-conferencing where technologically feasible. They can also ensure LGBTQ sessions are offered regularly as part of teacher convention activities.

[RECOMMENDATION #8]

Support legal challenges and human rights complaints against discriminatory practices in school systems.

WHY WE NEED THIS: Support from teacher organizations can take a variety of forms, including advice on whether to pursue legal action or a human rights complaint, legal assistance in pursuing their claim, and even the incalculable benefit of having the moral and professional support of the professional organization. For instance, in the Little Flower Academy legal challenge in BC, British Columbia Teachers' Federation provided moral support to the teacher and worked to clearly communicate that support publicly, ensuring that the issue was continually framed as a human rights issue.

If a member is in a situation that warrants legal action on the basis of discrimination or freedom of expression, then teacher organizations can support this through advocacy work, especially if there exist potential implications or benefits for other teachers (e.g., resources in school, protected class, etc.). Two examples of BCTF's successful intervenor work are *Chamberlain v. Surrey School District No. 36* in which the School Board passed a resolution declining to approve three same-sex parenting books as supplementary learning resources for use in kindergarten and grade one classrooms; and *Jubran v. Board of Trustees, School District no. 44* (North Vancouver), in which a school district was held responsible for failing to provide an environment free from discrimination, namely homophobic harassment. Teacher organizations have supported members in other human rights complaints that have been settled through mediation, such as *Gabe Picard-Chambers v. Lakehead Public Schools*. In all three cases, the legal support and moral support of teacher organizations was instrumental in gaining positive outcomes that benefit LGBTQ students and LGBTQ-inclusive teachers.

SUPPORTING RESEARCH

Court challenges and human rights complaints:

- ➔ *Jubran v. Board of Trustees, School District No. 44* (North Vancouver). <https://bctf.ca/>

uploadedFiles/Social_Justice/Issues/Homophobia/JubranCAPSLEPaper.pdf

- ➔ The Surrey book banning case: *Chamberlain v. Surrey School District No. 36*, 2002 SCC 86, [2002] 4 S.C.R. 710 <http://www.thecharterrules.ca/index.php?main=concepts&concept=5&sub=case>
- ➔ Little Flower Academy (firing and reinstatement of lesbian teacher in publicly-funded independent Catholic school) <https://bctf.ca/publications/NewsmagArticle.aspx?id=21216>
- ➔ Freedom of Religion: *S.L. v. Commission scolaire des Chênes*, 2012 SCC 7, [2012] 1 SCR 235 <http://scc-csc.lexum.com/scc-csc/scc-csc/en/item/7992/index.do> <http://canliiconnects.org/en/commentaries/36318>

SUPPORTING RESOURCES

TBD - BCTF has been the teacher organization most extensively involved in supporting legal challenges against discrimination on the grounds of sexual orientation and gender identity. See above for examples.

Q&A

Q: What is the point of spending members' money on legal challenges? What benefits arise from this?

A: Public education is a critical democratic institution. Successful outcomes benefit teachers, students and our larger society by addressing discriminatory working and learning conditions in a range of areas including LGBTQ rights and LGBTQ-inclusive education. It is important to remember that

if teachers do not feel safe at school, it can be very difficult, if not impossible, for them to create safe classrooms for students.

Q: What do human rights complaints have to do with being a teacher or educator?

A: Individual teachers or their colleagues can have their human rights threatened, as for example when an individual is dismissed for being or perceived to be LGBTQ. Regulations that differentially affect teachers might also be subject to human rights litigation, such as the requirement to live in one's affirmed gender (via hormone supplements, dress, name, etc.) for a year to be eligible for sex confirmation surgery, which can be difficult for teachers. In general, though, all

educators have a vested interest in the achievement of just and equitable schools for all staff, students, and families.

Q: What are the parameters/limits of rights? What about competing rights? Is there a hierarchy of rights?

A: There is no hierarchy of rights. In other words, no type of right has veto power over, or more weight than, another type of right. When rights conflict, as in cases involving religious expression and LGBTQ freedom from discrimination, human rights processes and courts do a "balance of harms" adjudication and typically find that restricting a discriminatory action does less harm than allowing it.

[RECOMMENDATION #9]

Demonstrate support by participating in Pride events, such as marching in Pride parade under teacher organization banner.

WHY WE NEED THIS: Marching in Pride and participating in other Pride events are ways of demonstrating educators' support for LGBTQ inclusion and institutional solidarity with LGBTQ educators, students, and families. Schools reflect our society. Participation in Pride demonstrates the importance of building respectful and inclusive communities, which celebrate diversity and difference as strengths.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ *Filling the gap.* Only 10% of senior-years educators reported that their school participated in a Pride festival, which was double that of early- and middle-years educators (5%). TOs that participate in Pride help to fill the gap and demonstrate that educators support LGBTQ-inclusive education and LGBTQ people.
- ⇒ Educators from schools with a GSA reported much higher levels of participation than those from schools without GSAs (17% vs. 3%). Similarly, schools with homophobic harassment policies were more likely to participate in Pride events than those without (12% vs. 3%).
- ⇒ The majority of teachers anticipated that they would be supported if they wanted to address LGBTQ issues in their classrooms with 78% agreeing that their teacher organizations would support them (57% strongly agreed and 21% somewhat agreed). Participation in Pride is a way of demonstrating the organization's commitment.

SUPPORTING RESOURCES

Many teacher organizations have sizable contingents at Pride marches across the country.

- ⇒ BCTF has developed a Pride Kit that can be mailed out to locals throughout the province
- ⇒ ETFO has Pride kit and online Pride page <http://www.etfo.ca/AdvocacyandAction/SocialJusticeandEquity/Pride/Pages/default.aspx>
- ⇒ OECTA has similar Pride kit and involvement for their membership
- ⇒ OSSTF has a similar Pride kit and makes Pride "swag" available for order for handouts and table promos

Q&A

Q: Why are you spending membership fees on involvement in Pride?

A: Participation by teacher organizations in Pride marches does not change working and learning conditions directly but it has great symbolic value, providing LGBTQ members and students who may be experiencing a negative school climate with important moral support, and signaling to the school system community and the public that teachers support LGBTQ-inclusion.

Q: How do I sign up for Pride involvement? What can I do locally where there isn't a Pride celebration?

A: Contact your local TO and ask them to participate in Pride. Typically organizations need to register with the relevant Pride Committee to march in the parade. There may be a small organizational fee for doing this.

Q: There are several school boards or school districts that already march in Pride. Why should we also march?

A: Joining other school system organizations at Pride

sends a strong message of system-wide support for LGBTQ-inclusive education.

Q: Why is it important for Catholic-system teachers to participate in Pride events?

A: LGBTQ and ally staff and students can feel

particularly marginalized in Catholic schools and need to see that many Catholic-system teachers support their right to a safe and inclusive education and workplace. It also sends a powerful message of inclusion to the larger community, and may even increase enrollment when parents see active participation.

[RECOMMENDATION #10]

Work with school districts, parent councils, and B.Ed. programs to encourage Ministries of Education to develop curriculum standards that include gender and sexual diversity in all grades and content areas.

WHY WE NEED THIS: Some teachers have taken the initiative to integrate LGBTQ content into their teaching practices, but curriculum standards would result in system-wide adoption. Ministries of Education have been slow to develop LGBTQ-inclusive standards. Working with other stakeholder groups would provide evidence of broad-based system support for curricular inclusion. Teacher organizations can further influence the implementation of legislation and policy through participation in provincial/territorial curriculum advocacy, either by developing curriculum in conjunction with the Ministry of Education (such as Alberta Teachers' Association's PRISM toolkits) or by sitting on provincial/territorial curriculum committees to advocate for LGBTQ-inclusive content that is approved within the official curriculum.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ *Curricular resource would be helpful:* 78% of survey respondents felt that respectful inclusion of LGBTQ content in the curriculum would be very helpful, with another 18% rating this somewhat helpful. Support for anti-transphobia curriculum was much lower (54% very helpful, 31% somewhat helpful), though still in the majority; this suggests that there is a need for greater awareness around the impact of transphobia on students and the importance of freedom of gender expression.
- ⇒ Approximately three-quarters of educators indicated that school safety involved inclusion (i.e., through curriculum, school clubs and events, and policy).
- ⇒ *Inclusion within curriculum (appropriate places for LGBTQ content):* Educators were

most likely to report that LGBTQ content was relevant to "health/family studies/human ecology" (86%), but this was closely followed by many other subjects including social studies (79%), English language arts (78%), and social justice/law (78%). Many participants also saw LGBTQ content as relevant to history (63%), religion (59%), the arts (57%), French language arts (53%), science (46%), and physical education (46%). One in five saw it as relevant to mathematics (22%).

- ⇒ Three quarters (78%) of teachers reported that they included LGBTQ content in some way in their classroom (with 68% of early-years teachers and 84% of senior-years teachers), ranging from once-only reference to multiple methods and occasions. Over half (53%) challenged homophobia in their classroom, and 49% reported having used inclusive language and examples. Other common ways teachers reported including LGBTQ content in their curriculum included: addressing topics in sexual health, family, and healthy relationship units (44%); including LGBTQ rights when talking about human rights (38%); critiquing gender conformity (28%); challenging transphobia (19%); including information about LGBTQ historical figures (18%); and including LGBTQ-themed stories/fiction (18%). Although the numbers were not as high, two-thirds (68%) of early-years teachers reported including LGBTQ issues in their curriculum (vs. 84% in senior years); the most common practice was addressing topics in sexual health, family, and healthy relationships (44% vs. 49%), followed by using inclusive language and examples (40% vs. 57%), challenging homophobia (40% vs.

66%), and including LGBTQ rights when talking about human rights (32% vs. 44%).

➔ Only 13% of senior-years educators (similarly, 14% early-years) reported having LGBTQ curriculum as a resource available to them, which reflects the absence of relevant curriculum development at the provincial and school district level. This situation is well-recognized in the field, where teachers have not been provided with curriculum resources and are left to develop inclusive classroom content on their own.

➔ Regional differences suggest that specific provision for LGBTQ-inclusive curriculum is needed from provincial/territorial education ministries. For instance, we found generally high levels reported in Québec (87%), Nova Scotia (87%), BC (84%), Ontario (81%), Yukon (80%), and Nunavut (79%) with lower levels in Northwest Territories (71%), Newfoundland and Labrador (66%), Saskatchewan (67%), and Manitoba (65%), and lowest in Alberta (59%) and PEI (49%).

➔ Teachers working at Pre-K to Grade 6 levels were less likely to feel comfortable discussing LGBTQ issues with their students (ranging from 45% to 64%) than those working with Grades 7 to 12 (ranging from 74% to 80%). This may suggest that educators in early and middle years view it as a senior-years' responsibility, or it may reflect a disproportionate focus on LGBTQ-inclusive education in professional development opportunities and curriculum resources for senior-years teachers.

➔ When asked about who showed leadership in LGBTQ-inclusive curriculum, nearly a quarter (23%) of educators indicated that no one at their school showed leadership on LGBTQ-inclusive curriculum. Overall, 59% of all participants reported that teachers showed leadership, followed by students (31%), guidance counsellors (27%), principals (23%), school board/ trustees (18%), Ministry of Education (17%), and vice principals (16%).

SUPPORTING RESOURCES

News media pay attention when teacher organizations take public stands on LGBTQ-inclusive education.

Manitoba Teachers' Society's resolution in support of LGBTQ-inclusive curriculum was widely reported in the province and nationally. See the following link to *Xtra!*'s story, "Manitoba teachers' union passes curriculum resolution": <http://www.dailyxtra.com/vancouver/news-and-ideas/news/update-manitoba-teachers-union-passes-curriculum-resolution-61894?m=>

Q&A

Q: *What difference does it make if TOs take a stand on this issue?*

A: Ministries of Education are more likely to develop LGBTQ-inclusive curriculum if they have evidence of public support from teachers, parents, and students.

[RECOMMENDATION #11]

Develop teacher organization by-laws and policies in support of LGBTQ staff and students and LGBTQ-inclusive curriculum.

WHY WE NEED THIS: Organizational by-laws and policies enable members to describe their organization as officially supporting LGBTQ people and inclusive education when they communicate with stakeholders. Official support sends a clear message of solidarity to LGBTQ staff and students and LGBTQ-inclusive educators. It also communicates to officials throughout the school system, both elected and appointed, that they can be confident of the backing of teacher organizations for their own efforts. Finally, it communicates that teacher organizations will support members who are disciplined or harassed at work.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Many teachers feel unsupported in practicing LGBTQ-inclusive education. Many cite lack of training and resources, and lack of confidence in system support. Although 78% indicated that their teacher organization would support them, only 57% were strongly confident that it would.
- ⇒ Even though human rights law applies as much to LGBTQ people as to any other protected group, LGBTQ teachers have been disciplined and harassed for being open at work.
- ⇒ Many teachers do not feel they would be protected if they were to discuss LGBTQ topics with students. LGBTQ educators were more than twice as likely to report that their jobs would be in jeopardy if they discussed LGBTQ topics with their students (34% vs. 15% of CH teachers).

- ⇒ Most LGBTQ educators (73%) were not open about their LGBTQ identity when they were hired or tenured. Only a small minority were open with the whole school community including parents and students (16%) and fewer than one-third (29%) were open with select individuals at their school.
- ⇒ Two-thirds (67%) of educators were aware of a teacher being harassed by students because they were LGB or were perceived to be LGB, and 23% were aware that a teacher had been harassed because of their gender expression.

SUPPORTING RESOURCES

Various TOs have passed resolutions supporting LGBTQ-inclusive education, such as OECTA's resolutions in support of Pride participation and LGBTQ members' rights. TOs can also support LGBTQ members' rights and teachers' rights to use LGBTQ-inclusive course content by passing resolutions to develop and negotiate collective agreement language (see Recommendation 12 below).

Q&A

Q: How can I encourage my TO to develop LGBTQ-inclusive by-laws and policies?

A: Contact your TO to express support for particular resolution topics and to find out how to bring a motion of support to the AGM. They can provide guidance in building support for the motion.

[RECOMMENDATION #12]

Support bargaining resolutions to develop and negotiate collective agreement language in support of LGBTQ members' rights and teachers' rights to use LGBTQ-inclusive course content.

WHY WE NEED THIS: Even though LGBTQ people are legally protected from discrimination on the basis of sexual orientation and gender identity/expression, many of their schools, school districts, and ministries of education do not support LGBTQ-inclusive education or the right to be out at work. This leaves members uncertain of whether they are putting their jobs at risk in being open about being LGBTQ or teaching in LGBTQ-inclusive ways. Clear and explicit contractual protections would put members on solid footing.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Only 39% of teachers were strongly confident that their school administration would support them if they were to discuss LGBTQ topics in the classroom, and only 40% were strongly confident that existing legislation would support them.
- ⇒ Many teachers do not feel they would be protected if they were to discuss LGBTQ topics with students. LGBTQ educators were more than twice as likely to report that their jobs would be in jeopardy if they discussed LGBTQ topics with their students (34% vs. 15% of CH teachers).
- ⇒ Most LGBTQ educators (73%) were not open about their LGBTQ identity when they were hired or tenured. Only a small minority were open with the whole school community including parents and students (16%) and

fewer than one-third (29%) were open with select individuals at their school.

- ⇒ Two-thirds (67%) of educators were aware of a teacher being harassed by students because they were LGB or were perceived to be LGB, and 23% were aware that a teacher had been harassed because of their gender expression.

SUPPORTING RESOURCES

Alberta Teachers' Association brochure "Sexual Orientation and Gender Identity (SOGI)" provides a brief overview of ATA's resolutions on the topic of sexual orientation and gender identity.

>><https://www.teachers.ab.ca/SiteCollection/Documents/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-10%202010%20SOGI.pdf>

Q&A

Q: How can I encourage my organization to develop bargaining language?

A: Contact your TO to express support for particular collective agreement topics. Some teacher organizations maintain an equity caucus for their AGM meetings. For instance, Manitoba Teachers' Society instituted an LGBTQ* Caucus at their 2017 AGM to discuss resolutions and various ways in which sexual and gender diversity can be address through their organization's work.

[FOR GOVERNMENT]

CONTACT FORM

[Name and/or assistant's name, phone, and email]

Minister of Education _____

Assistant to Minister of Education _____

Deputy Minister of Education (K-12) _____

Assistant to Deputy Minister of Education _____

Equity or Diversity or Human Rights director _____

Assistant to Diversity/Human Rights director _____

Curriculum directors/specialists in Dept of Education _____

Assistant to curriculum director/specialist _____

Local MLA / MPP _____

Assistant to MLA/MPP _____

Relevant existing legislation or government policy docs:

SELF AUDIT FORM
Recommendations for Government

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
1. Provide teachers and counsellors with clear, effectively communicated assurance of support for LGBTQ-inclusive education and LGBTQ-identified teachers/staff in the form of public statements and policy documents.			
2. Develop LGBTQ-specific legislation that addresses both meaningful inclusion and personal safety.			
3. Develop legislation to require all schools that offer provincially/territorially mandated curriculum to provide a Gay-Straight Alliance (or equivalent club) if requested by students and resource it at a level commensurate with other student clubs.			
4. Develop, execute, and adequately resource a policy development and implementation plan to ensure school districts comply with Ministry directives and/or legislation.			
5. Provide a mechanism of recourse for LGBTQ-inclusive educators who encounter hostility from their employer.			
6. Mandate the need to address the situation of educators who are accused of contributing to an unsafe school climate by making negative, stereotypical representations of LGBTQ people in public or in interactions with students.			

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
7. Make LGBTQ-inclusive content mandatory. Develop age-appropriate, approved curricular content at all grade levels and provide teachers with support to implement it, including provision of curriculum resources from K through 12.			
8. Provide LGBTQ-inclusive education professional development and pay particular attention to the situation of trans*, gender non-conforming, and Two-Spirit students in all LGBTQ-inclusive professional development.			
9. Require some form of substantive attention to LGBTQ-inclusive education for certification of new teachers.			

[RECOMMENDATION #1]

Provide teachers and counsellors with clear, effectively communicated assurance of support for LGBTQ-inclusive education and LGBTQ-identified teachers/staff in the form of public statements and policy documents.

WHY WE NEED THIS: School districts are more likely to support LGBTQ-inclusive educators if the Ministry of Education supports LGBTQ-inclusive education. Explicit Ministerial support provides important backing for LGBTQ-inclusive educators working in schools or school districts that are opposed to their work. However, LGBTQ-inclusive legislation is only effective if stakeholders know that it exists and that the government supports it.

Legislation protecting LGBTQ-identified educators exists in the Charter and in provincial/territorial human rights codes, but teachers are often still apprehensive about being openly LGBTQ in schools. Clear, effective communication regarding protections for LGBTQ teacher protections is useful in assuring educators that they are supported and welcome in schools. (See Appendix “Where can I turn?” below for further discussion of this.)

SUPPORTING RESEARCH

Every Teacher Project

- ➔ Only 23% of participants felt that their Ministry of Education showed leadership on safe school or anti-harassment policies for LGBTQ students.
- ➔ They were even less likely to report that their Ministry supported LGBTQ-inclusive curriculum and programming.
- ➔ Two thirds (64%) of participants felt that current legislation would support them, but only 40% strongly agreed that it would support them. This was true even in Ontario, where Bill 13 had just been enacted at the time of the survey.
- ➔ Participants reported that discussing LGBTQ topics with students would jeopardize

their jobs (21% agreed their jobs would be in jeopardy). This was especially true for LGBTQ teachers and teachers in Catholic school systems (52% of Catholic school educators agreed vs. 16% of secular school educators). LGBTQ teachers (34%) were far more likely than CH teachers (15%) to believe their jobs would be jeopardized.

SUPPORTING RESOURCES

The following are examples of Ministerial statements and policy documents:

- ➔ Alberta Education Minister David Eggen’s open letter to LGBTQ students: <http://globalnews.ca/news/2890407/alberta-education-ministers-open-letter-supports-lgbtq-students-im-with-you-100/>
- ➔ Manitoba Education Minister Nancy Allan’s statement to the Legislature on the importance of Bill 18 and LGBTQ-inclusion: <https://www.youtube.com/watch?v=MARBDUq0rCA>
- ➔ Government of Saskatchewan policy statement: <http://iamstronger.ca/userdata/files/244/Alliances%20for%20Gender%20and%20Sexual%20Diversity%20Policy%20GSD%202015.pdf>
- ➔ Government of Saskatchewan document to support work of School Districts and FNMI organizations: http://publications.gov.sk.ca/documents/11/84995-Deepening%20the%20Discussion_Saskatchewan%20Ministry%20of%20Education%20Oct%202015%20FINAL.pdf

➔ Government of Saskatchewan pamphlet on starting a GSA: <http://iamstronger.ca/userdata/listings/b35298f894e97a22a17b30c7bea625e7.pdf>

➔ Government of Alberta GSA resources: <https://education.alberta.ca/gay-straight-alliances/>

Q&A

Q: Why does LGBTQ-inclusive education (and LGBTQ teachers in particular) need explicit support? All rights are equal, so why do we specify LGBTQ-inclusive education in particular?

A: Canadian schools have historically and currently left LGBTQ people out of inclusive education. LGBTQ

content has seldom been included even in instances where it clearly should be, such as class discussions of the *Charter of Rights and Freedoms*. In the context of this culture of silence, educators are unlikely to believe that their governments support LGBTQ-inclusive education and LGBTQ educators. Providing such clear assurance of support would be helpful to educators working in hostile schools/school districts.

Q: What is an example of clear, effective support or assurance for LGBTQ-inclusive education and LGBTQ educators?

A: The Minister can make statements of support in media events and at school system and teacher organization events. [See this recommendation's supporting resources for story about statement from Alberta Minister David Eggen.]

[RECOMMENDATION #2]

Develop LGBTQ-specific legislation that addresses both meaningful inclusion and personal safety. We recommend that all provinces and territories amend their education statutes to include requirements for LGBTQ-inclusive education that *go beyond GSAs and anti-harassment policies* in all schools that follow the provincial/territorial curriculum. Legislation should require schools to develop and implement LGBTQ-inclusive education policies and to include specific provisions for trans-inclusive education.

WHY WE NEED THIS:

- ⇒ Legislation provides greater support for the future of LGBTQ education because it is harder to change than policy alone.
- ⇒ School districts are more likely to develop and implement policy that promotes genuine inclusion of LGBTQ students when legislation requires them to do so.
- ⇒ Educators who work in schools and school districts that do not support LGBTQ-inclusive education would benefit from legislative protection. Only four provinces have such legislation (AB, MB, ON, & QC), mostly in the forms of attention to student safety and mandating GSAs, without mandating LGBTQ-inclusive curriculum or teaching practices. Model legislation would mandate both safety and inclusion. However, it is not advisable to ask governments to amend current legislation if there is a risk of existing LGBTQ-specific measures being lost in the process.
- ⇒ Inclusion for trans* and gender non-conforming staff and students has been a relatively recent emergence and older legislation and policy is unlikely to have adequately addressed the particular safety and accommodation needs involved. For example, governments should require school districts to include non-gendered washrooms and change room facilities in all new school buildings, develop clear processes to support name changes, recognize preferred pronouns and gender identity, and protect their right to privacy and confidentiality.

- ⇒ Develop legislation that bans the damaging practices of “reparative” or “conversion” therapy for minors.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Many participants were not confident that current provincial or territorial legislation would support them in the event of complaints about teaching in LGBTQ-inclusive ways.
- ⇒ Educators strongly support LGBTQ-inclusive education and see school safety as requiring not only anti-harassment measures but meaningful inclusion in school life (e.g., through curriculum, school clubs and events, and policy). The vast majority of educators reported that respectful inclusion of LGBTQ issues in schools (97%) and respectful inclusion in the curriculum (96%) would be helpful in creating safer schools for LGBTQ students.
- ⇒ Participants were even less likely to report that trans* students would feel safe at their school than LGB students (53% vs. 72%), and they were much less likely to challenge transphobia than to challenge homophobia in their own teaching practices (19% vs. 53%).

SUPPORTING RESOURCES

Existing LGBTQ-specific legislation

- ⇒ Alberta (2014). Bill 10, an *Act to Amend the Alberta Bill of Rights to Protect Our Children*, requires schools to support GSAs on student request. However, teachers still cannot

present lessons about human sexuality in class without prior parental notification (as per prior legislation in Bill 44 *Human Rights, Citizenship and Multiculturalism Amendment Act*). Bill 10 legislation can be found here: http://www.assembly.ab.ca/ISYS/LADDAR_les/docs/bills/bill/legislature_28/session_3/20141117_bill-010.pdf. Bill 44 legislation can be found here: http://www.assembly.ab.ca/ISYS/LADDAR_les/docs/bills/bill/legislature_27/session_2/20090210_bill-044.pdf

- ➔ Manitoba (2013). Bill 18, *The Public Schools Amendment Act (Safe and Inclusive Schools)* requires schools to support GSAs on student request, and requires school districts to implement policy that promotes respect and inclusion on a number of equity-related grounds including sexual orientation and gender expression. Bill 18 legislation can be found here: <https://web2.gov.mb.ca/bills/40-2/pdf/b018.pdf>
- ➔ Ontario (2012). Bill 13, *Accepting Schools Act*, requires school districts to support GSAs on student request, including school districts in Ontario's publicly funded Roman Catholic school system. Bill 13 legislation can be found here: http://www.ontla.on.ca/bills/bills-les/40_Parliament/Session1/b013ra.pdf
- ➔ Québec (2012). Bill 56, *An Act to prevent and stop bullying and violence in schools*, requires all schools, both private and public, to implement an anti-bullying plan that includes sexual identity. Bill 56 can be found here: <http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=5&le=2012C19A.PDF>

In addition, protection from discrimination based on LGBTQ identity is enshrined in the *Charter of Rights and Freedoms*, explicitly in most provincial and territorial human rights codes (under the grounds of sexual orientation, gender identity, and gender expression), and in a range of workplace legislation concerning harassment and employee protections. (See section on Legislation in "Supporting Resources" at the end of this document.)

In 2015, Ontario and Manitoba banned conversion therapy (also referred to as reparative or sexual reorientation therapy). Conversion therapy is based on the theory that people can change their

sexual orientation from gay to straight. Conversion therapy has been found to be an ineffective and psychologically damaging practice:

- ➔ Manitoba: <http://news.gov.mb.ca/news/index.html?item=34930&posted=2015-05-22> (for news coverage see <http://www.torontosun.com/2015/05/22/manitoba-bans-conversion-therapy> and <http://www.cbc.ca/news/canada/manitoba/manitoba-works-to-ban-conversion-therapy-for-lgbt-youth-1.3083611>)
- ➔ Ontario: http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=3197 (for news coverage see <https://www.thestar.com/news/canada/2015/06/04/ontario-becomes-first-province-to-ban-conversion-therapy-for-lgbtq-children.html> and <http://www.cbc.ca/news/canada/toronto/conversion-therapy-has-no-place-in-ontario-kathleen-wynne-1.3019956>)

Manitoba has also enacted legislation through The Vital Statistics Act that gives minors the right to change their name and gender on official documents.

- ➔ <http://web2.gov.mb.ca/laws/statutes/ccsm/v060e.php> (see Section 25: Change of Sex Designation)

Q&A

Q: Why isn't generic safe-and-inclusive schools legislation enough? Why do we need LGBTQ-specific legislation?

A: Generic (or "catch all") legislation is shown to be less effective in countering LGBTQ-specific harassment, and when sexual orientation or gender identity are not explicitly named, they are often not perceived as applying even when they should.

Q: What about religious rights? Shouldn't the legislation exempt religious schools and religious staff members from complying with LGBTQ-inclusive practices?

A: Personal belief systems do not exempt anyone from the obligation to respect others' rights to live free from discrimination or to comply with governing legislation. Most teacher codes of professional conduct clearly indicate the separation of personal beliefs from professional practice. In many codes of professional conduct, discrimination against students on the basis of actual or perceived sexual orientation or gender identity is expressly prohibited.

[RECOMMENDATION #3]

Develop legislation to require all schools that offer provincially/territorially mandated curriculum to provide a Gay-Straight Alliance (or equivalent club) if requested by students and resource it at a level commensurate with other student clubs.

WHY WE NEED THIS: Gay-Straight Alliances (GSAs) are beneficial to everyone in a school community, including students and staff. A number of provinces (AB, MB, & ON) now have legislation requiring schools to provide GSAs when requested by students. Their experience shows that government legislation requiring GSAs dramatically accelerates the rate at which they are established, especially in school districts where there is little or no support for LGBTQ-inclusive education. Legislating a requirement that school leaders provide and resource GSAs upon request gives students moral and practical support in establishing a club. However, it can be intimidating for LGBTQ students and their allies to ask their principal for permission to start a GSA. In some schools, staff and leaders take the initiative to establish the club.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Educators working in a school with a GSA were more likely to have “flourishing” mental health (82%) than those who did not (70%). This was even more pronounced for educators working in senior-years schools, with 82% of educators who worked in a school with a GSA achieving a flourishing category compared to 59% of educators who worked in schools without a GSA.
- ⇒ Educators from schools with a GSA were more likely to be aware of LGB student participation in clubs or committees (92%) than those from schools that did not have a GSA (49%). Similarly, they were much more likely to know of trans* students participating in clubs or committees (47% vs. 3%).
- ⇒ Educators from schools with GSAs were more likely than those from schools without GSAs to report participating in LGBTQ-awareness

days, such as Pink Shirt Day (68% vs. 57%) or Pride events (17% vs. 3%).

First National Climate Survey

- ⇒ Students from schools with GSAs were much more likely to feel that their school communities were supportive of LGBTQ people (53%) compared to those from schools without GSAs (26%). Further, LGBTQ students in particular were more likely to be open with some or all of their peers about sexual orientation or gender identity in schools with GSAs (82% vs. 68% in schools without GSAs), and they were more likely to see their schools as becoming less homophobic (75% vs. 65%).

Other research

- ⇒ From the National Inventory (Taylor et al., 2016): “GSAs generally serve as protective factors for LGBTQ students in a variety of ways: increased sense of safety (Asakura, 2010; Chesir-Teran & Hughes, 2009; Fetner et al., 2012; Lee, 2002; Szalacha, 2003), better school attachment (Birkett, Russell, & Corliss, 2014; Lee, 2002; St. John et al., 2014), better academic performance and outcomes (Birkett, Russell, & Corliss, 2014; Greytak et al., 2013; Kosciw et al., 2013; Lee, 2002), less problematic substance use (Konishi et al., 2013), less suicidal ideation and attempts (Goodenow, Szalacha, & Westheimer, 2006; Hatzenbuehler, 2011; Saewyc et al., 2014), more positive identity development (Asakura, 2010; Lee, 2002).
- ⇒ Saewyc et al. (2016) found less binge drinking and lower suicidality rates among both cisgender-heterosexual and LGB students in schools with GSAs.

SUPPORTING RESOURCES

Alberta, Manitoba, and Ontario now have legislation requiring schools to provide GSAs when requested by students or teachers. See the Legislation section of “Supporting Resources” appendix.

See the extensive list of GSA resources from teacher organizations, school districts, community organizations, and Egale Canada Human Rights Trust (including their MyGSA.ca initiative) in the GSA section of “Supporting Resources.”

Q&A

Q: Why do we need legislation on GSAs? Why not legislate a requirement for general anti-bullying or diversity clubs instead?

A: LGBTQ students and their allies need spaces where they can be sure they are safe. Opposition to bullying and respect for diversity in general are no guarantee of support for LGBTQ students, and they know that. For example, many diversity clubs focus only on ethnic diversity, and many LGBTQ students remain closeted in generic clubs. The understanding that respect for diversity includes LGBTQ people is very recent in Canadian society. It took years for sexual orientation to be “read into” the list of protected identities in the Charter of Rights and spelled out in Human Rights Codes, and protection for gender diversity is still patchy. While polls show that respect for LGBTQ people is steadily growing, many school communities remain hostile places.

Q: Do they have to be called “Gay-Straight Alliances”?

A: No. Students should be able to give their club a name of their choosing. Options include Gender and Sexuality Alliance, Queer Straight Alliance, Rainbow, Pride, and many others. The important principle is that students must have the right to use a name that communicates a focus on LGBTQ inclusion.

Q: The legislation specifies that GSAs are to be made available upon student request. What if a teacher wants to start a GSA at my school so that students don't have to?

A: In much of the legislation, GSAs are required only when students request one. This protects school systems from accusations of recruiting students, but it puts the onus on young people to take the initiative

to ask school authorities to start a GSA. However, school leaders and educators sometimes take the first step by announcing an initial GSA/QSA meeting, which takes the pressure off LGBTQ students and sends a strong message of inclusion to all students that the school is accepting of LGBTQ students.

Q: How can teachers let students know that they would have support even if there is no supporting legislation and their school leader won't authorize a GSA?

A: Posting “safe spaces” or “ally” stickers or using inclusive language and examples in the classroom sends a strong message of support. So does addressing homo- or transphobic language such as “that’s so gay”, and including LGBTQ-focused materials in classrooms or school libraries.

Q: Why would elementary educators care about legislative support for GSAs?

A: Many middle schools and some early years schools have GSAs. Even very young students are exposed to LGBTQ-negative language at school and at home, and others have LGBTQ loved ones, or are gender-non-conforming or trans*, or will grow up to be LGBTQ themselves. All of these students are hurt by LGBTQ-negative language and exclusion. GSAs provide refuge from harassment where they can be themselves and a space for students to learn to intervene when they hear harmful comments.

Q: What can government do to support school districts in developing LGBTQ-inclusive education policy that satisfies the legislation?

A: Government’s role does not stop with enacting legislation. They can set up a firm timetable for school districts to meet policy and programming goals, meet with school district officials to help develop appropriate policy, encourage the sharing of resources and dialogue across school districts, and develop LGBTQ-inclusive curriculum at all levels of the school system. Ontario’s LGBTQ-inclusive *Equity and Inclusive Education Strategy* document (2009) is a good example of such an approach. The provinces of Manitoba, New Brunswick, Newfoundland & Labrador, and Ontario worked with Egale Canada Human Rights Trust to revise its extensive *My GSA* handbook and website for school system use in implementing LGBTQ-inclusive education in their provincial contexts.

[RECOMMENDATION #4]

Develop, execute, and adequately resource a policy development and implementation plan to ensure school districts comply with Ministry directives and/or legislation.

WHY WE NEED THIS: Ultimately, legislation and Ministry directives will only be as effective as their implementation. As such, it is crucial to follow up all LGBTQ-inclusive requirements with concrete, measurable implementation goals for school districts such as policy development and PD that reflects the requirements. Government-provided, system-wide capacity-building events for school district leadership signal that this work is mandatory and that school leaders are expected to implement government requirements thoroughly.

SUPPORTING RESEARCH

Every Teacher Project

- ➔ Less than two-thirds (64%) of educators felt that current legislation would support them if they wanted to address LGBTQ issues in their school (40% strongly, 24% somewhat). Effective implementation will ensure that school district officials are aware of their responsibilities under the legislation and the need to communicate it to their employees.

SUPPORTING RESOURCES

In support of legislation, Manitoba developed a policy support document to assist in the implementation of legislation:

- ➔ Manitoba. (2015). *Safe and caring schools: Respect for Human Diversity Policies. A Support Document for Manitoba School Divisions and Funded Independent Schools in Developing Human Diversity Policies.*
http://www.edu.gov.mb.ca/k12/docs/support/human_diversity/document.pdf

The provinces/territories of New Brunswick, Newfoundland & Labrador, Saskatchewan, Yukon, and most recently British Columbia provide strong policy support for LGBTQ-inclusive education, even

though they have not enacted related legislation:

- ➔ British Columbia SOGI website: www.sogieducation.org
- ➔ Government of Saskatchewan policy document: <http://iamstronger.ca/userdata/files/244/Alliances%20for%20Gender%20and%20Sexual%20Diversity%20Policy%20GSD%202015.pdf>
- ➔ Government of Saskatchewan Ministry of Education documents to support work of School Divisions and FNM organizations: http://publications.gov.sk.ca/documents/11/84995-Deepening%20the%20Discussion_Saskatchewan%20Ministry%20of%20Education%20Oct%202015%20FINAL.pdf
- ➔ New Brunswick LGBTQ-Inclusive Education Resource: <http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/lgbtq.html>
- ➔ Yukon: http://www.education.gov.yk.ca/pdf/policies/sexual_orientation_and_gender_identity_policy.pdf

[See the “Recommendations for School Districts” for examples of district policy, as well as the section on School District Policy in the “Supporting Resources” appendix.]

Q&A

Q: School districts have their own democratically elected governing boards. Isn't it up to them whether to comply with legislation or not?

A: No. Some school districts behave like independent republics when it comes to complying with LGBTQ-inclusive legislation, but all school districts in the

publicly funded school systems of Canada are subject to governing legislation, such as human rights requirements. Creating safe schools for LGBTQ students is not optional.

Q: Do we need to be so systematic when it comes to monitoring school district's progress in complying with legislation?

A: Yes. School districts are complex organizations that are required to handle a great many challenging situations, and LGBTQ-inclusive education sometimes remains low on the list of priorities unless there is specific pressure to act on it. It is important to hold school boards and superintendents accountable for the creation of safe, respectful and inclusive environments for all students, staff, and families.

[RECOMMENDATION #5]

Provide a mechanism of recourse for LGBTQ-inclusive educators who encounter hostility from their employer.

WHY WE NEED THIS: Educators need explicit assurance that their employment status will not be negatively affected by practicing LGBTQ-inclusive education. Educators need concrete knowledge of how to proceed if they do encounter opposition from their school or school district for practicing LGBTQ-inclusive education. This can be supported by ensuring that school districts have intervention plans to address situations of harassment.

LGBTQ-inclusive educators, like LGBTQ teachers, who encounter lack of support from their employer, or experience discrimination or harassment, are entitled to pursue a human rights complaint. Appealing to employers/school districts on the basis of collective agreement employment protections and relevant safe schools/harassment policies should precede filing a human rights complaint. Speak with your teacher organization for guidance on this.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Participants reported that discussing LGBTQ topics with students would jeopardize their jobs (21% agreed their jobs would be in jeopardy). This was especially true for LGBTQ teachers and teachers in Catholic school systems (52% of Catholic school

educators agreed vs. 16% of secular school educators). LGBTQ teachers (34%) were far more likely than CH teachers (15%) to believe their jobs would be jeopardized.

- ⇒ Fewer than half (39%) of teachers expressed confidence that their school leaders would support them if they wanted to discuss LGBTQ topics with students.
- ⇒ 28% had not been supported by their principal when they received complaints for including LGBTQ content.

SUPPORTING RESOURCES

See Appendix “Where Can I Turn?” which addresses the question of whether your employer can order you not to discuss LGBTQ topics with students.

Q&A

Q: Why do we need a specific procedure on this topic?

A: LGBTQ-inclusive education has been officially and unofficially prohibited for so long that educators need explicit assurance that they will be defended if they are disciplined for practicing it.

[RECOMMENDATION #6]

Mandate the need to respond to educators who contribute to an unsafe school climate by making negative, stereotypical representations of LGBTQ people in public or in interactions with students. Complaint procedures should detail the process for hearing complaints and determining disciplinary consequences for continuing to make such comments.

WHY WE NEED THIS: Some educators make insulting comments about LGBTQ people in the hearing of students and colleagues. Such comments contribute to an unsafe and disrespectful climate for LGBTQ students and staff even when not directed at particular individuals. Administrative response to such teachers varies from school to school and district to district. School community members need to be able to complain to Ministries of Education (along with teacher organizations) in cases which have not been resolved at the local level.

Government legislation should require school districts to implement codes of conduct that clearly address LGBTQ-negative comments by educators. Many school district codes of conduct apply equally to staff but are explicit only about disciplinary actions and other interventions for student infractions. In the event that policy does not address staff discipline, or employers do not see it as applying to LGBTQ-related pejorative comments, students or educators are entitled to file a human rights complaint against their employer or against an individual.

SUPPORTING RESEARCH

Every Teacher Project

➡ Approximately one in five (22%) educators reported hearing teachers use homonegative language (such as “that’s so gay”) at school, with most (20%) indicating that teachers used such language only in the staff room; however, 4% reported that such language was used in the presence of students.

➡ The Climate Survey found that students use homonegative language much more frequently than homophobic language,

and we might have expected that this pattern would hold true for teachers as well. However, the Every Teacher Project findings suggest that, while the use of “that’s so gay” may be mostly a school-age phenomenon, the more vicious language about LGBTQ people persists into adulthood among some teachers; one third (34%) of participants had heard a colleague use such language.

First National Climate Survey

➡ Almost one in ten LGBTQ students (10%) reported having heard homophobic comments from teachers daily or weekly.

SUPPORTING RESOURCES

➡ Ontario. (2012). *The Provincial Code of Conduct and School Board Codes of Conduct* [revised to reflect Bill 13] requires respectful treatment of others regardless of identity grounds including sexual orientation and gender. This makes school boards responsible for developing intervention plans for individuals who commit infractions of the standards for “respect, civility, responsible citizenship, and safety.” <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

For more examples, see the Legislation, Government Policy, and School District Policy sections in the “Supporting Resources” appendix at the end of this Toolkit.

Q&A

Q: What constitutes contributing to a “hostile school climate” for LGBTQ students?

A: A hostile usage of homo/trans-negative language is often accepted as harmless joking, but language such as “that’s so gay” or “no homo” can communicate a generally negative attitude toward LGBTQ people and issues, and helps create a disrespectful, exclusionary climate. The homo/transphobic use of language such as “faggot” and “tranny” is unequivocally damaging to the school climate for LGBTQ students and staff. For examples, see NoHomoPhobes.com

Q: Legislation already requires all staff to speak and interact with others respectfully at all times. Why do we have to include specific LGBTQ measures?

A: Many people who would not use racist or sexist language dismiss anti-LGBTQ language as harmless or acceptable or both. LGBTQ-negative language is widespread in school climates and staff members who use it need to be aware that they are committing a harmful form of professional misconduct and that it is subject to the same disciplinary measures as other forms.

Q: Is this covered by workplace health and safety legislation? Should staff and educators trained as members of workplace health and safety be included in school safety discussions?

A: Workplace Health and Safety or Occupational Health and Safety legislation includes provisions for psychological health and safety, including students’ and educators’ wellbeing in schools. Schools will often have a health and safety committee and always have a person designated with responsibility for

Workplace Health and Safety. Members of Workplace Health and Safety committees and those tasked with responsibility for these matters should be included in training and provided with appropriate PD around LGBTQ safety and inclusion.

Q: What other legislation and policy addresses the issue of poisoning the school climate for LGBTQ people?

A: Within provincial/territorial human rights legislation, sexual orientation (and increasingly gender identity and gender expression) is included within the list of protected characteristics, prohibiting discrimination based on these grounds. Education legislation (e.g., *Education Act*, *The Public Schools Act*) often refers to human rights codes in their own list of protected grounds and prohibited discriminatory practices, and there are usually ministerial policies and regulations that interpret legislation for practice. Respectful conduct is covered in a host of regulations including professional conduct codes of teacher organizations, respectful workplace legislation, employment standards acts, and school district harassment policies. (It is unlawful to discriminate on the basis of sexual or gender identity. However, it is often argued that faith-based schools, particularly Roman Catholic schools in Ontario, are nevertheless entitled to communicate negative judgements of same-sex attractions and relationships, and of gender non-conforming behaviour in the course of religious instruction. See the appendix on “Where Can I Turn?” and the Legislation and policy sections in “Supporting Resources” appendix in this Toolkit.)

[RECOMMENDATION #7]

Make LGBTQ-inclusive content mandatory. Develop age-appropriate curricular content at all grade levels and provide teachers with support to implement it, including provision of curriculum documents and support materials from K through 12.

WHY WE NEED THIS:

- ⇒ Teachers often feel they cannot include LGBTQ content unless the official curriculum mandates it. Mandated content relieves teachers of the task of calculating what they can and cannot teach.
- ⇒ Many educators reported that they felt their students were too young, which suggests a need for official guidance on age-appropriate content.
- ⇒ Curriculum resources are needed because many teachers identified lack of knowledge and resources as an impediment to practicing LGBTQ-inclusive education.
- ⇒ Provincial/territorial curriculum committees have an opportunity to develop and/or approve curriculum and content that is LGBTQ inclusive for their region's official curriculum. Inviting teachers, school district curriculum specialists, or teacher organization representatives who have developed capacity in LGBTQ-inclusive education and classroom practices to sit on provincial/territorial curriculum committees would help to ensure that LGBTQ-inclusive content is integrated usefully, age-appropriately, and across the range of content and subject areas.
- ⇒ Approximately three-quarters of educators indicated that school safety involved inclusion (i.e., through curriculum, school clubs and events, and policy).
- ⇒ Only 13% of senior-years educators (and 14% early-years educators) reported having LGBTQ curriculum as a resource available to them, which reflects the absence of relevant curriculum development at the provincial and school district level.
- ⇒ Teachers working at Pre-K to Grade 6 levels were less likely to feel comfortable discussing LGBTQ issues with their students (ranging from 45% to 64%) than those working with Grades 7 to 12 (ranging from 74% to 80%). This may reflect a lack of attention to the subject in elementary curriculum materials and the need for PD.
- ⇒ Only 17% indicated that their Ministry of Education showed leadership on LGBTQ-inclusive curriculum.

First National Climate Survey

- ⇒ Only one in five high school students had been exposed to even a one-time mention of LGBTQ people in class discussion, but LGBTQ students who had such exposure felt more attached to their schools.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ The overwhelming majority of educators (96%) felt that respectful inclusion of LGBTQ content in the curriculum would be helpful.

SUPPORTING RESOURCES

Provincial/territorial resources could include guidance on how to access curriculum support materials that already exist from publishers, school districts, LGBTQ advocacy groups, and teacher organizations (e.g., ATA's PRISM toolkits are approved

by the Alberta Ministry of Education). See the extensive list of resources in the Curriculum section of the “Supporting Resources” appendix.

Q&A

Q: What if LGBTQ issues are already addressed through our anti-bullying/human rights curriculum? Isn't that enough?

A: That is a good start, but LGBTQ content has been excluded across the curriculum, just as content related to other non-dominant groups such as women, Indigenous, disabled and racialized people has been. Teachers should be provided with appropriate resources and training to help them integrate unfamiliar content.

Q: We don't mandate curriculum for every form of diversity present in our school systems. Why do we need to do it for LGBTQ topics?

A: LGBTQ content has been officially and unofficially excluded from the curriculum for so long that educators need assurance that particular content is acceptable and approved.

Q: Wouldn't this only affect our sex education and health curriculum?

A: LGBTQ content has been inappropriately excluded from a range of subjects, including history, family studies, human rights, language arts, music, art, biology, physical education, social studies, and so on. Teachers in other subjects, such as mathematics and the sciences, can be provided with guidelines for using inclusive language and examples. Curricular representation is a key principle of inclusive education because it lets youth know not only that LGBTQ people exist but that they are respected and included in their school community and classroom.

Q: The curriculum is already overburdened. How can teachers add something else to their responsibilities?

A: LGBTQ-inclusive content does not need to incorporate something “totally new” or be a whole unit for students; rather, inclusivity can be accomplished with small consistent efforts or by simply adding content into existing units or curriculum blocks.

Q: Elementary students are too young for LGBTQ issues. Shouldn't LGBTQ-inclusive content appear only in the senior-years curriculum?

A: This is a common misconception. Early-years educators can certainly talk to students about families with same-sex parents in a unit on diverse families or include it in discussions about how we are all unique human beings. There is age appropriate content for all ages (see Appendix: “Advice for Early-years Teachers”).

Q: Sensitive topics like LGBTQ issues are best left to parents to teach. Can't we leave this issue for parents to address so we don't offend them?

A: Treating LGBTQ issues as “sensitive” and giving them special status for parents effectively reinforces a culture of silence around LGBTQ topics that can damage students. LGBTQ youth need to hear mention of their own identity and community members so that they know they are safe in their school, as some students will not receive this message at home. Further, leaving it up to parents suggests that certain issues are not fit for discussion at school, despite the fact that there are students who identify as LGBTQ or have begun questioning, or have LGBTQ loved ones, and these students need to know that LGBTQ identity is not a taboo topic. LGBTQ people have equal rights and those rights should not be treated as dependent on the personal belief systems of parents. When schools talk about LGBTQ issues it can serve as an invitation for parents to share their own viewpoints with their children. The job of publicly-funded education is not to teach the views of parents, but rather to teach students what it means to be a responsible and respectful member of their community and country.

Q: What should I do if my Government can't afford to develop curriculum?

A: The government could issue a curriculum directive explaining that LGBTQ content should be incorporated into existing curricular content wherever it would be consistent with outcomes such as respect for diversity, understanding healthy relationships, etc. The government can review and approve existing curriculum resource documents such as ATA's PRISM toolkits for use in their jurisdiction. There are many successful examples of LGBTQ-inclusive curriculum, so no government has to start from scratch.

[RECOMMENDATION #8]

Provide LGBTQ-inclusive education professional development and pay particular attention to the situation of trans*, gender non-conforming, and Two-Spirit students in all LGBTQ-inclusive professional development.

WHY WE NEED THIS: Ministries are a comparatively minor provider of PD for educators, but they have an important role to play in areas such as LGBTQ-inclusive education which have been excluded from all aspects of school life until quite recently, and where district support may be very weak. Many educators work in schools and school districts that do not provide PD on LGBTQ-inclusive education. Government-funded conferences and PD opportunities can (1) prevent unnecessary duplication of efforts by school districts, (2) ensure that evidence-based research is presented in PD, and (3) help to level the playing field for educators working in schools and school districts that are not motivated to offer their own PD. Trans* accommodation is one particularly pressing example of a recently emergent area where government could show leadership by providing PD.

SUPPORTING RESEARCH

Every Teacher Project

- ➔ Most participants (58%) reported that their school districts had not offered any PD on LGBTQ-inclusive education, and only 9% reported their school or district held a mandatory workshop or training that they were required to attend. Only one third (32%) of respondents had attended LGBTQ-inclusive PD offered by their school or school district.
- ➔ When asked about the availability of a district resource person who specialized (at least in part) in LGBTQ issues, one in five (21%) educators did not know whether their district had such a resource person. Of those who did know, 41% indicated their district did not have a resource person available who specialized in LGBTQ issues. Over half (53%) reported

that their school district did have such a resource person available, but 31% reported they had never consulted with them and 22% indicated they had.

- ➔ Participants were even less likely to report that a trans* student would feel safe in their school than an LGB student would (72% vs. 53%). Participants were much less likely to perceive anti-transphobia curriculum as very helpful to achieving safe schools for LGBTQ students than to see anti-homophobia curriculum this way (54% vs. 67%), which suggests that there is a need for greater awareness and PD around the impact of transphobia on students and the importance of freedom of gender expression.

SUPPORTING RESOURCES

For example, the Government of Manitoba provided professional development conferences on LGBTQ-inclusive education as part of its roll-out of Bill 18, with teams of school division officials, school leaders, teachers, and students from each school district. Descriptions of two of these events can be found at the following:

- ➔ <http://news.gov.mb.ca/news/index.html?item=17326>
- ➔ <https://canadiansafeschools.com/2016/02/3242/>

See the extensive list of PD materials developed by a range of organizations in “Supporting Resources” at the end of this Toolkit. Following is a representative sample:

- ➔ ETFO Annual GSA Symposium for Elementary Educators

- ➔ Winnipeg School Division (mandatory) anti-homophobia workshops for all employees
- ➔ BCTF workshops: <http://www.bctf.ca/SocialJustice.aspx?id=17988>
- ➔ Government of Alberta: Guidelines for Best Practices: <https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>

Q&A

Q: *When we talk about gender equity, aren't we already talking about trans* equity? Why does Government need to offer PD on trans* issues?*

A: Gender equity historically has meant addressing the barriers to equality faced by women. Trans* people face some of the same barriers, such as sexist assumptions that they are unqualified for leadership roles, but many others that are specific to being trans*. PD is needed to build system capacity for equitable treatment of trans* staff and students. This is urgent in school contexts where trans* students or gender questioning students are becoming more visible at younger ages and often feel unsafe and where school communities do not understand the issues at stake.

[RECOMMENDATION #9]

Require some form of substantive attention to LGBTQ-inclusive education in B.Ed. programs for certification of new teachers.

WHY WE NEED THIS: At present, most Education students have little or no exposure to LGBTQ-inclusive education in their B.Ed. degrees, either in the form of appropriate inclusion in existing courses or in a specialized course. This is a missed opportunity for capacity-building in the school systems. Making coverage of LGBTQ-inclusive education a certification requirement would result in Faculties of Education developing such courses.

SUPPORTING RESEARCH

Every Teacher Project

➔ The majority of teachers (59%) certified in the previous five years reported they had not been prepared for LGBTQ-inclusive education by their teacher education. Over half reported that none of their courses incorporated LGBTQ content. Courses with relevant content were often electives offered to a single class, and/or offered only at the graduate level, meaning that most Education students typically begin their teaching careers with little or no exposure to the topic.

The **RISE Project** on LGBTQ-inclusive Education in Canadian Universities, led by Dr. Catherine Taylor, is currently underway. This project will engage the teacher education community in identifying best practices in LGBTQ-inclusive teacher education and developing a curriculum framework to integrate LGBTQ content into B.Ed. and specialist courses.

SUPPORTING RESOURCES

Ontario Teachers' College Additional Qualification on Teaching LGBT Students (2016, draft):

➔ <http://www.oct.ca/-/media/PDF/Additional%20Qualifications/EN/Schedule%20C/Draft/Teaching%20LGBTQ%20Students%20June%202016e.pdf>

Alberta has a new Teaching Quality Standard that explicitly includes sexual orientation and gender identity as required components (under development).

See a listing of B.Ed. courses on LGBTQ-inclusive education in the "Supporting Resources" appendix under B.Ed. and graduate courses.

Q&A

Q: B.Ed. programs are already strained to include the currently required content. There simply isn't room to cover every single minority group, is there?

A: It is important to address LGBTQ issues because the marginalization of LGBTQ students has been identified as a particularly common and damaging feature of school climates. There are many resources available on integrating relevant content into a range of existing courses across the B.Ed. curriculum. This can be achieved without the need for a new separate course. However, a standalone specialized course can also be made available in programs that have elective capacity. Teacher organizations may be able to help fill this gap as well. Teacher organizations can provide PD events or presentations in B.Ed. classes upon request, including presentations on their own policies, professional development programs, and teacher welfare services. Lists of workshops can be requested through teacher organization professional development staff or department.

[FOR SCHOOL DISTRICTS/DIVISIONS]

CONTACT FORM

[Name and/or assistant's name, phone, and email]

Chief Superintendent or School district director/CEO or equivalent _____

School Trustee(s) or School Board Chair _____

School Community Council President _____

Consultants and coordinators (special education or curriculum coordinators) _____

Facilities person (e.g., responsibility for washrooms/changerooms) _____

Student board of trustees / Student trustees _____

School board association _____

School leaders/principals association _____

Superintendent association _____

Known allies in school district and board of trustees

SELF AUDIT FORM
Recommendations for School Districts

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
1. Provide teachers and counsellors with clear, effectively communicated policy support for LGBTQ-inclusive education and LGBTQ-identified teachers/staff from school district administration.			
2. Ensure that district policy addresses both meaningful inclusion and personal safety of LGBTQ students, staff, and families.			
3. Develop school board policy to require all schools to provide a Gay-Straight Alliance (or equivalent club), and name them as such, if requested by students and resource it at a level commensurate with other student clubs.			
4. Make LGBTQ-inclusive content mandatory. Develop appropriate, approved curricular content at all grade levels and provide teachers with support to implement it, including provision of curriculum resources from K through 12 (i.e., copies of curriculum and support materials).			
5. Provide mandatory LGBTQ-inclusive education professional development for all education workers and pay particular attention to the situation of trans* students in all LGBTQ-inclusive professional development.			
6. Ensure that teachers, counsellors and administrators are aware of current legislation and school district policy on LGBTQ-inclusive education, and receive thorough training in it.			

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
7. Develop and implement responses for educators who are deemed to be contributing to an unsafe school climate by making negative, stereotypical representations of LGBTQ people in public or in interactions with students.			

[RECOMMENDATION #1]

Provide teachers and counsellors with clear, effectively communicated policy support for LGBTQ-inclusive education and LGBTQ-identified teachers/staff from school district administration.

WHY WE NEED THIS: Without strong leadership at the district level in the form of strongly communicated policy, support for LGBTQ-inclusive educators can vary from school to school. In order for educators to be able to effectively intervene in school culture and ensure that LGBTQ students are provided with a safe and supportive environment, educators must feel that they themselves are safe from repercussion or backlash in the event of complaints. This requires LGBTQ-specific policy that is clearly and effectively communicated (including reporting procedures for issues of marginalization). LGBTQ-inclusive policy support from school districts is crucial both in the presence of legislative requirement and in its absence.

SUPPORTING RESEARCH

Every Teacher Project

⇒ 81% of educators reported that clear school system support for LGBTQ-inclusive educators would be very helpful to creating safe schools for LGBTQ students, but the majority of participants were not strongly confident that school system leadership would support them in the event of complaints, and many were not confident at all. Less than half (47%) reported that principals showed leadership on LGBTQ-related policies, 32% that vice principals did, 29% that school boards/trustees did, 23% that their Ministry of Education did, and 18% that no one did. Educators reported even lower levels of support for LGBTQ-inclusive curriculum and programming. Many educators (21%) believed their jobs would be jeopardized by practicing LGBTQ-inclusive education (with LGBTQ educators and educators in Catholic school districts being far more likely).

⇒ Unequivocal support for LGBTQ-inclusive education can be provided through clearly related policy. For example, teachers from school districts with homophobic harassment policies were far more likely to receive the support of their principal (84%) than in school districts without such policies (44%).

SUPPORTING RESOURCES

See the “Supporting Resources” appendix at the end of this document for model school district policies and related legislation and provincial/territorial support documents for school districts in developing LGBTQ-inclusive policy.

Such policy can support the appointment of specialized district consultants on LGBTQ issues, which are available to support students, staff, and families. Another potential policy component could be the successful strategy of identifying “safe contacts” on LGBTQ issues at every school and publicly communicating them to the school community, as Edmonton Public Schools has done (see Initiatives > Safe Contact Program here: <https://www.epsb.ca/ourdistrict/topics/sexualorientationandgenderidentity/>).

Q&A

Q: Why does LGBTQ-inclusive education (and LGBTQ teachers in particular) need clear support? All rights are equal, so why do we specify LGBTQ-inclusive education in particular?

A: Canadian schools have historically and currently left LGBTQ people out of inclusive education. LGBTQ content has seldom been included even in instances where it is clearly relevant, such as in class discussions of the *Charter of Rights and Freedoms*. In the context of this culture of silence, educators are unlikely to

believe that their school district supports LGBTQ-inclusive education and LGBTQ educators. Providing such clear assurance of support would be helpful to educators working in hostile schools/school districts.

Q: What is an example of clear, effective support or assurance for LGBTQ-inclusive education and LGBTQ educators? What does support look like for an LGBTQ educator?

A: Policy provides clear guidance to educators on what is expected and approved within their educational mandate in providing safe schools to their students, removing the question of whether their jobs are endangered or they will receive the support of their administration if they engage in LGBTQ-inclusive education. Hearing directly from the superintendent that LGBTQ-inclusive education is important in creating safer schools is a clear communication of support. When combined with opportunities for PD and backed by policy, educators are not only assured of school district support but given effective resource support to implement LGBTQ-inclusive practices.

Q: My province/territory does not have legislation or Ministry policy requiring LGBTQ-inclusive district policy. Can we do this in the absence of legislation?

A: Yes. Progressive school districts across the country developed policy long before being required to do so. In the absence of provincial legislation requiring LGBTQ-inclusive district policy, British Columbia educators began advocating for a systematic policy implementation in a district-by-district approach in an attempt to ensure safe schools throughout the province (all of BC's districts have policies in place). The province has now required all school districts to develop policy.

Q: What else can school districts do to communicate support?

A: School districts can have an official presence at Pride events and LGBTQ-related conferences and events. They can issue media releases on relevant issues, devote space to relevant topics in district newsletters and magazines, provide PD to school leaders, and support related research. For example, Manitoba school district superintendents have supported LGBTQ-inclusive education at the level of their provincial association, most recently by devoting the Fall 2016 issue of the *MASS Journal* entirely to LGBTQ-inclusive education, with the cover message, "LGBTQ – Everyone Is Welcome in Our Schools."

[RECOMMENDATION #2]

Ensure that district policy addresses both meaningful inclusion and personal safety of LGBTQ students, staff, and families.

WHY WE NEED THIS: Anti-harassment policy is important but is insufficient in itself to achieve student safety. Inclusive interventions such as GSAs, events, course content and other forms of LGBTQ visibility all contribute to the production of school climates in which LGBTQ students are less likely to be harassed and more likely to feel supported by peers and staff if they are harassed. Too often policies only focus on students, which leaves LGBTQ staff at risk, and many forget about the importance of supporting the families of LGBTQ youth, which is critical to building their resiliency and academic success.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Educators strongly support LGBTQ-inclusive education and see school safety as requiring meaningful inclusion in school life. The vast majority reported that respectful inclusion of LGBTQ topics in schools (97% very or somewhat helpful) and respectful inclusion in the curriculum (96% very or somewhat helpful) would be helpful in creating safer schools for LGBTQ students. When asked about what school safety meant to them, approximately three-quarters of educators indicated “inclusion (e.g., through curriculum, school clubs and events, and policy)” rather than regulation of behaviour or security measures (such as dress codes, restrictions of clubs, metal detectors, hall monitors or cameras).
- ⇒ Still, anti-harassment policy is important. Educators who worked in schools with homophobic harassment policies were more likely to be flourishing (78%) than those working in schools without such policies (69%), and they were more likely to feel they could respond effectively when anti-LGBTQ incidents take place (81% vs. 70%).

First National Climate Survey

- ⇒ Anti-harassment policies send a message that school officials support LGBTQ students. LGBTQ students in schools with anti-homophobia policies were much more likely to feel their school was supportive of LGBTQ individuals (58% vs. 25% without policy), and they were also more likely to report homophobic incidents to educators (58% vs. 34%), and to feel that educators responded effectively to these incidents (71% vs. 31%). They have a significant but somewhat less dramatic effect on likelihood of having lies/rumours spread about them at school (45% vs. 61%), being physically harassed (20% vs. 33%), feeling unsafe (61% vs. 76%) or very depressed about their school (51% vs. 69%), and conversely, more likely to feel like a real part of their school (68% vs. 49%).
- ⇒ Inclusive measures such as GSAs and even modest curricular content were associated with other benefits: Participants from schools with anti-homophobia policies were significantly more likely to agree that their school administration is supportive of the GSA club (69% vs. 37%). Moreover, students from schools with GSAs were much more likely to agree that their school communities are supportive of LGBTQ people compared to participants from schools without GSAs (53% vs. 26%). LGBTQ students in schools with GSAs were much more likely to be open with some or all of their peers about their sexual orientation or gender identity (82% vs. 68%) and were somewhat more likely to see their school climate as becoming less homophobic (75% vs. 65%).

Other research

- ⇒ From the National Inventory (Taylor et al., 2016): “[Researchers have] emphasized the importance of maintaining integrated intervention strategies for greater efficacy. Szalacha (2003) explains that different interventions affect different parts of the school community. For instance, policy raises awareness among administrators and provides support for LGBTQ-inclusive educators; professional development develops capacity among staff and teachers; and student support groups such as GSAs affect students. Further, each intervention reinforces the others (see also, Chesir-Teran & Hughes, 2009; St. John et al., 2014). Szalacha recommends that the most effective interventions provide mutually supportive leadership and policy to encourage capacity-building and ongoing programming...”
- ⇒ GLSEN’s 2007 National Climate Survey (Kosciw, Diaz, & Greytak, 2008) reports that SGM students with anti-homophobia safe-school policies reported lower levels of harassment, fewer homophobic comments, more staff intervention when homophobic or homonegative comments are made, and greater willingness among students to report harassment to staff. They found that generic safe-school policies (i.e., those with no special attention to homophobia or LGBTQ provisions) were ineffective in improving school climate for LGBTQ students.

SUPPORTING RESOURCES

School districts/divisions have implemented many policies, ranging from straightforward prohibition of discrimination or harassment on the grounds

of sexual orientation or gender identity to more involved policies that go beyond homophobic/transphobic harassment and focus on LGBTQ-inclusive curriculum, programming, or district/divisional protocols for accommodating trans* students. See the sampling of model school district policies in the “Supporting Resources” section of the Appendix.

Q&A

Q: Why isn’t it enough to have generic safe-schools policies? Why do we need LGBTQ-specific policies?

A: Generic policies are shown to be less effective in countering LGBTQ-specific harassment, and when sexual orientation or gender identity are not explicitly named, they are often not perceived as applying even when they should. The power of LGBTQ-specific legislation and policies is that they break the silence and, in explicitly naming sexual orientation and gender identity, give educators permission to act and students the validation of official support.

Q: What about religious rights? Sometimes religious convictions conflict with LGBTQ-inclusive practices and prevent teachers from participating in LGBTQ inclusion.

A: Personal belief systems do not exempt anyone from the obligation to respect others’ rights or to comply with governing legislation or the provision of safe and respectful learning environments. There is no hierarchy of rights, and LGBTQ-inclusive practices need not necessarily conflict with religious belief. In fact, the *Every Teacher Project* found that many educators have found it possible to balance religious convictions and respectful practices: Only 2% of respondents reported that “homosexuality is contrary to my religious convictions” (5% for Catholic school educators vs. 1% for secular).

[RECOMMENDATION #3]

Develop school board policy to require all schools to provide a Gay-Straight Alliance (or equivalent club), and name them as such, if requested by students and resource it at a level commensurate with other student clubs. If there is no appropriate staff member to facilitate the club, professional development should be offered to some or all school staff to develop the requisite capacity.

WHY WE NEED THIS: Gay-Straight Alliances (GSAs), or Queer-Straight Alliances (QSAs), are one of the more common interventions to provide safe spaces for LGBTQ students at school. Their effectiveness is well-documented, providing safety for LGBTQ students as well as school connectedness and protective factors for social and emotional wellbeing. Further, non-LGBTQ students and school staff/educators also benefit from GSAs. In provinces which have relevant legislation, school boards are legally obligated to develop corresponding policy. The majority of provinces and the territories have not legislated a GSA requirement, making it important that school boards initiate the policy themselves to support their students. Some schools and school districts take the initiative to offer GSA clubs before being asked by students.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Educators from schools with a GSA were more aware of the role that safe spaces and sympathetic adult influences can have in creating safe schools for LGBTQ students (79% vs. 58% for those from schools without a GSA).
- ⇒ Educators who worked in a school with a GSA were more likely to have flourishing mental health (82%) than those who did not (70%).

First National Climate Survey

- ⇒ Students from schools with GSAs were much more likely to feel that their school communities were supportive of LGBTQ people (53% vs. 26% from schools without GSAs). They were more likely to

be open with some or all of their peers about being LGBTQ in schools with GSAs (82% vs. 68% in schools without GSAs), and they were more likely to see their schools as becoming less homophobic (75% vs. 65%).

Other research

- ⇒ From the National Inventory (Taylor et al., 2016): “GSAs serve as protective factors for LGBTQ students in a variety of ways: increased sense of safety (Asakura, 2010; Chesir-Teran & Hughes, 2009; Fetner et al., 2012; Lee, 2002; Szalacha, 2003), better school attachment (Birkett, Russell, & Corliss, 2014; Lee, 2002; St. John et al., 2014), better academic performance and outcomes (Birkett, Russell, & Corliss, 2014; Gretak et al., 2013; Kosciw et al., 2013; Lee, 2002), less problematic substance use (Konishi et al., 2013), less suicidal ideation and attempts (Goodenow, Szalacha, & Westheimer, 2006; Hatzenbuehler, 2011; Saewyc et al., 2014), more positive identity development (Asakura, 2010; Lee, 2002), and more meaningful and supportive relationships with others (Asakura, 2010; Lee, 2002; Poteat et al., 2015b; St. John et al., 2014). The wide range of positive outcomes associated with GSAs impact heterosexual students as well as sexual minority ones, effectively changing the overall climate of the school to a more positive and accepting one (see Konishi et al., 2013; Saewyc et al., 2014).”
- ⇒ Saewyc et al. (2016) found less binge drinking and lower suicidality rates among both cisgender-heterosexual and LGB students in schools with GSAs.

SUPPORTING RESOURCES

Among the excellent resources on running a GSA or equivalent club are the following:

- ➔ Gay-Straight Alliances in Saskatchewan Schools <http://iamstronger.ca/userdata/listings/b35298f894e97a22a17b30c7bea625e7.pdf>
- ➔ ATA's GSA/QSA handbook <http://albertagsanetwork.ca/wp-content/uploads/2016/08/GSAs-in-Alberta-Schools-Guide.pdf>
- ➔ Egale Canada Human Rights Trust's MyGSA.ca, which contains a relevant section.
- ➔ CTF's GSA handbook (currently updating)
- ➔ BCTF's 10 Steps towards starting a GSA <http://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Gay-StraightAlliance.pdf>
- ➔ BCTF's Creating and Supporting a GSA <http://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/GSA%20Booklet%202012-fourth%20edition.pdf>

Q&A

Q: GSAs/QSAs are to be made available upon student request. What if we want to start a GSA at school so that students don't have to? How can we let students know that they would have support even if we don't have a GSA in my school?

A: In much of the legislation, GSAs/QSAs are made available only when students request one. This puts

the onus on students to take the initiative to start a GSA/QSA. Initiating a club for students, whether students are interested and able to attend or not, can send a strong message of inclusion to all students that your school is accepting of LGBTQ students. Also, posting safe space or ally stickers or using inclusive practices/language in your classroom can send a strong message of support.

Q: How do you differentiate roles within/behind the scenes of a GSA? Who should be in charge of running the GSA at school? Do they receive training?

A: Most GSAs are student-led and teacher supported. Sometimes teacher training or conferences are available to learn more about how to be a teacher facilitator. Strong supports are available such as MyGSA.ca or local community centres or websites. There are often other educators who run GSAs who would be willing to discuss running a GSA, etc. Being "in charge" can seem intimidating, but often you are simply providing a supportive adult presence while students take the lead in discussion and organization. GSAs do not necessarily have a set outcome – some are social in nature, others are "activist" in nature, etc. – but students within the group usually guide this. Regardless of the character of the group, GSAs simply need to be safe and inclusive spaces for students. The most important characteristic of a GSA is simply that it provide a safe place to be oneself.

Q: Aren't early years/elementary students too young for a GSA?

A: No, age appropriate content such as diverse families and becoming allies are an important focus. Many GSAs at the elementary level also address rigid gender roles and stereotypes, and provide inclusive role models for students who feel restricted by gender binaries.

[RECOMMENDATION #4]

Make LGBTQ-inclusive content mandatory across the district. Develop appropriate, approved curricular content at all grade levels and provide teachers with support to implement it, including provision of curriculum resources from K through 12 (i.e., copies of curriculum and support materials).

WHY WE NEED THIS: LGBTQ content has been systematically excluded across the curriculum from kindergarten through Grade 12, which sends the message that it is not acceptable to be a sexual or gender minority or to discuss LGBTQ topics. LGBTQ students cannot feel fully welcome in schools when they are totally absent from class discussions. Although curriculum is normally generated by Ministries of Education, school districts can provide locally developed curricular guidelines/content and recommended learning resources (such as books and videos) in the absence of explicit Ministry documents. This would help address the lack of curriculum and resources that impede teachers from practicing LGBTQ-inclusive education. Further, school districts can lobby provincial/territorial curriculum committees to develop or approve curricular resources that are LGBTQ inclusive, or develop curriculum resources and advocate for their use in official provincial/territorial curriculum standards.

SUPPORTING RESEARCH

Every Teacher Project

➔ 96% felt that respectful inclusion of LGBTQ content in the curriculum would be very helpful in creating safer schools. Support for trans-specific content was somewhat lower (85%), which suggests that there is a need for greater awareness around the impact of transphobia on students and the importance of freedom of gender expression.

➔ Educators were most likely to see LGBTQ content as relevant to “health/family studies/human ecology” (86%), but this was closely followed by many other subjects including social studies (79%), English language arts (78%), and social justice/law (78%). Fewer saw it as relevant to science (46%) and physical

education (46%), where there is actually a wealth of course content available, and mathematics (22%), where teachers can use inclusive language and examples.

- ➔ Teachers are including LGBTQ content across the curriculum and throughout all grade levels. Three-quarters (78%) of teachers reported that they included LGBTQ content in some way in their classroom (68% of early-years teachers and 84% of senior-years teachers), ranging from a once-only reference to multiple methods and occasions.
- ➔ Only 13% of senior-years educators reported having LGBTQ curriculum as a resource available to them, which reflects the absence of relevant curriculum development at the provincial and school district level.
- ➔ Teachers working at Pre-K to Grade 6 levels were less likely to feel comfortable discussing LGBTQ issues with their students (ranging from 45% to 64%) than those working with Grades 7 to 12 (ranging from 74% to 80%), which suggests the need for curriculum materials.
- ➔ Only 18% of educators indicated that school boards showed leadership on LGBTQ-inclusive curriculum.

SUPPORTING RESOURCES

- ➔ Toronto District School Board (2011). *Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource*. https://canadianvalues.ca/ICV/TDSB_Equity%20_%20Inclusive_Curriculum_Seepage%2010%20_.pdf

⇒ ATA PRISM toolkits, Elementary and Secondary editions (approved by Alberta Ministry of Education, 2016):

>><https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Resources/Pages/PRISM-Toolkit.aspx>
>>[https://www.teachers.ab.ca/News%20Room/WebExtras/Pages/PRISM-\(Second-Edition\).aspx](https://www.teachers.ab.ca/News%20Room/WebExtras/Pages/PRISM-(Second-Edition).aspx)

⇒ Edmonton Public Schools. *Sexual orientation and gender identity: Recommended fiction and non-fiction resources for K-12 schools*. <https://docs.google.com/file/d/0B4LJXSpvxnmBNXM3SGU4ZGtUS0k/edit>

Q&A

Q: Isn't LGBTQ-inclusive content only relevant for sex ed or maybe health class?

A: At first it may seem this way, but there are useful ways to be inclusive in every class that let LGBTQ youth know that they are respected and included in their school community and classroom. For instance, math teachers can use inclusive examples such as two dads buying a house, social studies educators can refer to important milestones in LGBTQ rights when discussing the Canadian Charter of Rights, etc.

Q: Teachers don't have time to add something else to their curriculum. The curriculum is already overburdened. How can they add something else to their teaching schedule?

A: LGBTQ-inclusive content does not need to involve overhauling a whole course; rather, inclusivity can be accomplished with small consistent efforts, or by simply adding content into existing units/curriculum blocks. The First National Climate Survey showed that LGBTQ students and their school climate benefited significantly from inclusion of even minimal LGBTQ-inclusive content.

Q: Some students are too young for LGBTQ issues. Shouldn't LGBTQ inclusion happen only in senior-years classes?

A: This is one of the more common myths around LGBTQ-inclusive education: that it requires students to be of a certain age or maturity level. However, this is a misconception about what age-appropriate content can look like. For instance, you may not teach kindergarten students sex education, but you can talk about diverse families and gender stereotypes with them.

Q: What if LGBTQ issues are already addressed through our human rights curriculum? Isn't that enough?

A: This is a good start, but LGBTQ content has been systematically excluded across the curriculum, and there are many logical places to integrate it. Students need to see themselves in all aspects of curriculum. In the same way we know it is important to infuse Indigenous content throughout the curriculum, we should use the same approach for LGBTQ identities.

Q: Sensitive topics like LGBTQ issues are best left to parents to teach. Can't we leave this issue for parents to address so we can avoid alienating them?

A: School systems have a responsibility to provide everyone in our diverse student populations with an equitable education where no one is treated as less deserving of respect than anyone else. Treating LGBTQ issues as "sensitive" and giving them special status for parents effectively reinforces a culture of silence around LGBTQ topics that can damage students. Further, it suggests that certain issues are not fit for discussion at school or in one's education, despite the fact that there are students who identify as LGBTQ or have begun questioning, and these students need to know that their identity is not a taboo topic. Both LGBTQ youth and their peers need to hear respectful mention of LGBTQ people, as some students will not receive this message at home.

Q: What should we do if my district can't afford to develop curriculum?

A: Districts can develop guidelines for teachers to use in integrating LGBTQ content, they can develop guidelines for using existing curriculum documents such as those listed in the appendices of this Toolkit, and they can develop lists of approved resources.

[RECOMMENDATION #5]

Provide mandatory LGBTQ-inclusive education professional development for all education workers and pay particular attention to the situation of trans* students in all LGBTQ-inclusive professional development.

WHY WE NEED THIS: Until all education workers have the opportunity to understand the ethical importance of contributing to safe and inclusive schools for LGBTQ students, and to develop specific professional practices in support of this goal, students will get the message that this is an issue for some educators but not for others. The situation of trans* students has only recently “appeared on the radar” of school systems and educators need specific professional development on related issues. Mandated system-wide PD (whether delivered by districts, teacher organizations, local associations, schools, or community organizations) is necessary so that education workers can send a clear and unified message that LGBTQ students are fully welcome and deserve to be safe at school.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ *Safety.* Almost all educators (97%) considered their school to be safe, even though only 72% believed LGB students would feel safe there, 72% believed children of LGBTQ parents would feel safe, and only 53% believed that trans* students would feel safe in their schools.
- ⇒ *Effect of training.* Effectively implemented policies coupled with training reduce incidents of harassment and make intervention more effective: 80% of educators who had not received sufficient training were aware of verbal harassment, compared to 60% of educators who felt well prepared; 56% of those who had been well trained felt their school responded effectively, compared to only 7% who had no training or inadequate training. Participants from schools with a transphobic harassment policy were over

three times more likely to report that their school responded effectively to incidents of HBTP harassment (44% vs. 14% without policy).

- ⇒ *Need for PD and resources.* Only one third (32%) had attended professional development offered by their school or school district that addressed LGBTQ education.
- ⇒ *Under-estimation of importance of trans*-specific interventions.* Educators were less likely to rate trans*-related interventions as helpful in producing safe schools for LGBTQ students and 78% of educators felt that respectful inclusion of LGBTQ content in the curriculum would be “very” helpful (vs. 54% for trans* content). These findings suggests that more PD is needed to understand unique challenges facing trans* and gender-diverse students.

First National Climate Survey

- ⇒ Trans* students were even more likely to be harassed and feel unsafe at school than LGB students.

Other Research

- ⇒ Taylor (2008) reports that Winnipeg School Division has had a mandatory system-wide PD for all school staff since 1998. This PD establishes the legal and ethical framework for LGBTQ-inclusive education and communicates to all staff (teachers, cafeteria workers, etc.) that every employee of the division is responsible for the safety of LGBTQ students.

SUPPORTING RESOURCES

See the section on Professional Development in the “Supporting Resources” appendix at the end of this Toolkit for PD resources.

Edmonton Public Schools provides training for all new staff, and has “safe contact” training on LGBTQ issues (part 1) and trans* issues (part 2) for staff. These trainings are provided by the District’s Sexual Orientation and Gender Identity (SOGI) Consultants.

Q&A

Q: Isn’t it logistically difficult/prohibitively expensive to provide mandatory PD to all staff?

A: Not necessarily. Winnipeg School Division has had such a policy since 1998, beginning with system-wide PD for all employees of the district, and continuing annually with PD for all new employees within the first six months of hiring. See Taylor (2008). School districts can also make arrangements for PD to be provided by teacher organizations or community organizations. Technology is also making PD more accessible and affordable.

Q: When we talk about gender equity, aren’t we already talking about trans* equity? Why do we need to make special mention of trans* issues?

A: In practice, gender equity has typically been confined to a binary understanding of gender which does not include trans* people or gender diverse people. PD on trans* issues is especially important where trans* students or gender questioning students feel unsafe and where people do not understand the issues at stake.

Q: How do we lend support without violating the trust of trans* students? What do we share and receive support without alienating students? Parents?

A: There are excellent policies on trans* accommodation that provide guidelines on how to support students’ confidentiality in various school contexts and how to make decisions about when and how to involve parents. See, for example, Toronto District School Board’s “Guidelines for the Accommodation of Transgender and Gender Independent/Non-conforming Students and Staff” (<http://www.tdsb.on.ca/AboutUs/Innovation/GenderBasedViolencePrevention/AccommodationofTransgenderStudentsandStaff.aspx>).

Q: What kinds of accommodations can we safely make for trans* students in our school?

A: Trans* people have been unjustly targeted by accusations in some communities that dangers are involved in treating them with respect and providing them with access to appropriate washrooms and changerooms. There is no evidence to suggest that cisgender children become confused about their own gender identities as a result of exposure to respectful treatment of trans* children, nor that cisgender boys pretend to be trans* in order to gain access to girls’ washrooms. Trans* accommodations should be included in health and safety assessments of school environmental scans, even if no staff or students have come forward to identify as trans* – just because they have not felt safe enough to come out does not mean they aren’t there.

Q: I’ve never heard of any trans* or intersex students in my school. Isn’t it a waste of time and resources to develop policy and accommodations for them when they may not even exist in my school?

A: Most trans* or intersex students are not open about their identity at school because it is a clearly hostile environment for anyone whose identity or gender expression does not align with the binary gender system. Like closeted LGB students, these students go through school isolated and afraid to be themselves, which harms their mental health, well-being, and academic success.

[RECOMMENDATION #6]

Ensure that teachers, counsellors and administrators are aware of current legislation and school district policy on LGBTQ-inclusive education, and receive thorough training in it.

WHY WE NEED THIS: Ultimately, legislation and policy will only be as effective as their implementation is. As such, it is incredibly important that school districts support legislation with system-wide PD and concrete, measurable implementation goals. Training needs to extend beyond legislation and policy to include system-wide strategies for school administrators to incorporate legislation/policy into meaningful action within their schools. If educators are not aware of legislation that supports their responsibility to provide safe and inclusive schools, or if they do not feel supported in their efforts, then they are less likely to adopt inclusive practices in their work.

SUPPORTING RESEARCH

Every Teacher Project

- *Uneven confidence.* Only 40% of educators strongly felt that current legislation would support them if they wanted to address LGBTQ issues in their school, 33% that their administration would support them, and 57% their teacher organization.
- *Lack of training a barrier to practice.* We asked educators what factors, if any, would prevent them from addressing LGBTQ topics. Educators' top reasons were lack of training and/or resources (33%), student-based reasons such as believing their students were too young (31%), fear-based reasons external to the school such as parental opposition (23%), and fear-based reasons internal to the school such as opposition from school administration (14%). Of those educators who reported they had not participated in any LGBTQ-inclusive efforts, 44% reported that it was not a relevant issue at their school, 42% reported that their students were too young, 37% cited lack of training or resources, 18% cited parental opposition acting as

barriers to addressing LGBTQ topics.

- *Policy, training, and school response.* Educators in schools with a district policy were far more likely to report that their schools respond effectively to incidents of HBTP harassment, especially when they felt sufficiently trained on the policy: 56% of staff who were very well or adequately trained on this policy reported effective response, compared to 7% of those who had no training or inadequate training. Similarly, educators who were very well or adequately trained in their transphobic harassment policy were far more likely to report that their school responded effectively (61% vs. 11%).
- *Training and personal response.* 94% of educators from schools with homophobic harassment policies who felt well trained on the policy reported that they could respond effectively to anti-LGBTQ incidents, compared to 72% who either were not trained or felt that they had not received enough training (96% vs. 79% for transphobic harassment policy).

SUPPORTING RESOURCES

The regulatory context is often a key component for PD related to LGBTQ-inclusive education. See the extensive listing of professional development resources in the "Supporting Resources" appendix to this Toolkit, including the following:

- ATA's "Sexual Orientation and Gender Identity Policy Brochure" <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-10%202010%20SOGI.pdf>

➔ BCTF's "Passed your LGBTQ policy? What needs to be done next?" https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Resources/Passed_your_LGBTQ_policy.pdf

Q&A

Q: How can employers/school districts provide information on sexual orientation and gender

identity policy and legislation and LGBTQ inclusion in a meaningful way to teachers?

A: School districts can provide system-wide PD sessions for school leaders and educators. See Taylor (2008). They can hire a district LGBTQ-inclusive education consultant/coordinator or delegate responsibility to an existing staff person such as an Equity or Human Rights coordinator.

[RECOMMENDATION #7]

Develop and implement responses for educators who are deemed to be contributing to an unsafe school climate by making negative, stereotypical representations of LGBTQ people in public or in interactions with students. These responses should detail the corrective actions to ensure behavioural change of the educator.

WHY WE NEED THIS: Teachers who make negative comments about LGBTQ people contribute to an unsafe and un-inclusive school climate. Administrative response to such teachers varies from school to school. School districts can contribute to creating respectful school climates by taking a system-wide stand that such comments are a violation of district codes of conduct and related policies. Further support for this recommendation could take the form of PD for teachers on how and why to intervene when a colleague uses LGBTQ-negative language.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ *Homonegative comments from teachers.* Approximately one in five (22%) educators reported hearing teachers use homonegative language such as “that’s so gay” or “no homo” at school, with 4% reporting that such language was used in the presence of students. Although it is possible that most of the homonegative comments reported by our participants were made by a small number of their colleagues, this finding suggests that LGBTQ-inclusive education efforts must include professional development and disciplinary actions aimed at stopping this abusive behaviour and perhaps changing the attitudes behind it.
- ⇒ LGBTQ participants were more likely than cisgender-heterosexuals (CH) to be aware of teachers using such language (36% vs. 18%). (LGBTQ people would be more attentive to such language and less likely to dismiss it as harmless; it may be used more in their

presence.) Participants in Catholic schools were more likely to report hearing teachers use such language than those in secular schools (28% vs. 21%).

- ⇒ *Homophobic comments from teachers.* The Climate Survey found that students use homonegative language much more frequently than direct homophobic language, and we might have expected that this pattern would hold true for teachers as well. However, the Every Teacher Project findings suggest that while the use of “that’s so gay” may be mostly a school-age phenomenon, the more vicious language about LGBTQ people persists into adulthood among some teachers; one-third (34%) of participants had heard a colleague use such language (54% of LGBTQ vs. 29% CH).
- ⇒ Participants in Catholic and secular schools were equally likely to hear such comments from teachers (34%). Racialized participants were more likely than White or FNMI (54% vs. 34% and 28% respectively). This doesn’t mean that 34% of teachers use such language. It’s possible that these numbers reflect one or two highly vocal individuals making homophobic comments in every third staff room nationally, and being heard by everyone there. Of course it could also be that in some staff rooms, homophobic comments are socially acceptable and made by many people.
- ⇒ While the numbers suggest that most homonegative and homophobic language used by educators may well occur in staff

rooms rather than in the presence of students, homophobic language used anywhere implies disrespect for LGBTQ people that may be expressed in subtler ways in interactions with students. Further, educators would normally not be privy to comments made by colleagues in their classrooms, and the actual incidence may be higher.

First National Climate Survey

⇒ Almost one in ten LGBTQ students (10%) reported having heard homophobic comments from teachers daily or weekly (10% for female sexual minority youth, 8% for male sexual minority youth, and 17% trans* youth).

SUPPORTING RESOURCES

TBD — Currently, we are not aware of any existing, readily available resources to support this recommendation. School districts could develop policy through human resources departments about how to handle such complaints. The response could take the form of meeting with an equity/human rights officer to review relevant policy (e.g., human rights legislation, harassment policies, district policies, etc.), participation in relevant workshops recommended by the district, or, depending on the severity of the behaviour, the response could include some form of disciplinary action.

Q&A

Q: What do you mean by “hostile school climate” for LGBTQ students?

A: Usage of homo/trans-negative language such as “that’s gay” and even homo/transphobic language such as “tranny” is often dismissed as harmless joking, but this type of language hurts LGBTQ people and their loved ones. Such language victimizes people who have done nothing to deserve it and contributes to an abusive school climate that is bad for everyone. See www.NoHomoPhobes.com for a real-time and powerful example.

Q: We already have a respectful conduct policy in place. Is that good enough?

A: It is important to spell out that language disrespectful of LGBTQ people is included under the policy. Otherwise, the tendency of some staff will be to minimize or dismiss it as harmless or unimportant.

Q: When we talk about student safety, are we also talking about workplace health and safety?

A: Yes. Staff who are trained as members of workplace safety and health committees have general expertise in creating safe environments and should be included in school safety discussions. School districts should ensure that they are provided with training on LGBTQ-inclusive interventions.

[FOR SCHOOL LEADERS]

CONTACT FORM

[This form is designed to list contacts for a particular school.]

Principal _____

Vice-principal _____

Counsellor / Guidance counsellor / Social worker _____

GSA facilitator _____

Safe school committee _____

School rep for teacher organization _____

Equity/LGBTQ teacher contact _____

President of student council _____

President of parent council contact _____

Known allies in school community _____

SELF AUDIT FORM
Recommendations for School Leaders

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
1. Use inclusive language that communicates that LGBTQ students, staff, and family members and specifically trans* students are welcome and integrate them equitably into school life.			
2. Create and/or help students form a Gay-Straight Alliance (GSA) on site.			
3. Make support for LGBTQ inclusion visible by posting and updating displays (bulletin boards, library books, themed events), resources (books, posters, flyers, pamphlets), websites, social media, and policies.			
4. Provide clear support and resources for LGBTQ-inclusive classroom practices.			
5. Provide professional development opportunities on LGBTQ-inclusive education, and especially on gender diversity and support for transitioning students.			
6. Create opportunities for teachers to dialogue.			

[RECOMMENDATION #1]

Use inclusive language that communicates that LGBTQ students, staff, and family members are welcome and integrate them equitably into school life.

WHY WE NEED THIS: Communications should be representative of the diversity of all members of the school community, including LGBTQ students, parents, and staff. LGBTQ people have historically been unwelcome in school life and most have had to conceal their LGBTQ identities, which is psychologically damaging. Clear messages from school leaders are needed now to assure LGBTQ people and their CH peers that LGBTQ people are fully welcome and that they are free to acknowledge their LGBTQ identities at school.

SUPPORTING RESEARCH

Every Teacher Project

➔ *Role models.* 87% of educators reported that having role models, such as LGBTQ staff members, would be helpful in creating safer schools for LGBTQ students, but a great many LGBTQ educators do not acknowledge being LGBTQ at work. Most were not “out” to school leaders when they were hired (73%) or received their permanent contract (76%). Most indicated at least one person at their school was currently aware they were LGBTQ (88%), but only half (49%) were open with many of their colleagues and 42% with school leaders. Only 14% of LGBTQ participants indicated that many students knew they were LGBTQ. In other schools, students may have heard or suspect that a teacher is LGBTQ, but they get the message that it is still not safe and somehow shameful to be LGBTQ.

➔ A common way for LGBTQ people to come out without a dramatic declaration is to mention a same-sex partner. LGBTQ educators were far less likely than CH participants to have mentioned a partner in conversation with students (59% vs. 84%). This number was even lower for

LGBTQ teachers in Catholic schools (35% vs. 86%).

➔ *Harassment.* LGBTQ educators are still subject to harassment by students and colleagues. Two-thirds (67%) of educators overall were aware of a teacher being harassed by students because they were or were presumed to be LGB, and 23% that a teacher had been harassed because of their gender expression. A quarter (26%) were aware of a teacher having been harassed by their colleagues because they were or were presumed to be LGB, and 10% were aware of a teacher having been harassed for their gender expression.

➔ *Trans* student safety.* It is especially important to include a focus on including trans* students because they can be extremely isolated and are at risk for harassment. Only 53% of educators felt that trans* students would feel safe at their school.

First National Climate Survey

➔ Most LGBTQ students did not know of an openly LGBTQ teacher in their school (only 27% of female sexual minority students, 31% of male sexual minority students, and 32% of trans* students reported knowing of an openly LGBTQ teacher in their school).

➔ 33% of LGBTQ students said staff members never intervened when homophobic comments were made.

SUPPORTING RESOURCES

Forms, mailings, and posters need adaptation to be representative of everyone in the community, including LGBTQ students and families. Sample inclusive materials are listed below:

➔ Your Family is Welcome poster
<http://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Resources/AllFamiliesAreWelcome.pdf>

➔ ETFO's "Welcoming and Supporting Lesbian, Gay, Bisexual, and Transgender Families" brochure
<http://www.etfo.ca/resources/lgbtfamilies/pages/default.aspx>

Guidelines for inclusive communication (and other inclusive practices) can be found at:

➔ Alberta. "Guidelines for best practices: Creating school environments that respect diverse sexual orientations, gender identities, and gender expressions": <https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>

➔ TIMP: "They is my pronoun. An interactive guide to using gender-neutral pronouns." <http://www.theyismypronoun.com/>

Q&A

Q: What does it mean to use inclusive language?

A: Using language that includes LGBTQ people and language that doesn't imply that everyone is cisgender and heterosexual. School leaders can send clear inclusive messages by using LGBTQ-inclusive language in staff meetings, student assemblies, and school forms and mailings, and by announcing the formation of a GSA, displaying inclusive posters, and participating in Pride marches. School leaders can model inclusive language practices in their formal and informal communications with staff and students and encourage others to use it.

Q: Why do we need inclusive language? What is the purpose of using inclusive language?

A: Using inclusive language is simply respectful of the many people in any school community who are not cisgender or heterosexual. It helps to overcome the intensely stigmatized status that has made it unsafe for people to acknowledge being LGBTQ at school. It also tells LGBTQ families they are welcome and respected at school. An inclusive message can be communicated simply by saying the words "lesbian, gay, bisexual, trans*, queer" respectfully.

Q: What are some examples of inclusive language?

A: Inclusive language is used in many ways already within the school system. For instance, when we refer to parents or "guardians," we are being inclusive of those whose guardians may not be their parents. Similarly, on official forms, instead of having a space for mother's name and father's name, provide space for two parents' or guardians' names. When inviting children to bring their parents to school, offer two moms or two dads as options for types of families.

Q: I communicate the message that everyone is welcome in my school. Why should I single out LGBTQ people?

A: LGBTQ people are an invisible minority in many schools and communities. LGBTQ people have historically not been welcome in schools and LGBTQ students, staff, and parents are still expected to hide who they are in many schools. Unless you make your support for LGBTQ people clear, they will not assume that they are included in welcoming messages.

Q: How can community agencies help me in my LGBTQ-inclusive efforts?

A: Community organizations such as Pride or LGBTQ community centres may be able to supply you with posters and handouts that can be photocopied, in addition to providing guest speakers and advice on inclusive strategies. Resource centres in major cities often have a mandate to serve smaller towns and rural communities in the region.

Q: How can I secure community support?

A: It can be helpful to set the right tone by situating LGBTQ-inclusive initiatives clearly in the context of your school's general commitment to respecting diversity and supporting human rights in all communications with parents. Participating in local LGBTQ community events or Pride activities is another way to build allies and increase community support.

Q: What kind of support can I expect from school board policies in this area? What policies need to exist?

A: There is great variation in levels of support for LGBTQ-inclusive education among Canadian school districts. Some exemplary district policies are listed in the appendix.

[RECOMMENDATION #2]

Create and/or help students form a Gay-Straight Alliance (GSA) on site.

WHY WE NEED THIS: Gay-Straight Alliances (GSAs) or equivalent clubs are the more common intervention to provide safe spaces for LGBTQ students at school. Their effectiveness is well-documented, providing safety for LGBTQ students as well as school connectedness and protective factors for social and emotional wellbeing. Further, GSAs also improve school climate for everyone including CH students and staff. Students who ask for school support in starting a GSA should be given it (as is required by law in several provinces). School leaders can make it less intimidating for students to ask for permission by communicating their support for LGBTQ students in an assembly or by other means before they are asked. They can support students by helping them to identify teachers to facilitate the GSA, alerting them to online resources for running the group, and providing a budget commensurate with that given to other student clubs.

SUPPORTING RESEARCH

Every Teacher Project

➡ *Benefits of GSAs.* Educators who worked in a school with a GSA were more likely to have flourishing mental health (82%) than those who did not (70%). This was even more pronounced for educators working in senior-years schools (82% vs. 59%). They were more likely than those from schools without GSAs to report participating in LGBTQ-awareness days, such as Pink Shirt Day (68% vs. 57%) or Pride events (17% vs. 3%).

First National Climate Survey

➡ Students from schools with GSAs were much more likely to feel that their school communities were supportive of LGBTQ people (53%) compared to those from schools without GSAs (26%).

➡ LGBTQ students were more likely to be open with their peers about their sexual orientation or gender identity in schools with GSAs (82% vs. 68% in schools without GSAs), and they

were more likely to see their schools as becoming less homophobic (75% vs. 65%).

Other Research

➡ From the National Inventory (Taylor et al., 2016): “GSAs serve as effective protections for LGBTQ youth, offering psychological, social, and physical protective factors (for example, see Black, Fedewa, & Gonzalez, 2012). However...not all GSAs are the same.... [W]hile GSAs generally serve as protective factors for LGBTQ students, each GSA develops its own character based on its school and community context, the openness around membership, and the group’s commitment to activity or activism within their school or wider community (Fetner et al., 2012). This non-homogeneity when it comes to the safety offered by the “safe space” of a GSA has given rise to a wide range of literature cataloguing the outcomes of GSA spaces: increased sense of safety (Asakura, 2010; Chesir-Teran & Hughes, 2009; Fetner et al., 2012; Lee, 2002; Szalacha, 2003), better school attachment (Birkett, Russell, & Corliss, 2014; Lee, 2002; St. John et al., 2014), better academic performance and outcomes (Birkett, Russell, & Corliss, 2014; Gretak et al., 2013; Kosciw et al., 2013; Lee, 2002), less problematic substance use (Konishi et al., 2013), less suicidal ideation and attempts (Goodenow, Szalacha, & Westheimer, 2006; Hatzenbuehler, 2011; Saewyc et al., 2014), more positive identity development (Asakura, 2010; Lee, 2002), and more meaningful, supportive relationships with others (Asakura, 2010; Lee, 2002; Poteat et al., 2015b; St. John et al., 2014). The wide range of positive outcomes associated with GSAs impact heterosexual students as well as sexual minority ones, effectively changing the overall climate of the school to a more positive and accepting one (see Konishi et al., 2013; Saewyc et al., 2014).”

- ➔ Saewyc et al. (2016) found less binge drinking and lower suicidality rates among both cisgender-heterosexual and LGB students in schools with a GSA.

SUPPORTING RESOURCES

See descriptions of the following and related resources for educators and students in the GSA section of the “Supporting Resources” appendix listed at the end of this Toolkit.

- ➔ MyGSA.ca – One of the key resources developed by MyGSA.ca is their generic and region-specific *MyGSA Education Resource Kits* (available for purchase here <http://egale.ca/shop/mygsa-ca-education-resource-kit/> or see “Supporting Resources” appendix for regional kits).
- ➔ Alberta Teachers’ Association, *GSAs and QSAs in Alberta Schools: A Guide for Teachers* – <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6%20GSA-QSA%20Guide%202016.pdf>
- ➔ British Columbia Teachers’ Federation, “10 Steps Towards Starting a Gay-Straight Alliance” – <https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Gay-StraightAlliance.pdf>

Q&A

Q: Can elementary schools have GSAs? Should they?

A: Yes, elementary schools can have GSAs. Even the youngest students are aware of different kinds of families, whether same-sex parents or guardians, gay uncles or lesbian aunts, and some children identify their own trans* identity in their early years. It is very hurtful for these children to feel that they and their loved ones are not considered “family.” Children can learn about LGBTQ people with age-appropriate content, and why it is important to be an ally to LGBTQ people.

Q: Given the need to create culturally safe environments for other marginalized populations (e.g., new Canadians, Indigenous peoples), how can I be LGBTQ-inclusive without offending other parts of my school community?

A: Canada is a diverse and pluralistic society that

values the many lived experiences of its members. The *Charter of Rights and Freedoms* includes sexual orientation among a long list of attributes that are protected from discrimination. While members of other marginalized populations may not understand or necessarily agree that LGBTQ issues should be addressed, LGBTQ people have the constitutionally enshrined right, no less than their own, to freedom from discrimination in their schools and workplaces.

Q: Why are GSAs important? Why can't I just avoid conflicts by supporting general equity/social justice groups or generic anti-bullying groups?

A: Generic equity/social justice clubs are not as effective as GSAs because LGBTQ students and issues may be low on—or even absent from—the club’s list of priorities. Their presence in the school does not signal active support for LGBTQ people. LGBTQ students and allies should be allowed to name their club, without pressure to conceal the group’s true purpose.

Q: How do GSAs fit into the mandate of Catholic schools? How would it fit more broadly within the Catholic church or catechism?

A: The mandate of any school is to provide a safe, inclusive and respectful climate in which all students can learn. The intent of a GSA is different from that of a generic equity or social justice club in that it promises a safe place for LGBTQ students and their allies where they will be respected, supported and have their confidentiality protected. In some provinces all publicly-funded schools are required by law to establish GSAs on student request, but private schools, too, can read the law as consistent with any creed centred on the need to build inclusive communities and to “love thy neighbour.”

It is important to remember that GSAs do not exist to question or debate why someone wishes to be part of such a group, but to offer sanctuary and safety to LGBTQ and allied students who may otherwise feel threatened and shamed within their social world, including their families, schools, and faith communities. Students in Catholic elementary and high school have places within the curriculum for official Church teachings about homosexuality in the context of marriage and chastity. LGBTQ students are left with questions about, and are likely wrestling with, issues of identity and feeling fully welcomed. Emphasis on belonging and acceptance is far more critical for moral and human development at this stage of life than a strict teaching of dogma or rules.

[RECOMMENDATION #3]

Make support for LGBTQ inclusion visible by posting and updating displays (bulletin boards, library books, themed events), resources (books, posters, flyers, pamphlets), washroom/change-room signage, websites, social media, and policies.

WHY WE NEED THIS: Marginalization works through discriminatory actions such as harassment, but also by rendering the marginalized group “invisible,” which sends the message that they do not belong. LGBTQ visibility helps to send the message that LGBTQ people exist and are welcome in the school community.

SUPPORTING RESEARCH

Every Teacher Project

⇒ Many forms of LGBTQ visibility were reported by participants across the country, including LGBTQ-themed library materials, posters, guest speakers, and events days. However, distribution was not equitable, with some schools being much more likely to have them than others: secular more than Catholic; urban more than rural, remote, or northern; high schools more than elementary; schools with larger populations more than those with smaller.

⇒ For example, only 8% of senior-years educators reported no form of LGBTQ visibility at their schools. Most had pictures or posters, half had safe space and ally stickers, and a quarter had books and videos.

SUPPORTING RESOURCES

A great many posters, stickers, and pamphlets are available from teacher organizations and organizations that serve the LGBTQ community, some of them online. We list a sampling here. See

Programming in the “Supporting Resources” at the end of this Toolkit for additional materials.

⇒ BCTF resources: <https://bctf.ca/SocialJustice.aspx?id=17992>

⇒ Many teacher organizations, including ATA, BCTF, ETFO, MTS, and OSSTF, have produced a range of “safe spaces” materials, including positive space stickers, brochures, and posters. ATA’s brochure introduces key terms, human rights rationale, rights/responsibilities, and the rationale for having LGBTQ-specific safe spaces.

⇒ Several school districts and Ministries have developed recommended/approved fiction and non-fiction books for K-12 use, including Edmonton Public Schools and Manitoba’s River East Transcona School Division.

Q&A

Q: Why do schools require students/teachers to have special permission to post LGBTQ-positive or affirming displays?

A: Many schools have a policy of requiring approval to post any notice or poster. Requiring special permission to post LGBTQ-related material would constitute inequitable treatment. However, if there are concerns that people might post anti-LGBTQ material in a particular school, the practice may be justified as long as the reason for it is communicated.

[RECOMMENDATION #4]

Provide clear support and resources for LGBTQ-inclusive classroom practices.

WHY WE NEED THIS: Teachers identified lack of knowledge and resources as an impediment to practicing LGBTQ-inclusive education. A great many resources created by publishers, school divisions, LGBTQ advocacy groups (Gay Lesbian Straight Education Network, Human Rights Campaign, Egale Canada Human Rights Trust, and Pride Education Network), and teacher organizations already exist, but our results show that many teachers are not aware of them and may not have been assured that their school leadership supports LGBTQ-inclusive teaching practices.

SUPPORTING RESEARCH

Every Teacher Project

➔ *Inclusive content is important.* Teacher support for inclusive teaching practices was very high, with 78% indicating that respectful inclusion of LGBTQ content in the curriculum would be very helpful to creating safe schools for LGBTQ students, with another 18% rating this somewhat helpful. Support for anti-transphobia curriculum was much lower (54% very helpful, 31% somewhat helpful), which suggests that there is a need for greater awareness around the impact of transphobia on students and the importance of freedom of gender expression.

➔ Approximately three-quarters of educators indicated that school safety involved inclusion (e.g., through curriculum, school clubs and events, and policy).

➔ *Relevance of LGBTQ content.* Educators were most likely to report that LGBTQ content was relevant to many subjects including “health/family studies/human ecology” (86%), social studies (79%), English language arts (78%), and social justice/law (78%). Many participants also saw LGBTQ content as relevant to history

(63%), religion (59%), the arts (57%), French language arts (53%), science (46%), and physical education (46%). One in five saw it as relevant to mathematics (22%).

➔ *Inclusive practices.* Three-quarters (78%) of teachers reported that they included LGBTQ content in some way in their classroom (68% of early-years teachers and 84% of senior-years teachers), ranging from once-only reference to multiple methods and occasions. Over half (53%) challenged homophobia in their classroom, and 49% reported having used inclusive language and examples. Two-thirds (68%) of early-years teachers reported including LGBTQ issues in their curriculum (vs. 84% in senior years), most commonly by addressing topics in sexual health, family, and healthy relationships (44% vs. 49%); using inclusive language and examples (40% vs. 57%); challenging homophobia (40% vs. 66%), and including LGBTQ rights when talking about human rights (32% vs. 44%).

➔ *Lack of curriculum.* Despite widespread support for LGBTQ content, only 13% of senior-years educators and 14% of early-years educators had LGBTQ curriculum as a resource available to them, which reflects the absence of relevant curriculum development at the provincial and school district level. This situation is well-recognized in the field, where teachers have not been provided with curriculum resources and are left to develop inclusive content on their own.

➔ *Support from district.* Nearly a quarter (23%) of educators indicated that no one at their school showed leadership on LGBTQ-inclusive curriculum. Overall, 59% of all participants reported that teachers

showed leadership, followed by students (31%), guidance counsellors (27%), principals (23%), school board/ trustees (18%), Ministry of Education (17%), and vice principals (16%).

First National Climate Survey

⇒ LGBTQ students who had experienced even one or two mentions of LGBTQ topics in class felt better about their schools. LGBTQ students who reported that LGBTQ matters were addressed in one or more of their courses were significantly more likely to feel “like a real part of my school” (61% vs. 53% for other LGBTQ students), to feel “I can be myself at school” (61% vs. 51%), to feel “proud of belonging to my school” (62% vs. 51%), to feel “I am treated with as much respect as other students” (69% vs. 62%), and to have “at least one adult I can talk to in my school” (76% vs. 65%). They were much more likely to feel their school communities are supportive of LGBTQ people (41% vs. 29%) and to feel that their school climates are less homophobic than in past years (72% vs. 62%).

SUPPORTING RESOURCES

See Curriculum Resources in the “Supporting Resources” appendix for additional resources.

⇒ ATA has produced two extensive LGBTQ-inclusive teaching toolkits for elementary and secondary schools. PRISM is an acronym for “Professionals Respecting and supporting Individual Sexual Minorities.” ATA developed these age-appropriate resources for teachers to have safe and caring discussions with their

students about sexual & gender diversity. Both documents include lesson plans. (See <https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Pages/Index.aspx>)

⇒ The Pride Education Network’s “The Gender Spectrum handbook” offers guidance in inclusive teaching and lesson plans: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Q&A

Q: Are there resources approved by provincial/territorial body?

A: The extent of approved resources varies, but most provinces and territories do offer some resources. They can often be found by keyword searches (e.g., “LGBTQ” or “transgender/trans*” in the publications section of Ministry/Department of Education websites and libraries).

Q: Does my school board require me to seek approval for LGBTQ-inclusive classroom resources?

A: Some provinces and some school districts have developed lists of approved fiction and non-fiction materials and videos for use in LGBTQ-inclusive teaching, and others have indicated strong support for LGBTQ-inclusive teaching in other ways. If neither is the case in your district, you may wish to check with the district diversity officer. It is always a good idea to start by seeking advice from your teacher organization.

[RECOMMENDATION #5]

Provide professional development opportunities on LGBTQ-inclusive education, and especially on gender diversity and support for transitioning students.

WHY WE NEED THIS: Teachers identified lack of knowledge and resources as an impediment to practicing LGBTQ-inclusive education. Most teachers would not have covered it in their B.Ed. programs, and opportunities for PD have been very limited. Trans* issues in particular are unlikely to have been covered. Misconceptions about the relevance and importance of LGBTQ-inclusive education among many teachers suggest the need for PD on the subject.

SUPPORTING RESEARCH

Every Teacher Project

⇒ *Need for PD and resources.* 58% of educators reported that their school or district had not offered any workshops or training on LGBTQ education. Only 32% had attended LGBTQ-related professional development offered by their school or school district. One in five (21%) did not know whether their district had a resource person responsible for LGBTQ-related issues. Of those who did know, over half (53%) reported that their school district did have such a resource person, but 31% reported they had never consulted with them. The low participation in PD and low contacts with resource persons suggests that there may be a role for school leaders in connecting their staff with district resources.

⇒ Teachers working at Pre-K to Grade 6 levels were less likely to feel comfortable discussing LGBTQ issues with their students (ranging from 45% to 64%) than those working with Grades 7 to 12 (ranging from 74% to 80%). This suggests that some elementary educators could benefit from related PD.

⇒ *Lack of B.Ed. coverage.* 59% said their B.Ed. programs had not prepared them to address issues of sexual diversity, and 65%, gender diversity.

⇒ *Trans-specific interventions.* Despite being less likely to feel that trans* students would feel safe in their school in comparison to LGB, there was less support for trans-specific measures among educators. While 78% of educators felt that respectful inclusion of LGBTQ content in the curriculum would be very helpful, with another 18% rating this somewhat helpful, support for anti-transphobia curriculum was much lower (54% very helpful, 31% somewhat helpful). This suggests that there is a need for greater awareness and PD around the impact of transphobia on students and the importance of freedom of gender expression.

⇒ *Policy coupled with PD.* Teachers who had received training on transphobic harassment policies were less likely to report that they were aware of harassment of trans* students in their schools (6% of those who had been trained vs. 26% of those who had not were aware of comments about boys that “acted too much like girls,” and 4% vs. 14% for girls that “acted too much like boys”). These numbers point to the effectiveness of policy when coupled with training.

⇒ *Reasons for inaction.* Those who have not used any LGBTQ-inclusive teaching practices may think it isn’t an issue at their school (44%) or that their students are too young, both of which suggest the need for PD; 37% named lack of training or resources as their reason for inaction.

First National Climate Survey

⇒ LGBTQ students were more likely to feel unsafe, which suggests the need for staff PD on LGBTQ inclusion. When all identity-related grounds for feeling unsafe are taken

into account, including ethnicity and religion, almost two-thirds (64%) of LGBTQ participants felt unsafe at school, compared to fewer than one-sixth (15%) of non-LGBTQ.

- ➔ Trans* students were even more likely to be harassed and feel unsafe at school than LGB students, which suggests the need for staff PD on trans* inclusion. More than three-quarters (78%) of trans* students indicated feeling unsafe in some way at school, compared to just over three-fifths (63%) of sexual minority students.

SUPPORTING RESOURCES

Many teacher organizations and LGBTQ community resource centres offer LGBTQ-inclusive education workshops and Ally training for teachers. See Teacher Organizations and Professional Development in the “Supporting Resources” appendix for additional PD workshops.

- ➔ BCTF offers a variety of (free) three-hour workshops for teachers, including “Reach Out, Speak Out on Homophobia and Transphobia” and “Creating a Gender-inclusive School Culture.” <https://bctf.ca/SocialJustice.aspx?id=17988>
- ➔ Community organizations offer school-level and classroom workshops and peer-leader retreats. For example, Egale Canada offers Safer and Accepting Schools Training; and Northwest Territories’ FOXY (<http://arcticfoxy.com/>) is a sexual health education initiative centred in Yellowknife that conducts school

workshops to foster open expression among young women. They have recently revised their work to include LGBTQ inclusion.

- ➔ Government of Alberta: Guidelines for Best Practices: <https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>

Q&A

Q: *Why do we need special PD on LGBTQ inclusion? Why isn't it good enough to offer PD on bullying in general?*

A: LGBTQ students have been extremely marginalized in our schools, not only by harassment, but by exclusion from the curriculum and school life. Similarly, LGBTQ-inclusive content has been largely absent from teachers’ B.Ed. programs and PD opportunities, and while small numbers of highly motivated teachers have “self-taught” and sought resources to develop their own professional practices in the area, system-wide PD is required to reach the majority of teachers.

Q: *Why do we need special PD on gender diverse students and transitioning students? How are their needs different than LGB students or LGBTQ issues in general?*

A: Trans* students are at particularly high risk of exclusion and harassment of all kinds. In addition, there are particular accommodation needs and transition support considerations that are unique to trans* students. See the “How can I support trans* students?” appendix at the end of this document.

[RECOMMENDATION #6]

Create opportunities for teachers to dialogue.

WHY WE NEED THIS: Silence has reigned throughout Canadian schools when it comes to LGBTQ-inclusive education. While knowledge and resources are important, it is equally important for teachers to process any fears and misgivings they might have, overcome the traditional isolation of teachers doing this work, and develop courage and confidence from knowing that their colleagues approve of LGBTQ-inclusive education and would support them if there were complaints.

SUPPORTING RESEARCH

Every Teacher Project

➡ Only one-third of educators were confident that their colleagues would support them if they wanted to address LGBTQ topics at their school (with another third “somewhat confident” that they would), even though the vast majority of educators (85%) reported that they approved of LGBTQ-inclusive education (72% strongly approved). This suggests that educators may be underestimating the level of support they might receive from their colleagues, or that they don’t trust approval to translate into action. Dialogue among teachers would help to clarify both.

➡ Teachers see other teachers as showing strongest leadership on LGBTQ-inclusive curriculum (59%), which suggests that they would benefit from time set aside to share teaching strategies and plan PD events.

SUPPORTING RESOURCES

➡ GSAs for teacher education students have been established in Faculties of Education and could be established for LGBTQ-inclusive teachers as a professional learning

community on a school or school district level.

➡ The PRISM toolkits (Alberta Teachers’ Association) have sections on common Q&As from parents, students and school leaders that would be helpful conversation starters for dialogue about values and misgivings among teachers.

➡ Planning for events such as International Day Against Homophobia and Transphobia and Pink Shirt Day can be used to start the conversation. (See Programming in “Supporting Resources” appendix for more details.)

Q&A

Q: How can I support thoughtful dialogue on LGBTQ-inclusive education?

A: Strategies include setting aside time during PD days where teachers can draw “conversation starters” from the Q&As in resources such as the PRISM toolkits. Meetings could begin with conversation about implications of key statements from their professional conduct codes for LGBTQ students.

Q: Why are allies important to LGBTQ-inclusive teachers? Why should I help teachers to identify allies?

A: Allies are a very important part of any human rights movement. LGBTQ-inclusive teachers have often worked in isolation without the benefit of dialogue to share teaching strategies with other teachers or process challenging interactions with students and parents. It is particularly important for teachers to have allies who can be counted on to support them personally and publicly if they encounter opposition to their work.

[FOR B.ED. PROGRAMS]

CONTACT FORM

[Name and/or assistant's name, phone, and email]

Contacts at provincial/territorial Teacher Education branch or College of Teachers

Deans of Faculties of Education

LGBTQ-inclusive Teacher Education specialists at Faculties of Education

Other Inclusive Education/Equity specialists at Faculties of Education

SELF AUDIT FORM
Recommendations for B.Ed. Programs

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
1. Ensure that mandatory coursework has substantive attention to LGBTQ content integrated throughout Bachelor of Education programs.			
2. Provide a specialized course at the undergraduate level to develop a cohort of students with advanced knowledge; provide post-baccalaureate and graduate courses on LGBTQ-inclusive education for the benefit of educators already in the system.			
3. Provide opportunities for faculty and field supervisors to learn and discuss how LGBTQ content can be incorporated in courses and field experiences.			
4. Work with teacher organizations to supplement university curriculum and course content.			
5. Develop a GSA for Education students.			

[RECOMMENDATION #1]

Ensure that student coursework has LGBTQ content integrated throughout Bachelor of Education programs.

WHY WE NEED THIS: Existing courses are typically heteronormative and cisnormative. Many programs have no LGBTQ content or only address homophobia, and then only in one course. Integrating content across the curriculum would enable students to graduate with an ability to apply their knowledge base to a wide range of LGBTQ topics.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ The majority of teachers (59%) who had certified in the previous five years reported that their B.Ed. program did not prepare them to address issues of sexual diversity in schools.
- ⇒ 26% indicated they were prepared but would have liked further instruction, 8% felt they were adequately prepared, and only 7% believed they were very well prepared.
- ⇒ With almost two-thirds of educators not having been at all prepared for sexual and gender diversity education in their B.Ed. degrees, it is not surprising to see that educators reported that few courses, if any, incorporated various forms of LGBTQ content.
- ⇒ Educators were most likely to encounter content on homophobia in schools (62%, with only 22% reporting this material appeared in more than one course) and issues that LGBTQ students face (55%, with only 17% reporting this material appeared in more than one course).
- ⇒ Over half reported that none of their courses incorporated LGBTQ content (except “Homophobia in schools,” for which 38% of respondents reported none, and “Issues that LGBTQ students experience” where 45% indicated none).

SUPPORTING RESOURCES

- ⇒ Faculties of Education may wish to invite guest presenters, such as LGBTQ-inclusive education specialists or teacher organization PD speakers, to present on LGBTQ-inclusive education and LGBTQ topics to ensure appropriate preservice education. Catholic teacher education programs could include relevant content in courses that prepare students to teach the sexuality theme of the Catholic family life course “Fully Alive.”
- ⇒ The ARC Foundation Project, Faculty of Education, University of British Columbia is a capacity-building project for LGBTQ-inclusive teacher education that includes a “curriculum mapping” exercise to identify places in the mandatory curriculum that could be modified to be less gender and sexuality-normative and more LGBTQ-inclusive. See <http://educ.ubc.ca/ubc-arc-sexual-orientation-and-gender-identity-fund-announcement/>
- ⇒ The RISE Project on LGBTQ-inclusive Education in Canadian Universities, led by Dr. Catherine Taylor, is currently underway. This project will engage the teacher education community in identifying best practices in LGBTQ-inclusive teacher education and developing a curriculum framework to integrate LGBTQ content into B.Ed. and specialist courses.
- ⇒ Murray, O. (2015). *Queer inclusion in teacher education*. New York: Routledge. This is a U.S. based study presenting a wide range of LGBTQ-inclusive content for mandatory or so-called “core” courses in teacher education programs.

See “Supporting Resources” appendix at the end of this document for a listing of LGBTQ-inclusive B.Ed. and graduate teacher education courses.

Q&A

Q: Does this happen in my province? Do the B.Ed. programs in my province integrate LGBTQ content throughout the teacher education coursework?

A: There has been no province-wide effort to integrate LGBTQ content into teacher education. Quite a few individual professors have developed inclusive elective courses, but the presence of such courses is uneven across the country.

Q: Why is it important to include LGBTQ content in preservice training?

A: Competence in LGBTQ-inclusive education is increasingly valued by school leaders, school districts, ministries of education, and teacher certification authorities, yet few teachers have had the opportunity to develop it. This is particularly true of teachers who have been in the system longer than five years. LGBTQ-inclusive professional development for teachers already in the profession can be more effective if they can work with those already familiar with it.

[RECOMMENDATION #2]

Provide a specialized course at the undergraduate level to develop a cohort of students with advanced knowledge; provide post-baccalaureate and graduate courses on LGBTQ-inclusive education for the benefit of educators already in the system.

WHY WE NEED THIS: Offering an elective LGBTQ-specialized course at the undergraduate level would lead to certifying an annual cohort of teachers with more advanced knowledge who can act as catalysts of change when they enter the profession. Post-bacc and graduate courses would have similar results for teachers already in the system.

SUPPORTING RESEARCH

Every Teacher Project

- ➔ The majority of teachers (59%) who had certified in the previous five years reported that their B.Ed. program did not prepare them to address issues of sexual diversity in schools.
- ➔ 26% indicated they were prepared but would have liked further instruction, 8% felt they were adequately prepared, and only 7% believed they were very well prepared.
- ➔ With almost two-thirds of educators not having been at all prepared for sexual and gender diversity education in their B.Ed. degrees, it is not surprising to see that educators reported that few courses, if any, incorporated various forms of LGBTQ content.
- ➔ Educators were most likely to encounter content on homophobia in schools (62%, with only 22% reporting this material appeared in more than one course) and issues that LGBTQ students face (55%, with only 17% reporting this material appeared in more than one course).
- ➔ Over half reported that none of their courses incorporated LGBTQ content (except “Homophobia in schools,” for which 38% of respondents reported none, and “Issues that

LGBTQ students experience” where 45% indicated none).

- ➔ Educators were overall much more likely to encounter various LGBTQ content areas in their graduate courses than they had during their B.Ed. programs, perhaps because more recent courses are more likely to include LGBTQ content, and perhaps also because LGBTQ content is still seen as a specialist matter not essential to an overcrowded B.Ed. curriculum. For instance, only 14% of respondents indicated that none of their graduate courses had incorporated content on homophobia in schools, while 87% reported encountering it in one or more of their courses (43% in more than one course).

SUPPORTING RESOURCES

- ➔ Courses developed at UBC (Lisa Loutzenheiser), Alberta (Kris Wells), Saskatchewan (Alex Wilson), Winnipeg (Catherine Taylor), Manitoba (Robert Mizzi), Toronto (Tara Goldstein), Trent (Karleen Pendleton Jiménez), St. Francis Xavier (Laura-Lee Kearns), and others (see “Supporting Resources” appendix).
- ➔ Course: Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning (LGBT2Q) Issues In Education, University of Western Ontario (Ph.D. candidate Alicia Lapointe)
- ➔ Ontario College of Teacher AQ course on “Teaching LGBTQ Students”

Q&A

Q: Why is it important for post-baccalaureate and graduate courses to be offered?

A: Post-bacc and graduate courses reach teachers who are already in the profession and are often taken by teachers seeking counsellor credentials or aspiring to positions of leadership in the school system.

[RECOMMENDATION #3]

Provide opportunities for faculty and field supervisors to learn and discuss how LGBTQ content can be incorporated in courses and field experiences.

WHY WE NEED THIS: Like teachers, most Education professors support LGBTQ-inclusive education in principle, but many are not prepared to practice it because it is outside their area of expertise. As a result, teacher education students acquire little knowledge and receive little guidance on the subject, either from their professors or from their field supervisors. They would benefit from professional development on the situation of LGBTQ students to understand the importance of the subject, and from learning strategies for incorporating LGBTQ-inclusive content.

SUPPORTING RESEARCH

Every Teacher Project

⇒ Participants generally reported they had not received advice during their practica or student teaching experiences about whether to address LGBTQ topics in the classroom. The majority of respondents reported they had received no advice regarding addressing LGBTQ issues during their practica from their field placement supervisor (93% reported no advice), other in-service teachers (89%), professors in their B.Ed. program (86%), cooperating teachers (90%), family members (85%), or other students in their B.Ed. program (86%). Any advice respondents received was in very small proportion (15% or less) to this overwhelming silence on the issue altogether.

SUPPORTING RESOURCES

- ⇒ The ARC Foundation Project, Faculty of Education, University of British Columbia. This capacity-building project for LGBTQ-inclusive teacher education includes faculty-wide professional development through workshops that address climate, assumptions and practices relevant to building capacity regarding sexual and gender diversity. See <http://educ.ubc.ca/ubc-arc-sexual-orientation-and-gender-identity-fund-announcement/>
- ⇒ Community organizations often offer workshops to Faculties of Education on LGBTQ-inclusive education and issues facing LGBTQ students. These can be invaluable to Faculties that lack relevant expertise.

Q&A

Q: *How can professors and field supervisors develop their own competence in the absence of opportunities within their Faculties of Education?*

A: Professors and field supervisors may be able to participate in PD offered by teacher organizations or school districts. There is also a wide range of literature on LGBTQ-inclusive education and LGBTQ-inclusive teacher education. See the “Supporting Resources” appendix at the end of this document.

[RECOMMENDATION #4]

Work with teacher organizations to supplement university curriculum and course content.

WHY WE NEED THIS: Teacher organizations across the country have been active in supporting LGBTQ-inclusive education and many have developed excellent resources to compensate for the lack of attention to related topics in B.Ed. programs and school districts. They have great expertise on the topic and on issues facing LGBTQ and LGBTQ-inclusive educators. They often make presentations to B.Ed. classes and PD events on their own policies, professional development programs, and teacher welfare services, and could be asked to focus on LGBTQ topics.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Most teacher education students (59%) do not encounter LGBTQ-inclusive content in their courses.

SUPPORTING RESOURCES

- ⇒ Presentations by Teacher Organizations can compensate for the lack of content elsewhere or supplement what is offered. Though the exact protocol varies from province/territory to province/territory, teacher organizations can be called on by Faculties of

Education to provide information sessions and workshops to preservice teachers to help ensure appropriate preservice training. Teacher organizations have a relationship with Faculties of Education in their region, and usually each teacher organization has a designated staff member to liaise with B.Ed. programs and staff.

- ⇒ A list of representative workshops can be provided to Faculties upon request through teacher organization professional development staff or department.

Q&A

Q: Are Faculty of Education workshops and presentations within the mandate of Teacher Organizations? Wouldn't a Faculty of Education be out of line in asking for such presentations?

A: Teacher organizations have a mandate to serve their membership, which often includes teacher education students in their experiences as practicum students. For this reason Faculty of Education presentations are often considered within their mandate.

[RECOMMENDATION #5]

Develop a GSA for Education students.

WHY WE NEED THIS: Teacher education students often have questions about whether it is advisable for them to practice LGBTQ-inclusive education or to disclose that they are LGBTQ to employers and prospective employers. This is seldom covered in coursework. Further, a GSA provides a forum to share experiences, concerns, and information about the climate for LGBTQ staff at particular schools and school districts. In the K-12 system, GSAs are often catalysts of change for their schools, and GSAs at the Faculty of Education level might be expected to make similar impacts there.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Two-thirds of teachers graduating in the previous five years had had no coverage of issues facing LGBTQ teachers in their coursework.
- ⇒ Fewer than half (46%) of LGBTQ educators and a third (35%) of CH educators had received informal advice from professors on whether to address LGBTQ issues in the classroom.
- ⇒ The majority reported they received no advice on whether to address LGBTQ issues in their practicum placements from professors, cooperating teachers, and other students. LGBTQ students were more likely to have been advised not to address LGBTQ issues.
- ⇒ The situation facing LGBTQ teachers is difficult in many schools and teacher candidates entering the profession need opportunities to think carefully about their options. Most LGBTQ teachers are not out at school; no trans* participants were out at school. Two-thirds of our participants were aware of teachers being harassed by students about being

lesbian, gay or bisexual or being perceived to be LGB. One-fourth were aware of LGBTQ teachers being harassed by colleagues. Almost three-quarters of LGBTQ participants (71%) were aware of teachers being harassed by students about being LGB and one-quarter were aware of teachers harassed by students about their gender expression. One-third of LGBTQ teachers were aware of LGB teachers being harassed by colleagues. One in ten were aware of LGBTQ teachers being harassed by colleagues about their gender expression.

First National Climate Survey

- ⇒ Further evidence of the situation facing LGBTQ teachers is that most LGBTQ high school students did not know of an LGBTQ teacher in their school.

SUPPORTING RESOURCES

Following are links to two GSAs in Faculties of Education:

- ⇒ Arc GSA, Faculty of Education, University of Manitoba
https://umanitoba.ca/faculties/education/student_groups/Arc-Education.html
- ⇒ Gender and Sexuality Alliance, Faculty of Education, Memorial University of Newfoundland
<https://www.mun.ca/educ/gsa.php>

Q&A

Q: GSAs in the elementary and secondary school system typically involve teacher supervisors. Is this important at the university level?

A: Faculty supervision is less relevant at the university level but the affiliation of an LGBTQ or ally instructor

can be helpful both in providing structure and continuity from year to year.

Q: Why can't we just have a diversity or human rights club? Why does it have to be a GSA?

A: Students may choose whatever name they wish for their club, but it is important that it have LGBTQ-inclusive education and LGBTQ teachers as a primary focus. Otherwise, the experience of safety concerns for LGBTQ students and erasure of LGBTQ topics in more generic clubs at the K-12 level could be expected to be repeated.

[FOR ALL SCHOOL SYSTEM EMPLOYERS]

Note: This section applies to all levels of the school system covered in other sections of this Toolkit in their capacity as employers. Please see the respective sections for other contact information and recommendations related to these organizations.

CONTACT FORM

[Name and/or assistant's name, phone, and email]

Human Resources contacts (if any: not all organizations have an HR Director):

Ministry of Education

School Districts

Teacher Organizations

Faculties of Education

Religiously Affiliated Schools/Districts & Organizations

Note: It may also be helpful to communicate with the Diversity Coordinator of these organizations (listed in contact forms in other sections of this Toolkit).

SELF AUDIT FORM
Recommendations for All School System Employers

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
1. Build system capacity by identifying expertise in LGBTQ-inclusive education as an asset in candidates for educator and school official positions, and actively encourage individuals with such expertise to apply.			
2. Include LGBTQ persons in the list of members of groups whose members are particularly encouraged to apply.			
3. Provide official support at every level for every employees' right to identify openly as LGBTQ at work so that they can be role models for LGBTQ students and educate other students and colleagues.			
4. Ensure that LGBTQ employees are treated equitably in all respects.			

[RECOMMENDATION #1]

Build system capacity by identifying expertise in LGBTQ-inclusive education as an asset in candidates for educator and leadership positions, and actively encourage individuals with such expertise to apply and support them in their work.

WHY WE NEED THIS: Individuals with expertise in LGBTQ-inclusive education can act as resource people and catalysts of change in the school system. Although other kinds of expertise have been specifically sought in hiring processes, LGBTQ-specific expertise has generally not, resulting in an expertise-deficit throughout the school system. System capacity for LGBTQ-inclusive education can be developed through employee expertise in positions such as teacher, counsellor, education assistant, school leaders, research and policy analysts, consultants, and professional development directors.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Educators were less likely to be aware of other teachers who had expertise in LGBTQ topics (59%) than they were to be aware of LGBTQ web resources (83%) or LGBTQ educator networks (67%); however, they were more likely to consult other teachers (31%), second only to LGBTQ web resources (45%). Increasing capacity amongst educators in schools increases the likelihood of teachers consulting others who are aware of the issues at stake and able to offer their expertise in informal consultations.
- ⇒ Educators identified the presence of LGBTQ allies and safe spaces as the most important factors in creating safer schools for LGBTQ students (84% very helpful), followed by having supportive school leaders (81% very helpful).
- ⇒ The ET Project found many signs of lack of capacity for LGBTQ-inclusive education throughout the school system. Teacher education students had very little exposure to LGBTQ-inclusive education in their B.Ed. programs. Teachers had little exposure

through professional development offered by school districts. Most teachers do not incorporate LGBTQ-inclusive education in their teaching practices. Only half of participants knew of a resource person on LGBTQ-inclusive education in their teacher organization, and even fewer knew of a resource person in their school district. Ministries of Education do not mandate LGBTQ-inclusive content in their curriculum documents.

- ⇒ Many teachers do not feel they would be protected if they were to discuss LGBTQ topics with students; to the contrary, they felt that it would jeopardize their jobs (34% LGBTQ, 15% CH).

First National Climate Survey

- ⇒ Most students had little or no exposure to LGBTQ-inclusive classes and did not know of a teacher with whom they could talk about LGBTQ matters. Those who did felt more attached to their schools.

SUPPORTING RESOURCES

TBD - Currently, we are not aware of any existing, readily available position descriptions that resource this recommendation. Depending on the position, this could take the form of an additional sentence in a job description highlighting the value of candidates possessing expertise in LGBTQ-inclusive education, or a more extensive description of the particular forms of expertise sought (e.g., curriculum, GSAs, trans* accommodation, harassment prevention, and so on).

Q&A

Q: *Wouldn't it be better to go for a broader-based expertise such as anti-bullying or inclusive education in general?*

A: Generic approaches are unlikely to signal that LGBTQ inclusion is of particular importance. Many individuals with expertise in anti-bullying or inclusive education have no LGBTQ-specific

knowledge. System change on issues of longstanding stigmatization requires expertise and key catalysts to change culture.

[RECOMMENDATION #2]

Include LGBTQ persons in the list of members of groups whose members are particularly encouraged to apply for available positions.

WHY WE NEED THIS: It is especially important to send an explicit message of welcome to LGBTQ applicants because of the historical exclusion of LGBTQ people in the school system generally and especially from teaching and senior leadership positions. Encouraging LGBTQ applications helps to redress the absence of openly LGBTQ employees in the school system by explicitly reassuring LGBTQ people that they are welcome to apply. In the absence of explicit statement of welcome, LGBTQ people will not assume that this is the case; if they do apply, they are likely not to disclose their LGBTQ identity until they are hired and have developed other reasons to be confident that it is safe for them to be open at work. It is important to the wellbeing and academic performance of marginalized students to see themselves represented in the teaching staff. (Note: see also Recommendation 4.)

SUPPORTING RESEARCH

Every Teacher Project

- ➔ Teachers do not generally assess their schools as safe places to be themselves, which supports the argument for making the message explicit in hiring processes. Most LGBTQ participants (73%) were not open about their LGBTQ identity when they were hired or tenured. Only a small minority were open with the whole school community including parents and students (16%); almost as many were open with no one at school. A third were advised not to come out at their school.
- ➔ *Role models:* 87% of educators reported that having role models, such as LGBTQ staff members, would be helpful (67% very helpful, 20% somewhat) in creating safer schools for LGBTQ students.
- ➔ Educators from schools with a GSA club seemed to be more aware of the role that safe

spaces and sympathetic adult influences can have in creating safe schools for LGBTQ students (e.g., educators from schools with a GSA were more likely to recognize the helpfulness of GSA clubs in creating safer schools [79% vs. 58% for those from schools without a GSA]; more likely to find it helpful to have safe spaces and teacher/counselor allies for students to talk to [91% vs. 81%]; and more likely to find it helpful to have role models, such as LGBTQ staff members [76% vs. 65%]).

First National Climate Survey

- ➔ Most LGBTQ students did not know of any LGBTQ teacher in their school.

SUPPORTING RESOURCES

Other organizations such as universities follow the practice of including “LGBTQ persons” alongside other encouraged groups in advertisements for school system positions. Sample posting:

“The University of Winnipeg is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of racialized communities, indigenous persons, persons with disabilities, and persons of any sexual orientation or gender identity. In accordance with Canadian immigration requirements, first preference must be given to Canadian citizens and permanent residents of Canada.”

Q&A

Q: Why is it important to ensure that we have LGBTQ persons on staff?

A: It is important for LGBTQ students to have role models of successful, respected LGBTQ adults

and for other students to see that successful, respected people are LGBTQ. Our results show that LGBTQ teachers were generally not “out” to school officials when they applied for their jobs and out to only a small number of trusted colleagues and administrators afterwards.

Q: We can't list everyone in job ads; why should we list LGBTQ people?

A: If an employer has recognized that the marginalization of LGBTQ people has been a feature of their school system, it is important they take proactive measures to redress the situation. The rationale is the same as for the encouragement of women, Aboriginal people, and members of visible minorities to apply in recognition of their historical disadvantage in hiring processes.

[RECOMMENDATION #3]

Provide official support at every level for every employees' right to identify openly as LGBTQ at work.

WHY WE NEED THIS: Explicit support of the right to be openly LGBTQ at work is necessary not only to reassure LGBTQ people but to send a clear message to others that LGBTQ people are fully welcome and are to be treated with respect. In particular, school system authorities need to actively defend employees who encounter discrimination in their workplaces such as being disciplined for revealing to students that they have a same-sex partner, when employees who reveal that they have an "opposite-sex" partner are not disciplined. Concealing or denying one's identity is psychologically damaging, deprives LGBTQ students of role models, and deprives everyone of the opportunity to benefit from personal connections with LGBTQ people to counter the negative messaging they might be receiving elsewhere in their lives. If schools aren't safe and inclusive places for LGBTQ teachers, they're not for LGBTQ students, either.

SUPPORTING RESEARCH

Every Teacher Project

- ➔ 87% of educators reported that having role models, such as LGBTQ staff members, would be helpful in creating safer schools for LGBTQ students.
- ➔ Many educators do not feel they can be open about being LGBTQ at work. If they are, they are more likely open with staff than with students. Almost a third were open only with select individuals at their school, and 11% were not open with anyone in the school community. Only 16% were able to be open with the whole school community, and lesbians were much less likely than gay men to feel that the community response was very supportive (one-fifth vs. three-quarters).
- ➔ LGBTQ educators were far less likely than CH participants to have ever mentioned their partners in conversation with students (59% vs. 84%). This number was even lower

for LGBTQ teachers in Catholic schools (35% vs. 86%). LGBTQ teachers who simply mention a same-sex partner have been disciplined for inappropriate personal disclosure when this has not been the case for CH teachers who mention a partner.

- ➔ Teachers do not disclose they are LGBTQ because many school climates are still actively hostile to LGBTQ teachers, or they fear that they might be. Two-thirds of educators overall were aware of a teacher being harassed by students because they were LGB or were perceived to be LGB, and 23% were aware that a teacher had been harassed because of their gender expression. A quarter of all respondents were aware of a teacher having been harassed by their colleagues because they were LGB or perceived to be LGB and 10% were aware of a teacher having been harassed for their gender expression.
- ➔ LGBTQ educators were much more likely than CH educators to be aware of the harassment of other LGBTQ teachers. Employers should consult LGBTQ employees on the workplace climate because CH employees may not be confided in by LGBTQ colleagues, and may be less likely to notice LGBTQ-based harassment or to take it seriously.

First National Climate Survey

- ➔ Over two thirds of LGBTQ students did not know of an openly LGBTQ teacher in their school. Hiding one's LGBTQ identity sends a message that being LGBTQ is still not safe and perhaps shameful.

SUPPORTING RESOURCES

See Appendix "Where Can I Turn?" which addresses questions such as, "Can I be fired for being LGBTQ?"; "Can I be fired for being open about being LGBTQ?"

Several teacher organizations provide short reference brochures regarding LGBTQ rights in the workplace, including regulatory contexts like legislation and policy (see “Supporting Resources”):

- ➔ Alberta Teachers’ Association, “Sexual Orientation and Gender Identity (SOGI) brochure of ATA policy”
- ➔ Elementary Teachers’ Federation of Ontario, “LGBTQ Rights in Your Workplace” brochure
- ➔ Manitoba Teachers’ Society, “Challenges Faced by LGBTQ Teachers & How We Can All Help”

See your code of conduct, safety-and-equity related policies, and collective agreement for non-discrimination provisions and protections.

See the “Supporting Resources” appendix on GSA resources > GSAs for Educators and LGBTQ Working Groups for organizational support for LGBTQ employees via a GSA or similar club where LGBTQ and ally employees can identify barriers to open participation at work and problem-solve about approaches to addressing them. Organizations should consult their employee GSA on related policy development.

Q&A

Q: Teachers have a right to a work environment that is free from discrimination (i.e. free from bias, prejudice and intolerance). What does official support look like when it comes to educators’ right to identify openly as LGBTQ?

A: Social events hosted by teacher organizations, schools, and school districts at the beginning of a school year are often low-pressure, fun opportunities to send a message of welcome to incoming LGBTQ employees and set an example of LGBTQ-inclusion for the whole staff; e.g., “X school welcomes all staff to our start-of-year social event. I am proud of our diverse school community of various ethnicities, religions, genders, sexual identities, and abilities and we look forward to working together and learning from each other in the coming year.” Employers can make formal statements of support in the context of equity policy communications; e.g., “X school district is committed to the creation of inclusive schools where no one is discriminated against on the basis of ethnicity, citizenship, religion, disability, gender,

gender expression, or sexual orientation. All staff, students, and parents have the right be treated with respect and all are expected to support each other’s rights, including the right of all LGBTQ persons to be open about their identities.”

Q: How do people identify openly as LGBTQ? What would this look like? (Is it outing oneself? Is it “not hiding”?)

A: Disclosure of LGBTQ status often comes simply in response to a question from a colleague or student (such as “Are you married?”) or in the context of challenging discriminatory statements about LGBTQ people. Preventing staff from acknowledging that they have a same-sex partner or are part of the LGBTQ community amounts to requiring them to deceive others about being LGBTQ, as though it is something to be ashamed of and not a constitutionally protected personal characteristic.

Q: Why do LGBTQ teachers want to talk about their sex lives with their students? Heterosexual teachers don’t do that.

A: In Ontario and BC, there is specific prohibition against personal disclosures by teachers, but no CH teacher has ever been disciplined for simply acknowledging being CH or naming their partner, because doing so is not a personal disclosure of the type intended by the regulation. It would in most circumstances be a violation of professional ethics in any province for any teacher to discuss their sex lives with students. LGBTQ teachers should be treated equitably with CH teachers in interpreting employer policy; in other words, simply acknowledging one is LGBTQ or mentioning a partner is not “talking about sex” and is not a matter for disciplinary action.

Q: Why should I support a GSA for employees? We don’t have employee clubs based on other identity groups.

A: LGBTQ employees have been discriminated against in school systems and many are still experiencing hostile workplaces and would benefit from a social support network. Expressing support for an employee GSA is a simple, clear way of acknowledging the past and communicating the organization’s commitment to creating respectful workplaces for LGBTQ people. Clubs devoted to creating inclusive schools for other marginalized groups would be equally appropriate.

[RECOMMENDATION #4]

Ensure that LGBTQ employees are treated equitably in all respects.

WHY WE NEED THIS: Although protection from discrimination on the basis of sexual orientation and gender identity is constitutionally enshrined in the Canadian *Charter of Rights and Freedoms*, LGBTQ people continue to experience inequitable treatment in many workplaces. LGBTQ employees are entitled to spousal benefits for partners of LGBTQ employees at a level consistent with the terms and conditions of all other spousal benefits, but many LGBTQ employees do not receive the spousal benefits they are entitled to either because an employer deems them ineligible or because they have assessed it unsafe to disclose that they have a same-sex partner. Other examples of inequitable treatment include exclusion arising from colleagues assuming that an LGBTQ person would not be interested in participating in social events, not inviting an LGBTQ person to bring a partner or guest, and dismissing negative language and parodies of LGBTQ people as harmless fun.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ LGBTQ educators were more than twice as likely to report that their jobs would be in jeopardy if they were to discuss LGBTQ topics with their students (34% vs. 15% for CH teachers).
- ⇒ LGBTQ educators were, however, far less likely to have ever mentioned their partners in conversation with students than CH participants (59% vs. 84%). This number was even lower for LGBTQ teachers in Catholic schools (35% vs. 86%).
- ⇒ Two-thirds (67%) of educators were aware of a teacher being harassed by students because they were LGB or were perceived to be LGB, with 23% reporting that a teacher had been harassed because of their gender expression. LGBTQ participants were more likely to be aware of harassment of other teachers by students because they were or believed to be LGB (71% vs. 63% of CH educators).
- ⇒ A quarter of educators (26%) were aware of a teacher having been harassed by their colleagues because they were LGB or perceived to be LGB and 10% were aware of a teacher having been harassed for their gender expression.
- ⇒ LGBTQ educators were more likely than CH educators to be aware of other teachers being harassed by colleagues because they were or believed to be LGB (34% LGBTQ vs. 21% CH educators), though LGBTQ participants and CH educators were equally aware of teachers being harassed by colleagues because of their gender expression (9% LGBTQ vs. 9% CH educators). Finally, LGBTQ educators were slightly more likely to be aware of colleagues being excluded because they were or believed to be LGB (33%) than CH participants (28%).
- ⇒ Nearly half (47%) of LGBTQ educators felt that their school community's response to them being openly LGBTQ at school was very supportive, followed by 48% who reported that it was generally supportive, and 4% who indicated that while the school was supportive, the surrounding community was not. Approximately 1 in 5 (21%) lesbians were out to their whole school community (including students and parents), while 15% of gay men were, followed by only 6% of bisexual participants. No trans* educators were out to their whole school community. Of the respondents who reported being out to their whole school community, nearly three quarters (73%) of gay men

felt very supported (23% felt their school community was generally supportive), but only 1 in 5 (21%) lesbians felt very supported and 73% felt their school community was generally supportive.

SUPPORTING RESOURCES

See the listing of Government Legislation in the “Supporting Resources” appendix.

See also the section on Teacher Organizations in “Supporting Resources” appendix for relevant clauses from teacher organization collective agreements and codes of conduct. For example, relevant clauses from BCTF staff collective agreement (Unifor464) as follows:

1.8 “Partner” means one person designated by the employee for the purposes of all benefits under this agreement:

a. to whom the employee is lawfully married; or

b. who is a person of either sex with whom an employee has cohabitated continuously for the preceding year.

43. Article 43—Harassment

43.1 There will be no discrimination against any member of the bargaining unit on the basis of race, colour, creed, age, physical handicap, sex, gender, sexual orientation, gender identity, gender expression, religious or political affiliation, national origin, marital status, whether he/she has children, or because he/she is participating in the activities of the Union, carrying out duties as a representative of the Union, or involved in any procedure to interpret or enforce the provisions of the collective agreement.

Q&A

Q: Are LGBTQ employees protected by provincial or territorial human rights codes/legislation if they are being discriminated against at work?

A: Yes. LGBTQ employees are protected by the *Charter of Rights and Freedoms*, which governs the relationships between governments and individuals, including organizations such as school boards and school authorities which are established by provincial legislatures. Provincial/territorial human rights codes/acts include sexual orientation and gender identity within the list of protected attributes (even in instances where gender identity/expression are not expressly listed in the code/act, protections are afforded), prohibiting discrimination based on these grounds. Provincial/territorial legislation covering schools, such as *Education Act* (Ontario) or *The Public Schools Acts* (Manitoba), refers to human rights codes in their own list of protected attributes and prohibit discrimination on the grounds of sexual orientation and gender identity. All school districts are required to uphold these foundational commitments to protect marginalized people from discrimination. (Note that there is considerable variation on human rights codes protections on grounds of gender identity and expression across the country, however.)

Q: What if an employee doesn’t feel safe to disclose being LGBTQ in their school district, even though they are supposed to be protected by legislation and district policy? How can they get the spousal benefits they are entitled to?

A: Teacher unions can have employee benefits run through them to avoid having the employer scrutinizing applicants. Doing so eliminates the employer from scrutinizing, on religious or other inappropriate grounds, who one’s spouse is and who has legal rights to benefits.

[FOR CATHOLIC SCHOOL SYSTEM AND CATHOLIC ORGANIZATIONS IN ALBERTA AND ONTARIO]

CONTACTS

[Name and/or assistant's name, phone, and email]

Institute for Catholic Education _____

CARLEO (Catholic Assoc. of Religious and Family Life Educators of Ontario) _____

Canadian Council of Catholic Bishops _____

Ontario/Alberta Catholic Trustees' Association _____

Ontario/Alberta Catholic School Superintendents Association _____

Ontario/Alberta Catholic Principals' Association _____

Who are the Catholic religious leaders or members of the Catholic faith community who support this work?

WEBSITES

Institute for Catholic Education iceont.ca

Ontario Association of Parents in Catholic Education oapce.org

CARLEO (Catholic Assoc. of Religious and Family Life Educators of Ontario) carleo.org

Canadian Conference of Catholic Bishops www.cccb.ca

Ontario Catholic Trustees' Association ocsta.on.ca

Alberta Catholic Trustees' Association acsta.ab.ca

[FOR RELIGIOUS ORGANIZATIONS]

CONTACTS

[Use this form to record contact information for religious leaders and organizations in your area. See the appendix on “Advice for Religious Contexts” for website information about supportive religious organizations.]

Who are the key religious leaders and organizations in your area?

Who are the religious leaders, organizations, or members of religious communities who support this work?

Who are the religious leaders, organizations, or members of religious communities who have publicly opposed this work?

SELF AUDIT FORM
Recommendations for Religiously Affiliated Schools/Districts & Organizations

Most of the results reported in this section are specific to Catholic schools because there were too few religious schools of other affiliations represented in the study. The research team is grateful to the hundreds of educators from the Roman Catholic school systems of Alberta and Ontario who allowed us to generate knowledge of their perspectives and experiences by participating in the Every Teacher Project.

ET Project Recommendations	What has been done?	What is currently being done?	What could/should be done next?
1. Reconceptualize the common misconception that LGBTQ-inclusive education is always in conflict with religious faith.			
2. Create opportunities for those teachers who oppose LGBTQ inclusion on religious grounds to realize that LGBTQ students have a right to a safe and inclusive education.			
3. Encourage religious leaders and other people of faith to be more outspoken about supporting LGBTQ people and inclusive education.			
4. Provide support at every level for teachers' efforts to practice LGBTQ-inclusive education in religious schools.			

[RECOMMENDATION #1]

Reconceptualize the common misconception that LGBTQ-inclusive education is always in conflict with religious faith.

WHY WE NEED THIS: The media representation of religious communities and individuals as always being opposed to LGBTQ-inclusive education misrepresents the many religious teachers, including many from so-called conservative religious communities, who not only support LGBTQ-inclusive education, but practice it. This false polarization is discouraging to supportive religious people and communities and presents them with a false choice between their religious and professional values.

SUPPORTING RESEARCH

Every Teacher Project

⇒ There were fewer significant differences between Catholic and secular system educators than one would expect from media coverage. Overall, the results indicate that Catholic system educators' personal perspectives on LGBTQ-inclusion do not necessarily align with official school system and Church positions.

⇒ *Alignment between personal and official faith-community stands on LGBTQ-inclusive education.* Religious schools are often assumed to be sites that are hostile to LGBTQ-inclusive education, but educators from Catholic schools were only slightly less likely to approve of LGBTQ-inclusive education (83% vs. 85% of respondents from secular schools), and slightly more likely to be opposed to it (6% vs. 4%).

⇒ Respondents who identified as Catholic were only slightly less likely to personally approve of same-sex marriage than non-Catholics (83% vs. 91%), even though the official Church teachings quite strongly oppose it. Protestant respondents were also less likely to personally approve of same-sex marriage than non-Protestants (80% vs. 90%).

Further, educators from Catholic schools were only slightly less likely to agree that it was personally important for them to address LGBTQ issues (83%) than participants from secular schools (88%). Respondents from secular schools were more likely to report that it was personally important for them to address issues of gender expression (86%) than educators from Catholic schools (79%).

⇒ Catholic system educators were only slightly less likely (85%) than those from secular schools (91%) to indicate that students should be free to express their gender "any way they wanted" (with 63% strongly agreeing vs. 70% in secular schools). However, when it came to personal religious affiliation as distinct from school system affiliation, there was little difference between Catholic educators (72% strongly agreed and 17% somewhat agreed) and non-Catholic ones (69% strongly agreed and 22% somewhat agreed). Educators who identified with a Protestant tradition were far less likely to strongly agree (49%, with a further 34% somewhat agreeing) than non-Protestant educators (73% strongly and 18% somewhat).

⇒ Similar results were found when comparing educators affiliated with "officially approving," "mixed-views," and "opposing" faith communities. Educators from officially opposed religions were only slightly less likely to likely to report that it was personally important to them to address LGBTQ issues with their students (96% from approving religions vs. 85% from mixed-views religions, 82% from opposed religions, and 91% from no formal religion).

⇒ Catholic school educators were also only somewhat less likely than their secular school counterparts to agree that “LGBTQ students do not have all the protections they need” (73% vs. 84%). While participants from secular schools were somewhat more likely to agree that there was “untapped, potential support for LGBTQ students in the student body” (60%), over half (52%) of educators from Catholic schools also agreed.

Other supporting research

⇒ Only 18% of Alberta Catholics in a 2014 Leger Poll opposed GSAs, but the only publicly reported messages from Catholic leadership were strongly opposed, e.g., denouncing the provincial requirement to support GSAs as a form of totalitarianism (Wells, 2016; see also *Calgary Herald*, 2014).

SUPPORTING RESOURCES

See blog post: <http://www.jennatennyuk.com/2016/05/31/catholic-educators-stand-in-solidarity-with-lgbtq-students/> and YouTube video: <https://www.youtube.com/watch?v=OmxT4hhGc6M>

See the extensive listing of LGBTQ-affirmative religious organizations and resources in the “Advice for Religious Contexts (faith-based schools and communities)” appendix at the end of this Toolkit.

Q&A

Questions religious-school system authorities might ask you:

Q: Why don't you respect our obligation to follow the teachings of our faith?

A: We do, but religious rights do not trump LGBTQ rights or the safety of every individual. All students,

including LGBTQ students and students with LGBTQ loved ones, have a constitutionally-enshrined right to protection from discrimination. Many educators do not see a conflict between LGBTQ-inclusive education and the core beliefs of their faith communities. When Church teachings compromise a person's safety, then priority must side with human dignity and the protection of human life.

Q: Why isn't it enough to love the sinner and hate the sin? Doesn't that reconcile faith and LGBTQ rights?

A: No. Sexual orientation and gender identity are core aspects of the self that cannot be treated as sinful without making people feel profoundly disrespected. (See <https://www.youtube.com/watch?v=OmxT4hhGc6M>.)

Q: We support same-sex spousal benefits and allow students to bring same-sex dates to their proms as long as they are discreet about it so that we don't have conflict with the Church hierarchy. Doesn't that reconcile faith and rights?

A: It's a lot better than nothing, but it sends the message that school system authorities either are hypocritical or do not see LGBTQ people as equal. As long as this practice is cloaked in silence and secrecy, it does not fully include LGBTQ members. Silence often equates to stigma and shame.

Questions you might ask religious school authorities and possible answers:

Q: What are the positive teachings in your faith community that support the ability to provide a safe and respectful education for LGBTQ students?

A: Almost all faith communities teach core values of inclusion, love and compassion. Dignity of every person is articulated by all faiths. https://www.scarboromissions.ca/Golden_rule/

[RECOMMENDATION #2]

Create opportunities for those teachers who oppose LGBTQ inclusion on religious grounds to realize that LGBTQ students have a right to a safe and inclusive education.

WHY WE NEED THIS: The fact that LGBTQ rights sometimes conflict with religious rights does not extinguish teachers' right to maintain personal religious beliefs that same-sex relationships and gender diversity are wrong, but neither does it extinguish LGBTQ students' right to be safe, respected and included at public and privately run schools. Religious educators and religious school system educators have generally had limited, sporadic, and inconsistent support from their leadership to practice LGBTQ-inclusive education, and many have experienced opposition, leading them to believe that doing so would threaten their jobs or even their status in their faith community. On-going dialogue is needed with other people of faith within their own religious communities who support this work, not only to overcome isolation, but to work through any fears or doubts they might have. Dialogue would help to understand how, in a human rights framework, religious beliefs are compatible with providing LGBTQ students a safe and inclusive education.

SUPPORTING RESEARCH

Every Teacher Project

⇒ *Values versus practice.* Catholic system teachers were similar to secular system teachers in agreeing that "LGBTQ rights are human rights" (90% vs. 97%). While this and other values were similar (see results cited under Recommendation 1), we found substantial differences between educators from Catholic schools and those from secular schools when it comes to the practice of LGBTQ education. Educators from Catholic schools were much less likely to feel comfortable discussing LGBTQ issues with their students (57%) than those from secular schools (76%) even though they were almost as likely to approve of LGBTQ-inclusive education (83% vs. 85%). This suggests that their discomfort has more to do with their school context than with their personal values. Educators from Catholic schools were

somewhat more likely to give a belief-based reason for not practicing LGBTQ-inclusive education, such as "homosexuality is contrary to my religious convictions," but numbers in both groups were very low (5% vs. 1% in the secular system).

- ⇒ Educators' personal religious tradition may have a bearing on their comfort level, however, as Catholic educators, whether in a Catholic or secular system, were somewhat less likely than non-Catholics to feel comfortable discussing LGBTQ issues with their students (62 vs. 77%).
- ⇒ *Perception of need for LGBTQ-inclusive efforts.* Although Catholic school educators were less likely to have participated in school-level LGBTQ-inclusion efforts (19% vs. 41% in secular schools), the reasons they cited for inaction were most often lack of leadership and training, not lack of need for such efforts. Despite the strong focus on core Christian values of love and compassion in their school system, Catholic school educators were even more likely than their secular counterparts to hear homonegative language (54% vs. 49%) or homophobic language (33% vs. 27%) every day or each week in their schools.
- ⇒ *Inclusive practices.* Catholic school educators were much less likely to use LGBTQ-inclusive practices in their own classrooms, but 63% had included LGBTQ content in some way, compared to 80% from secular schools. They most commonly reported having challenged homophobia (45% vs. 58% secular), used inclusive language and examples (37% vs. 54%), addressed LGBTQ topics in sexual health, family, and healthy relationships (32% vs. 48%), and included LGBTQ rights when talking about human rights (28% vs. 42%).

- ➔ *Lack of professional development opportunities.* Catholic school educators were much less likely to have attended school or school district workshops or training on LGBTQ education (20%) than secular school educators (35%), and they were far less likely to have a resource person available through their school district (15%) than those working in secular schools (59%).
- ➔ *Lack of support.* Catholic school educators were more likely to report that no one showed leadership in LGBTQ-inclusive curriculum (42% vs. 19% secular schools). They were substantially less likely to agree (56%) than educators from secular schools (82%) that their teacher organizations would support them.
- ➔ The majority (58%) of Catholic school educators reported explicit restrictions on LGBTQ content in the classroom (vs. only 7% of secular school educators).

SUPPORTING RESOURCES

Ontario Human Rights Commission policy document on *Competing Human Rights* explains the “balance of harms” adjudication that is made when one person’s right to act on their religious beliefs impinges on another person’s right to protection from discrimination: <http://www.ohrc.on.ca/en/policy-competing-human-rights>

A Christian conversation guide: Creating safe and inclusive spaces for people who are lesbian, gay, bisexual & transgender. This U.S. resource from the Human Rights Campaign Foundation focuses on faith communities rather than schools but with parallel aims and may be helpful in the context of K-12 religious education. http://hrc-assets.s3-website-us-east-1.amazonaws.com//files/assets/resources/Christian_Conversation_Guide.pdf

OECTA (Ontario English Catholic Teachers Association) has provided Catholic-inflected workshops in conjunction with Egale Canada. Egale continues this workshop, “Reaching Every Student: Creating Safer and Inclusive Environments for LGBTQ Students in Catholic Schools.”

The following are included to provide information about the Catholic Church’s official position, **not as examples of model approaches.**

- ➔ Pastoral Guidelines for Students of Same Sex Orientation (dated 2004)

<http://acbo.on.ca/englishdocs/Pastoral%20Guidelines.pdf>

- ➔ Respecting Differences (a response to the Ontario Legislated Safe Schools Act regarding GSAs). <http://wp.dol.ca/webportal/uploads/RespectingDifference.pdf>

Q&A

Questions religious-school system authorities might ask you:

Q: Do consultants, coordinators and school chaplains in religion have opportunities for PD on how to positively implement relevant legislation?

A: Although opportunities may exist, it’s important to know who is presenting and what is the content. PD that incorporates evidence-based research, sound pedagogical and pastoral practices and empowers leaders to do the same for the teaching profession is important. The PD has to be proactive, not counteractive to the well-being and safety of LGBTQ students and staff.

Questions you might ask religious school authorities and possible answers:

Q: Are teachers aware and apprised of their obligations under provincial legislation?

A: Each year, teachers are made aware of their legal and moral responsibility to protect and uphold the well-being and safety of students, especially those most marginalized, like LGBTQ students.

Q: Do teachers know the difference between legislation and faith community guidelines?

A: Often times, through no fault of their own, teachers are not aware of the minutia of legislation and the religious wrangling that often precedes faith community guidelines. Teachers appreciate, and do best, when such legislation and faith guidelines best serve the needs of the students they teach and interact with.

Q: How are teachers held to uphold the Safe Schools Act?

A: Administrators annually outline the protocol and procedural aspects of the Safe Schools Act. These are adhered to in order to ensure a safe school environment for LGBTQ youth.

[RECOMMENDATION #3]

Encourage religious leaders and other people of faith to be more outspoken about supporting LGBTQ people and inclusive education.

WHY WE NEED THIS: Whenever relevant policy or legislation is taken up in the media, religious faith and LGBTQ-inclusive education are presented as diametrically opposed. Silence from supportive religious leaders in the context of vigorous denunciations from opposing leaders sends the message that the faith community will not support LGBTQ-inclusive educators. The voices of people of faith who are quietly supportive are not heard, in part because media coverage thrives on polarized positions, and in part because quiet supporters are afraid to speak up. In addition, some supportive religious leaders and religious school system leaders take a “pragmatic” approach of doing what they can without drawing attention to their inclusive efforts so as to avoid conflict with higher-ups in religious hierarchies. However, this limits their efforts drastically (e.g., quietly funding same-sex employee benefits but expecting the recipients to be “discreet”; allowing a GSA, but only if it’s given a non-LGBTQ name such as “Diversity”), and leaves LGBTQ-inclusive educators – and LGBTQ students, families, and staff – to endure discriminatory school climates without the benefit of moral and practical support.

SUPPORTING RESEARCH

Every Teacher Project

- ⇒ Official faith community positions on same-sex relationships do not always reflect the belief systems of members of the community. For example, 4 out of 5 educators who identified as Catholic or Protestant personally approved of same-sex marriage (83% of Catholics vs. 91% of non-Catholics; 80% of Protestants vs. 90% of non-Protestants).
- ⇒ Educators from Catholic schools and religious educators are far less likely to be confident that they would be supported if they were to discuss LGBTQ topics with their students. For example, 56% of

Catholic school educators strongly or somewhat agreed that their teacher organizations would support them, versus 82% in secular schools.

- ⇒ Interestingly, members of faith communities that oppose same-sex marriage were also less likely to agree that their teacher organization would support them, which suggests that the disapproval of their faith community has a spill-over effect on their expectations of support generally, or perhaps on their estimation of the effectiveness of that support in the religious sphere (69% of those from opposed religions vs. 82% or those from approving or mixed-view religions or those with no religious affiliation).

Other Research

- ⇒ Only 18% of Alberta Catholics in a 2014 Leger Poll opposed GSAs, but the only publicly reported messages from Catholic leadership were strongly opposed, e.g., denouncing the provincial requirement to support GSAs as a form of totalitarianism (Wells, 2016; see also *Calgary Herald*, 2014).

SUPPORTING RESOURCES

- ⇒ Community based forums that gather inter-denominational religious leaders who can affirm and attest that LGBTQ inclusion is a faithful response to gospel values, and in keeping with religious teaching.
- ⇒ Hold community based information evenings that are hosted by area faith communities.

Q&A

Questions religious-school authorities might ask:

Q: What's wrong with expecting staff and students to be discreet about being LGBTQ so we can avoid conflict with faith leadership?

A: Asking someone to be discreet or silent about being LGBTQ sends the message that school system authorities either are hypocritical or do not see LGBTQ people as equal.

Questions teachers might ask:

Q: How can this Toolkit reach local religious leaders?

A: The Toolkit (or this section of the Toolkit) can be sent to religious leaders with a request for a meeting to discuss its application in their communities. Addressing LGBTQ issues within faith-based schools is crucial because of the trauma endured by LGBTQ people who are strongly attached to an uninclusive faith community.

Q: What efforts can schools make to engage local religious leaders?

A: Invite supportive religious leaders to an evening of dialogue with school community members

and parents/guardians/caregivers. An important message, in order to protect all members of our school and faith communities, is that a person's identity or attraction/orientation is not subject to a moral debate. Nor should the bible, or any form of religious sacred text be used as a weapon to counter or destroy a person's well-being and dignity.

Q: Can religious leaders provide safe opportunities to hear about the needs of their LGBTQ community members?

A: Yes. Constructive and forward moving dialogue serves all people. Listening, especially from those with preformed notions and misconceptions, will be essential in creating a safe space for the needs of LGBTQ folks to be expressed and warmly received. LGBTQ members are valued and respected people who enhance and profoundly contribute to the fabric of our faith community.

Q: Can a school or school division create a multi-religion network of religious leaders and community members who support this work?

A: Yes. Religious schools in many parts of Canada are comprised of diverse and interconnected identities. Calling on our leaders to embrace and fully welcome this diversity is essential to the individual members who make up a school community.

[RECOMMENDATION #4]

Provide support at every level for teachers' efforts to practice LGBTQ-inclusive education in religious schools.

WHY WE NEED THIS: The harassment and exclusion of LGBTQ students, staff, and families are widespread throughout our nation's schools, whether secular or religious. Educators report even more homophobic and transphobic language use in religious schools than in secular schools. Generic policies that attempt to oppose bullying without specifically affirming and supporting LGBTQ students, staff, and families are ineffective in the context of their intensely stigmatized status in religious schools. Given the history of opposition to LGBTQ-inclusive education in religious schools, religious leaders, and leaders at every level of the school system, religious school system authorities need to clearly communicate support for LGBTQ-inclusive educators, school leaders, and district superintendents.

SUPPORTING RESEARCH

Every Teacher Project

⇒ *Values vs. comfort level.* Educators from Catholic schools were much less likely to feel comfortable discussing LGBTQ issues with their students (57%) than those from secular schools (76%), even though they were almost as likely to approve of LGBTQ-inclusive education (83% vs. 85%). This suggests that their discomfort has more to do with their school context than with their personal values.

⇒ *Lack of school support for LGBTQ-inclusive education.* Although many secular schools also have a long way to go, Catholic schools seem to be far less supportive places for LGBTQ people and LGBTQ-inclusive educators. For example, educators from Catholic schools were substantially less likely to have participated in any school-level LGBTQ-inclusive efforts (19%) than those from secular schools (41%). They were less likely to report some form of LGBTQ visibility at their school such as a GSA

or posters (28% vs. 70%). Only 27% of Catholic school educators were aware of a guidance counsellor with training in LGBTQ issues, compared to 62% of secular school educators. They were less likely to have talked to a student about being LGBTQ (28% vs. 36%). They were less likely to have a GSA (16% vs. 56%), or to have participated in an LGBTQ-themed event (17% vs. 50%).

- ⇒ LGBTQ teachers in Catholic schools were far less likely than CH teachers to have ever mentioned their personal lives in conversation with students (35% vs. 86%).
- ⇒ Catholic school educators were over three times more likely to feel that discussing LGBTQ issues with students would jeopardize their job (52% vs. 16% of secular school educators).
- ⇒ It is encouraging to note that 88% of Catholic school teachers reported having been supported by their principal when they had complaints about including LGBTQ content (vs. 84% in religious schools generally and only 70% in secular schools).

SUPPORTING RESOURCES

See the extensive listing of LGBTQ-affirmative religious organizations and resources in the "Advice for Religious Contexts (faith-based schools and communities)" appendix at the end of this Toolkit.

Q&A

Questions religious-school authorities might ask:

Q: What curriculum currently exists that presents natural entry points for LGBTQ-inclusive education to occur?

A: In Ontario Catholic schools, the Fully Alive program at the elementary level is a starting point for this conversation between teacher and students. Also, in Ontario, the Health and Physical Education curriculum can help to educate and foster positive education.

Q: How can school leaders send a clear message of support?

A: There are several actions that can help communicate a message of support:

- ➡ They can start a GSA in their school and let students name it. (Sometimes students choose less explicitly LGBTQ names in unwelcoming schools.)
- ➡ PD opportunities can be offered within or outside of school. Staff meetings can incorporate LGBTQ-inclusive strategies.
- ➡ Pink Shirt Day can be designated for addressing homo/bi/transphobia.
- ➡ Family Day can be used to emphasize the diversity of how family is represented.
- ➡ Safe Space stickers and rainbow flags can be displayed without fear of reprisal, but rather in a proud and welcoming fashion.
- ➡ Through inclusive language (e.g., Instead of “Welcome Ladies and Gentlemen” you could say “Welcome Everyone/Folks/Community of...”)

Q: Are there affirmative pamphlets that could be made available in schools for students and staff?

A: Yes, appropriate pamphlets have been developed by many different faith communities. See the resources listed in the “Advice for Religious Contexts (faith-based schools and communities)” appendix at the end of this Toolkit.

Questions teachers might ask:

Q: What can I teach? Do I need to close my door to teach?

A: Our students are unique and diverse in their many identities, sexual attraction and gender identity being only two ways. Our school is an affirming and welcoming community. Every student needs to hear about all the identities represented in a way that respects dignity and upholds safety and personal well-being. Schools are meant for educating human beings, not closed door institutions trying to protect self-interests or rigid rules and regulations. Our schools have an open door policy that respects the *Charter of Rights and Freedoms*.

Q: Is there an anti-homophobia policy in place in this school system?

A: Our school board has a no-bullying initiative and policies in place. (Be sure these initiatives and policies have explicit anti homo/bi/transphobia protections written into them.)

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[APPENDICES]

EVERY TEACHER PROJECT RECOMMENDATIONS TOOLKIT WORKSHOP FACILITATOR SCRIPT

Facilitators' Notes:

The Toolkit was designed as a set of resources for use in pressing for adoption of Every Teacher Project recommendations in various levels of the school system. Although designed primarily with teachers and teacher organizations in mind, we hope that others who want to see safe and inclusive schools for LGBTQ students will also find it a useful toolkit: GSA members, parent councils, school leaders, and others.

This workshop has been designed to teach participants how to make best use of the Toolkit.

Designed for a 60-minute time slot, it includes a group exercise in which participants work together to fill out an "audit" form for a single level of the school system, such as teacher organization or school district. The purpose is for the group to develop a snapshot of the extent to which recommendations have been implemented for that level. This exercise fosters lively dialogue as group members pool their knowledge to identify what has already been done at that level, what is being done, and what should be done next.

Depending on the number and diversity of the workshop participants, and the time available, the workshop could be expanded to allow participants to work on additional audit forms, or to work first in groups constituted on the basis of a shared characteristic such as school or professional role, then in groups constituted on the basis of diversity (e.g., different schools or different roles).

Italicized portions are notes for facilitators. Material in regular font is speaking notes. Feel free to depart from the script to suit your audience!

I. Introduction to the Every Teacher Project Recommendations Toolkit (10 minutes)

This part of the workshop is a general introduction to the Every Teacher Project and why the Recommendations Toolkit was developed. It is background information that provides a quick run-down of what the project involves.

- ➔ The Every Teacher Project is an unprecedented national effort to advance knowledge on LGBTQ-inclusive education in Canada, focusing particularly on teachers.
- ➔ The project primarily involved a national survey focusing on teachers' perceptions and experiences of LGBTQ-inclusive education. The project was funded by Social Sciences and Humanities Research Council of Canada (SSHRC).
- ➔ The project research team was led by Dr. Catherine Taylor (Education) at the University of Winnipeg, and included Dr. Tracey Peter (Sociology, University of Manitoba), Dr. Elizabeth Meyer (Education, University of Colorado Boulder), Dr. Janice Ristock (Women's & Gender Studies, University of Manitoba), and Dr. Donn Short (Law, University of Manitoba), with research project coordinator Chris Campbell (University of Winnipeg).
- ➔ Manitoba Teachers' Society (MTS) partnered with the research team and helped secure endorsements from virtually all teacher organizations in the publicly funded school systems of Canada.
- ➔ With this support, the project exceeded its original goal of surveying 750 teachers and ended up with 3400 participants, with an additional 24 focus groups.
- ➔ This makes it the largest study of its kind to date worldwide.
- ➔ The final report is available in both English and French online: uwinnipeg.ca/rise/research/the-every-teacher-project.html

➔ The report shows that teachers are well aware of the hostile climate faced by LGBTQ students, parents, and staff; cisgender (conventionally gendered) heterosexual students, parents, and staff who may be targeted by anti-LGBTQ harassment; students, parents, and staff who may have loved ones who identify as LGBTQ; and all those who practice LGBTQ-inclusive education.

➔ Based on what they learned from Canada's teachers, the research team was able to develop many specific recommendations for what needs to be done at every level of the school system to make schools safe and inclusive for LGBTQ people.

➔ The research team and a Working Group of delegates from teacher organizations across the country worked to further develop these recommendations and expand them into a Toolkit.

➔ The Toolkit is intended to assist teachers (and others) in "lobbying" decision-makers at every level of the school system for implementation of the project recommendations.

➔ As I mentioned, the Toolkit is intended as a tool for lobbying the various levels of the school system to make schools safer and more inclusive for LGBTQ and presumed-LGBTQ people.

➔ As such, the Toolkit itself is divided into seven main sections, each focusing on a different level of the school system:

1. Teacher organizations
(The recommendations in this section are intended for use by teacher organizations, but can be adapted for other organizations/unions within the school system.)
2. Government (provincial/territorial Ministries of Education)
3. School districts
4. Schools
5. All school system employers
6. Faculties of Education
7. Religiously affiliated schools and organizations

II. Toolkit structure and how to use it (20 minutes)

This part of the workshop is meant to introduce how the Toolkit should be used, what is included in it, and how it is laid out. The goal is to prepare participants to understand each part of the kit and how to make the best use of it.

Note: *Terminology used to refer to sexual orientation, gender identity and expression, and systems of oppression affecting sexual and gender minority people is continually evolving. As such, the terms used in this field are in flux, as people living outside the cisgender heterosexual mainstream theorize and articulate their sexual and gender identities in evolving social contexts. The Toolkit includes a Glossary (p.9) to help clarify terms and concepts that may arise in discussions of the recommendations. (We use LGBTQ throughout the Toolkit as an umbrella term to include everyone who identifies as other than cisgender or heterosexual.)*

➔ Each of these seven sections is structured the same way: Contact form; Audit Form; and a fact sheet for each Recommendation.

➔ If you turn to the first section of recommendations for Teacher Organizations (p.15), you will see that it begins with a **contact form** for use in identifying key individuals in your teacher organization and collecting their contact information in one place. Key individuals are those with related responsibilities who could be contacted to gather support for implementing the recommendations in your teacher organization. The completed form then becomes a document that could be shared with others in the organization.

➔ Following the contact form, you will see an **audit form**. The audit form lists all the recommendations for each section or level of the school system – in this case,

teacher organizations. The idea is to assess the current status of the recommended action in your own teacher organization.

[The next part could be demonstrated on-screen with participants following along in their copies of the Toolkit.]

The recommendations are listed in the first column. Then there are three blank columns for use in identifying what has already been done by the teacher organization, what is being done now, and what should be done next:

- ➔ For example, looking at Recommendation 1, “Actively support Ministries of Education to develop LGBTQ-inclusive schools legislation.”
- ➔ Manitoba Teachers’ Society publicly supported the Government’s proposed GSA legislation, Bill 18. That could go in column 1, under “what has been done.”
- ➔ MTS has continued to press government to mandate LGBTQ-inclusive curriculum. That could go under column 2.
- ➔ Meet with senior government officials to assure them of public support from MTS for government action on curriculum could go in column 3 under “What could/should be done next?”

Next, you will find a double-sided **fact sheet** for each recommendation. The fact sheets explain why we need the recommendation, the research that backs it up, sample resources, and questions and answers that might arise in advocating for implementation of the recommendation. As a sidenote, if you’re having trouble thinking of relevant content for the audit form for a particular recommendation, flipping ahead to the fact sheet for that recommendation may help prompt some ideas.

- ➔ The fact sheet for each recommendation includes:

>>**Why we need this** – this brief rationale explains the need for this recommendation and provides a description of what the thinking behind it is

>>**Supporting Research** – this is most often supplied from the Every Teacher Project findings, but there are other research reports referenced here (including *National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing*; *The National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools*; and other research on LGBTQ-inclusive education)

>>**Supporting Resources** – this section provides examples of how this recommendation has been enacted or sample resources to help enact this recommendation

>>**Q & A** – this section provides a list of possible questions that may be relevant to support this recommendation. Along with the “Why we need this” section, this can help provide advocates with answers to questions and a clear sense of why this recommendation is needed.

- ➔ Following the main recommendations sections, we include a series of **Appendices** that provide additional supports and further information on key topics:

>>**This workshop facilitator’s guide.**

>>**Where do I start?** – this is a guide for individuals who are new to LGBTQ-inclusive education, or who work in a context where it is still a new concept

>>**Where do I turn?** – a guide for teachers who are experiencing a hostile climate in their workplaces based on their actual or perceived LGBTQ identity or because they have advocated for or practiced LGBTQ-inclusive education. This appendix details some of the information they should be aware of and who to contact for support.

>>**How can I support trans* students?** – a guide for teachers in creating safe and inclusive schools for gender non-conforming and trans* students

>>**Advice for Indigenous Contexts** – a brief introduction to Indigenous contexts in schools, including intersectionality as it affects Two-Spirit youth

>>**Advice for Religious Contexts** – a brief discussion of how religious contexts (i.e., religiously affiliated schools or schools in religious communities) can be approached and engaged on the topic of LGBTQ-inclusive education.

>>**Advice for Rural, Remote, and Northern Contexts** – a discussion of how rural or remote contexts impact LGBTQ-inclusive education and some advice for working in these contexts

>>**Advice for Early-years Educators** – a brief discussion of how early-years educators can engage in LGBTQ-inclusive education and why this is relevant, important work for them to be engaged in

>>**Summary of Results of Every Teacher Project** – an excerpt from the *Every Teacher Project Final Report's* summary of findings providing an overview of the report

>>**Supporting Resources** – This is a more comprehensive listing of available resources, though it is not exhaustive. There are many great resources available; those included here are primarily Canadian, readily available online, and well established. (**Note:** The toolkit was developed in January 2017; it will be revised online as more resources are made available, particularly around policy, curriculum, and programming.) This section is organized under several headings:

➔ Legislation

➔ Government Policy

➔ School District Policy

➔ Teacher organizations and other unions policy, collective agreement inclusion and codes

➔ Curriculum Resources

➔ GSA manuals

➔ Programming (e.g., safe spaces, allies/role models, visibility at school, Pride participation)

➔ Professional Development and Training Opportunities

➔ B.Ed. and graduate courses & LGBTQ-inclusive education specialists

➔ Mega resources (i.e., comprehensive resources)

This is the basic arrangement of the Toolkit, and should help to clarify its purpose. With this basic information about the structure of the Toolkit and its intended use, you should be able to readily access the information inside. Every section of the Toolkit is designed to become a portable document on its own, easy to photocopy or download, share with colleagues or allies, or pass along to key contacts (as identified on the contact form).

III. Walk-through (10 minutes)

For this walk-through, choose a section for which all participants share a single context. For example, if workshop participants are from several different school districts, choose the Government or Teacher Organization section instead of the school district section. On the other hand, if workshop participants are from a single school, they would share a common context for any section except perhaps Faculties of Education.

The walk-through involves leading the whole group in discussion of one or two recommendations, talking through the steps for completing the Contact and Audit forms, and explaining how the Contact and Audit forms, and the Recommendation Fact Sheets work together.

Now we'd like to walk you through one or two recommendations from a single section as a group, filling out the two forms.

First, we will identify key contacts for one section. Next, we will start an "audit" of recommended actions for that section: what has already been done, what is in process, what could be done next.

Now it's time to lead the whole group in filling out the contact form and a few recommendations on the audit form, taking suggestions from the group. Then start the exercise below.

IV. Exercise (15 minutes)

Have the workshop participants continue working on the Audit Form and Contact Form for the same section that you began in the Walk-through. (This could be small group work for approximately 10 minutes; allow a few minutes for participants to "share" any insights or information on their work, or ask any questions that may have arisen.)

The idea is to provide an opportunity for participants to

see the layout, maneuver through the Toolkit document, and familiarize themselves with language/rationale used.

Advise participants that . . . It is worth skimming the entire fact sheet on each recommendation as you fill out the audit form. Even if a recommendation has already been acted on in your context, reading the write-up may help you identify something further to be done to make the implementation more useful.

V. Questions and Goodbye (5 minutes)

Open for any questions based on their own experience working with the document.

Thanks, everybody. We hope that you will use the Toolkit to push for adoption of the recommendations in your own contexts. It would also be great if you could run a workshop like this in your own school/ school district/teacher organization/etc. You can find a facilitator's guide and PowerPoint presentation, and the Toolkit itself, on the teacher organization website, the Egale Canada website, or the RISE research team website: www.uwinnipeg.ca/rise.

[WHERE DO I START?]

If you are new to LGBTQ-inclusive education, or working in a context where it is still a new concept, here are some starting points for engaging in LGBTQ-inclusive education.

➡ Find allies in your local teacher association/school/school district/province/territory.

>>Start by contacting your local teacher organization (TO) to find out about contacts and resources available in your area. Every TO in the publicly-funded school systems of Canada supported the Every Teacher Project; if your local president is unable to help you, contact the provincial/territorial office for help.

>>Read your school – sometimes you can figure out where the allies are by looking for safe spaces stickers on classroom doors, posters announcing GSA meetings, inclusive language in messages from school leaders, etc.

>>Your school district may have an Equity officer who is responsible for LGBTQ-inclusive education. However, in some districts it might be difficult to find an ally. Your TO may be able to direct you to allies in other school districts in your province/territory.

➡ Become familiar with online resources.

>>A good starting point would be the following:

- i. ATA's PRISM Toolkits (for extensive resources including lesson plans at elementary and secondary levels).
- ii. Egale Canada's "myGSA" sites, which have been produced in collaboration with several provincial Ministries (for many resources on creating LGBTQ-inclusive schools)

iii. the RISE website (for links to glossaries of terms, research reports, education news, etc.)

iv. Canadian Teachers' Federation resources at <http://www.ctf-fce.ca/en/Pages/Issues/Diversity-and-Human-Rights.aspx>

>>Many other online resources are listed at the end of this Toolkit.

➡ Try to arrange for PD for your school staff.

>>Contact the TO representative for your school (or president of your local, or social justice chair) for locally available PD opportunities.

>>Talk to the professional development chair of your school (or principal) about scheduling PD for an upcoming in-service day.

>>If your school is unable to accommodate staff PD, contact your teacher organization about PD opportunities for yourself and other interested staff.

➡ Support students who want to start a GSA

>>Accompany them to the principal to make the request. (Depending on the school climate, it may be advisable to ask supportive colleagues or parents to accompany you.)

>>Agree to help facilitate the group.

➡ Find out about community resources to support LGBTQ children and youth, and LGBTQ-inclusive education.

>>Although there are fewer LGBTQ organizations in rural areas, urban organizations are sometimes able to provide rural support.

⇒ Know your rights. [See next section]

A note for beginning teachers:

⇒ School climate varies widely among districts and schools within a district. In some, expertise in LGBTQ-inclusive education is seen as a job asset that principals look for in hiring, but in others there is very little support for LGBTQ-inclusive education and teachers who advocate for it can be seen as troublemakers. The Every Teacher Project heard from many teachers who believe their jobs would be in jeopardy if they were to discuss LGBTQ topics with students. It is wise for any teacher to study the “lay of the land” in a new school to determine how and when to start advocating for LGBTQ-inclusive education. This is especially true for beginning teachers and others who do not have a permanent contract.

>>“Read” your school to assess the climate for LGBTQ-inclusive education. (See above)

>>Look for allies on staff and in the parent community.

A note for beginning teachers who are LGBTQ:

⇒ If you are concerned about whether it is safe to be out at your school, discuss this with your mentor and/or local teacher organization before making it known to your classroom.

⇒ Think ahead of time about how to avoid crossing the line between simply being open about being LGBTQ and inappropriate disclosures about personal life. This is especially important in BC and Ontario where governing regulations that prohibit inappropriate discussion of personal life with students may be differentially applied to LGBTQ teachers.

[WHERE CAN I TURN?]

Following are some resources for educators who are experiencing a hostile workplace, either because of their actual or perceived LGBTQ identity or because they have advocated for or practiced LGBTQ-inclusive education:

1. Contact your teacher organization (TO)/support staff union.

- ➔ Contact the TO/union representative on staff at your school.
- ➔ Contact the department responsible for supporting members who are experiencing conflict, harassment, or discrimination at work (called Staff Welfare, Member Services, Professional Relation Services, Member Protections, Member Assistance Program or similar name). They will be able to advise you on whether to seek recourse through a grievance process (if the situation constitutes a violation of the collective agreement) or harassment complaint (if a violation of district policies/code of conduct or provincial/territorial legislation).
- ➔ If your principal is willing, your teacher organization may be able to offer professional development at your school on building a safe and inclusive climate. LGBTQ community organizations also are a source of such workshops.

2. Contact your Employee Assistance Program for counselling and advice.

- ➔ This is a confidential service that will not disclose your information to your TO or the employer.
- ➔ They will be able to advise you on contacting your employer.

3. Do not contact your school district until you have contacted your TO/union.

- ➔ If you are in a Catholic school district or a district that is hostile to LGBTQ

employees or LGBTQ-inclusive education, lodging a complaint without the support of your TO/union and EAP can escalate the situation you are experiencing and potentially jeopardize your job status.

4. Know your allies.

- ➔ Reach out to LGBTQ and ally colleagues in your school, school district, or province/territory who may have experience or insight into negotiating the situation you are facing.
- ➔ Contact teacher organization staff members who have expertise in the area for advice and contacts in your area. Your teacher organization may have a Gay-Straight Alliance or similar club to support LGBTQ and ally members.

5. Know your rights.

- ➔ In theory, LGBTQ educators enjoy the same rights to protection from discriminatory treatment as other identifiable groups. This should include protection from harassment and disadvantage for LGBTQ educators who are out or transitioning in the workplace. However, the situation is less straightforward in faith-based schools, and the climate can nevertheless be hostile to LGBTQ people in any school depending on the local context.
- ➔ Some teacher organizations have developed useful summaries of the regulatory context for their members. It is important to understand the specific regulatory context for your province/territory. For example:

>>ATA: PRISM Toolkit, 2016, pp. 33-38
<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Pages/Index.aspx>

>>ETFO: LGBTQ Rights in Your Workplace brochure, 2014. This pamphlet describes the relevant regulatory context for Ontario teachers, addresses the question of weighing legislative support for being out against the social climate for LGBTQ people, and advises that ETFO Professional Relations Services can be consulted for related questions. It can be found at [http://www.etfo.ca/AdviceForMembers/LGBTQrights/Documents/LGBTQ Rights in Your Workplace - English.pdf](http://www.etfo.ca/AdviceForMembers/LGBTQrights/Documents/LGBTQ%20Rights%20in%20Your%20Workplace%20-%20English.pdf)

>>“MTS: Challenges Faced by LGBTQ Teachers and How WE Can All Help” brochure. See: www.mbteach.org/pdfs/broch/B_LGBTQ_ENG.pdf.

6. Consider filing a Human Rights complaint if you are being discriminated against on the grounds of sexual orientation or gender identity or gender expression and the employer has failed to address the situation. Teacher organization Staff Officers should be able to help you determine how to do this and may advise on how to access legal advice.

It can be safer for non-LGBTQ individuals to advocate for LGBTQ-inclusive education and for the rights of LGBTQ colleagues. For example, ETFO’s pamphlet addresses ways to do this.

RESOURCES

Several books (and many journal articles) have been published on the experiences of LGBTQ teachers, including the following recent volumes:

Connell, C. (2014). *School’s out: Gay and lesbian teachers in the classroom*. Oakland CA: University of California Press. “How do gay and lesbian teachers negotiate their professional and sexual identities at work, given that these identities are constructed as mutually exclusive, even as mutually opposed? Using interviews and other ethnographic materials from Texas and California, School’s Out explores how teachers struggle to create a classroom persona that balances who they are and what’s expected of them in a climate of pervasive homophobia.”

Harris, A. & Gray, E. (Eds.). (2014). *Queer teachers, identity and performativity*. Palgrave: New York. “What do we mean when we talk about ‘queer teachers’?”

The authors here grapple with what it means to be sexually or gender diverse and to work as a school teacher within four national contexts: Australia, Ireland, the UK and the USA.”

Jennings, K. (2015). *One teacher in ten in the new millennium: LGBT educators speak out about what’s gotten better . . . and what hasn’t*. From the founder of GLSEN: “For more than twenty years, the One Teacher in Ten series has served as an invaluable source of strength and inspiration for lesbian, gay, bisexual, and transgender educators. This all-new edition brings together stories from across America—and around the world—resulting in a rich tapestry of varied experiences.”

Q&A

Q: *Can I be fired for being LGBTQ?*

A: Each province and territory is governed by quasi-constitutional human rights legislation and every province expressly prohibits discrimination on the basis of sexual orientation. Gender identity or expression is also either expressly protected or protected on a “read in” basis under “sex”. However, human rights legislation does not ban all types of discrimination. It has sometimes been successfully argued [see *Ontario (Human Rights Commission) v Christian Horizons*] that faith-based organizations have the right not to hire LGBTQ people on the grounds of conflict with its belief system. The Ontario *Human Rights Code*, at section 24(1)(a), specifically allows for that exception. Even though Ontario’s human rights statute confer a right to equality in employment on the basis of sexual orientation, that right is not infringed where a religious or educational institution requires employees not to participate in same-sex relationships where it is a reasonable and bona fide occupational qualification not to do so because of the nature of the employment. This is referred to as the “BFOQ requirement”. The Quebec *Charter of Human Rights and Freedoms*, section 20, and the British Columbia *Human Rights Code*, section 13(4), have related provisions. In cases before it, the Supreme Court of Canada has rejected arguments that such provisions should be interpreted narrowly, confirming that these exceptions are meant to protect the right to associate and to promote certain type of associations, including religious organizations, even as they limit the rights of others.

However, in *Caldwell v Stuart*, the Supreme Court of Canada made clear that only in rare circumstances

would religious conformance pass the test of bona fide qualification. In order for the qualification to be valid, religious conformance would have to be tied “directly and clearly” to the performance of the particular job in question.

Does a teacher, living his or her life as LGBTQ, in any way interfere with their ability to teach religious values? Caldwell confirmed that religion and marital status constituted a BFOQ. But Caldwell was decided in 1984, in the early days of the *Charter* and long before sexual orientation and the right to same-sex marriage were enshrined in law. It remains to be determined if merely being LGBTQ would be considered to be in such fundamental conflict with the core religious beliefs and values of an institution as to justify heterosexuality as a BFOQ in the religious educational context.

But many institutions deal with that issue indirectly, by requiring employees to sign a personal lifestyle and morality standards statement that reflects the organization’s religious nature, applicable to all employees as part of their employment contracts. In *Christian Horizons*, the Court held that the organization was not permitted to include a reference to same-sex relationships in their morality statement, but only because it had not been established that sexual orientation was a BFOQ in relation to the kind of work undertaken by support staff in that case. Teachers would presumably be assessed differently in the context of teaching in a religious school.

Q: Can I be fired for being open about being LGBTQ?

A: School districts have human rights and diversity policies, as well as respectful workplace policies, within their human resources department policies that protect the rights of employees, and these policies should align with provincial/territorial human rights codes that offer equal protections to LGBTQ persons. Though there is no “right” to be out in schools per se, human rights codes will protect LGBTQ individuals from discrimination in their workplace. Further to this, LGBTQ persons are entitled to a workplace free from discrimination, which includes their ability to be openly LGBTQ without fear of discrimination, exclusion, or harassment. Similarly, students have a right to access education free from discrimination, which should allow them access to an inclusive environment in which all students see themselves reflected in curriculum and in staff/role models.

While the Supreme Court has not expressly stated that LGBTQ persons have a right to be “out” at work, the Court has stated that sexual orientation is an immutable characteristic, “immutable or changeable only at unacceptable cost to personal identity” (*Egan*). Distinctions based on personal and immutable characteristics are discriminatory (*Miron*). Any differential treatment of LGBTQ teachers with regard to being open about their personal lives would have to be justified as serving a pressing and substantial purpose (*Oakes* test).

In Ontario and British Columbia, professional advisories issued formally apply to all teachers when it comes to discussion of their personal lives with students. For example, in Ontario, the *Professional Advisory* of the Ontario College of Teachers dealing with *Professional Misconduct Related to Sexual Abuse and Sexual Misconduct*, advises teachers to avoid “becoming personally involved in students’ affairs;” “exchanging personal notes, comments or e-mails” or “inviting students to their homes.” Of particular concern to the LGBTQ teacher who wishes to help a questioning student is the consideration that teachers avoid “sharing personal information about themselves.” This advisory can and has had chilling effects on LGBTQ teachers. However, these suggested proscriptions occur, among others set out in the *Professional Advisory*, in the specific context of preventing sexual harassment of students and, therefore, can be viewed as being limited to whether the enumerated activity would reasonably be regarded as conduct intended to promote or facilitate an inappropriate personal relationship with a student.

Q: Can my employer order me not to discuss LGBTQ topics with students?

A: Education in Canada is governed at the provincial level and, therefore, there is no uniform answer to the restrictions that exist in addressing LGBTQ topics that applies to every province or territory. In Alberta, for example, the *School Act*, s 50.1(1), requires parental notification before a course of study, or course materials, may include subject-matter dealing “primarily and explicitly” with religion or human sexuality, which would include LGBTQ topics. Parents may, therefore, request that a student be excluded, without academic penalty, from any such course or use of instructional materials.

The requirement does not apply to “incidental or indirect” references to religious or matters of sexuality

that may occur and these may be made.

The *School Act* is in effect in Alberta throughout the 2016-17 school year. However, it is expected that the *Education Act*, while under review, will replace, upon proclamation, the current *School Act*. The draft

Education Act currently includes similar provisions at section 58.1(1), (2).

The best course of action is to check with your local teacher association for the laws, rules, policies and practices governing your school.

[HOW CAN I SUPPORT TRANS* STUDENTS?]

Educators wanting to support trans-spectrum students and colleagues need to address the issues commonly experienced by LGBTQ students and colleagues as well, including exposure to insulting language about their identity group, harassment, curricular and social exclusion, and invisibility in school life. But how best to provide support for trans* students in particular has emerged in recent years as one of the most pressing challenges in LGBTQ-inclusive education.

ISSUES

What makes it challenging is that safe and inclusive education for trans* students challenges common features of everyday life at school that are organized along binary categories of gender in which everyone identifies with the gender they were assigned at birth: gender-based washrooms, changerooms, and room assignments on field trips; gender-based lineup and team composition; gender-based dress codes; and deeply engrained habits of pronoun usage that may not match a student's gender identity. Other issues include respecting preferred names; having clear guidelines for student confidentiality, including parameters for parental consultation; and providing counselling support for children and youth who are transitioning to their affirmed gender.

INCLUSIVE PRACTICES

The following is offered as advice on where to start in your own practice:

1. Encourage your school district to develop detailed trans-inclusive policy. One strong policy is Winnipeg School Division's "Safe and Caring Policy – Trans and Gender Diverse Students and Staff": <https://www.winnipegdsd.ca/Governance/policy/Documents/IGABB%20-%20Safe%20and%20Caring%20-%20Trans%20and%20Gender%20Diverse%20Students%20and%20Staff.pdf> See the "School District Policy" section under "Supporting Resources" for additional policies in Vancouver, Winnipeg's River East Transcona, and Toronto.

2. Encourage your school leaders or PD officer to arrange training on trans* inclusion for all teaching, counselling, and other staff.
3. Be careful to respect students' preferred pronouns and names.
4. Employ alternatives to team composition based on binary-gender categories (e.g., by birthday in the first half of the year/second half of the year).
5. Support everyone's freedom of gender expression by avoiding attributions of particular behaviours or clothing.
6. Look for opportunities to include trans* content in courses. For example, at the elementary level, include stories that support freedom of gender expression; at the senior level, include trans* rights in discussions of human rights.
7. Be on the lookout for students who may be having a hard time because their gender expression does not fit social conventions for their assigned sex. Consult with a knowledgeable school counsellor on how best to provide support.

RESOURCES

American Psychological Association. "[The] series, 'Promoting Resiliency for Gender Diverse and Sexual Minority Students in Schools,' sets out best practices for educators, school counselors, administrators and personnel, based on the latest research on the needs of lesbian, gay, bisexual, transgender, queer, gender diverse, questioning and intersex students. The series includes topics such as gender diversity among students, helping to support families with LGBT children and youth, risk factors and resiliency factors within schools around health and well-being of LGBT youth, and basic facts about gender diversity and sexual orientation among children and youth." <http://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/resilience.aspx>

National Association of School Psychologists.
NASP Position Statement on Safe Schools for

Transgender and Gender Diverse Students. Includes a useful bibliography of related research. <https://www.nasponline.org/publications/periodicals/communique/issues/volume-42-issue-7/safe-schools-for-transgender-and-gender-diverse-students>

Pride Education Network. (2014). *The gender spectrum: What educators need to know*. "A comprehensive [Canadian] resource for K-12 teachers – this handbook challenges the common misunderstanding that gender is distinct for girls and boys. Seeing gender as a spectrum creates inclusive, learning spaces where all students feel safe to be themselves." <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

TIMP: They is my pronoun. "TIMP is an interactive guide to using gender-neutral pronouns and supporting people who use them, active since July 2012. I answer user questions, post my own

thoughts and share resources. Your questions are very welcome here, even if you worry they are silly or even insensitive." <http://www.theyismypronoun.com/>

U.S.-based Genderspectrum.org offers a wealth of resources for educators covering "Understanding Gender; Gender & Schools: General Resources; Gender & Schools: Legal and Policy Issues; Gender Inclusive Schools; Supporting Gender-Expansive Students; Gender and Sports; and Learning More About Gender." Other sections offer extensive resources for youth, families, and health-care providers. There are also sections on legal considerations, mental health, and best practices for faith communities. See <https://www.genderspectrum.org/resources/>

Wells, K., Roberts, G., and Allan, C. (2012). *Supporting transgender and transsexual students in K-12 schools: A guide for educators*. Ottawa, ON: Canadian Teachers' Federation.

[ADVICE FOR INDIGENOUS CONTEXTS]

If you have many Indigenous students in your school, chances are that you have students who identify as “Two-Spirit” (although if you are a high school teacher you may never meet a Two-Spirit student as many have stopped attending by age 12). Below we list some resources for teachers and counsellors wanting to support Two-Spirit students and their families, including background on Two-Spirit identity, issues facing Two-Spirit youth, and ways to create Two-Spirit-inclusive classrooms and schools. We also list Canadian organizations that include a Two-Spirit mandate (some of which have useful websites).

BACKGROUND

Two-Spirit is an umbrella term that reflects the many words used in Indigenous languages that affirm the interrelatedness of multiple aspects of identity, including gender, sexuality, community, culture, spirituality and the connection to land. Prior to the imposition of the sex/gender binary by European colonizers, many Indigenous cultures recognized Two-Spirit people as respected members of their communities and in some communities even accorded them status as visionaries, healers and medicine people based upon their unique abilities. Some Indigenous people identify as Two-Spirit rather than, or in addition to, identifying as LGBTQ.

ISSUES

Two-Spirit youth are among the most marginalized people in Canada, experiencing high rates of poverty, homelessness, racist and homophobic/transphobic discrimination that are reflected in correspondingly high rates of drug and alcohol dependence and suicidality. Many leave homophobic and transphobic situations in their home communities only to encounter racism in larger urban centres. As with any large and diverse community, attitudes to LGBTQ people vary widely among and within different First Nations, Métis, and Inuit communities. In some, Two-Spirit people are fully a part of the community fabric, while other communities may be intensely homophobic and transphobic.

INCLUSIVE PRACTICES

1. Look for curricular entry points such as highlighting Two-Spirit persons in History, writers/playwrights in Language Arts, painters in Arts, musicians, politicians and in other subject areas.
2. Use inclusive language and examples.
3. Include homophobia and transphobia when teaching about colonialism, racism, sexism and other systemic forms of discrimination.
4. Ensure that Two-Spirit people are represented in both Indigenous and LGBTQ-themed events, such as pow wows or GSA events.
5. Book Two-Spirit guest speakers and elders.
6. Adopt the practice of placing “2S” at the beginning of the acronym LGBTQ to acknowledge that Two-Spirit people were the first sexual and gender minority people in Canada.
7. When you consider inviting Indigenous Elders or guest speakers to your school, ensure that they are not homophobic/transphobic by asking them questions ahead of time, before you invite them.
8. If you have “traditional” ceremonies or events in your school (such as smudging), ensure that the practice will not single out students who have a fluid gender identity and encourage students to identify with the gender/s they feel most comfortable. Allow for flexibility in clothing choice and sitting style.
9. Recognize that some students may change their gender identity, sexual orientation and/or self-descriptors over the course of the school year.
10. Don’t assume that a student is “out” or that because they are Indigenous that their families will be supportive of Two-Spirit people.

CONTACTS

Organizations such as the following can provide you with contacts and resources on Two-Spirit identity and the history of Two-Spirit people:

- ➔ Aboriginal Two Spirit Youth and Diverse Identities (Toronto)
- ➔ Dancing to Eagle Spirit Society (Vancouver)
- ➔ Two Spirits, One Voice (Egale Canada Human Rights Trust, Toronto)
- ➔ Indigenous Women and Two Spirit Harm Reduction Coalition
- ➔ New Journeys (an online community for urban Indigenous youth and young families; not exclusively Two-Spirit, but houses many Two-Spirit documents and links)
- ➔ Regina Two-Spirited Society
- ➔ Saskatchewan Two Spirit Society
- ➔ Two-Spirit Circle of Edmonton Society
- ➔ Two-Spirited People of Manitoba
- ➔ Two-Spirited People of the First Nations (Toronto)
- ➔ Native Youth Sexual Health Network

In addition, there are Two-Spirit Elders in many communities who can participate in Two-Spirit inclusive school efforts by speaking to school groups and participating in ceremonies.

RESOURCES

- ➔ Egale Canada Human Rights Trust. The *Two Spirits, One Voice* project. Videos, links, program information at <http://egale.ca/portfolio/two-spirits-one-voice/>
- ➔ Egale Canada Human Rights Trust. (2016). *The just society report: Confronting the legacy of state sponsored discrimination against Canada's LGBTQ2SI communities*. http://egale.ca/wp-content/uploads/2016/06/FINAL_REPORT_EGALE.pdf

- ➔ *Safe and caring schools for Two Spirit youth: A guide for teachers and students*: <http://www.safeandcaring.ca/wp-content/uploads/2013/08/Two-Spirited-Web-Booklet.pdf>
- ➔ *Suicide prevention and Two-Spirited people*. National Aboriginal Health Organization. http://www.naho.ca/documents/fnc/english/2012_04_%20Guidebook_Suicide_Prevention.pdf
- ➔ *Two soft things, two hard things*. "[A] feature documentary that explores the complexities of a remote Arctic community holding an LGBTQ pride celebration." <https://twosofttwohard.com>
- ➔ *Two Spirits*. "[I]nterweaves the tragic story of a mother's loss of her son with a revealing look at a time when the world wasn't simply divided into male and female, and many Native American cultures held places of honor for people of integrated genders." <http://twospirits.org>
- ➔ Wilson, A. (2015). Our coming in stories: Cree identity, body sovereignty and gender self-determination. [video] *Journal of Global Indigeneity*, 1(1). <http://ro.uow.edu.au/jgi/vol1/iss1/4>
- ➔ Wilson, A. Two-Spirit People, Body Sovereignty and Gender Self-determination. *Red Rising Magazine*, Sept. 21, 2015. <http://redrisingmagazine.ca/two-spirit-people-body-sovereignty-and-gender-self-determination>.

Many of the above organizations offer links to material on Two-Spirit people and history that could be incorporated into the curriculum.

RESEARCH

Every Teacher Project

- ➔ Only a third of Indigenous educators (a group likely to teach in schools with high Indigenous populations) felt that a trans* student would feel safe in their school (32% vs. 52% of other racialized educators and 53% of White educators). This is an important finding because

many Two-Spirit people are not cisgender. Indigenous educators (90%) were even more likely than White (85%) or racialized educators (84%) to indicate that it was important for them to address issues of gender expression.

- ➔ They were less likely than White educators to feel that an LGB student would feel safe in their school (62% vs. 73% of White educators).
- ➔ Indigenous educators were more likely to be aware of incidents of verbal harassment of LGBTQ students (75% vs. 68% racialized and 67% White). They were somewhat less likely to be aware of physical harassment (29% vs. 33% White and 40% racialized).
- ➔ Indigenous (38%) educators and White educators (36%) were more likely than racialized (26%) to be aware of heterosexual students being homophobic harassed.
- ➔ GSAs were generally less common in schools with higher percentages of Indigenous students (51% of educators reported GSAs in schools with less than 10% Indigenous student population; 53% in schools with 10-24% Indigenous; 41% in schools with 25-49%; and less than 5% in schools 50% and greater Indigenous).
- ➔ Indigenous educators were just as likely to approve of LGBTQ-inclusive education (89% vs. 85% White and 92% racialized). They were most likely to support same-sex marriage (91% vs. 89% White and 82% racialized participants).
- ➔ Indigenous educators (54%) were much less likely than either White (73%) or racialized (79%) educators to feel comfortable discussing LGBTQ topics with students. (Possible explanations could include the complexity of discussing LGBTQ topics in communities that may see LGBTQ identities as non-Indigenous and may be more conservative in their religious views due to colonization.) They were also least likely to have had a student talk to them about being LGBTQ (28% Indigenous vs. 38% racialized and

35% White), and least likely to feel that “there is a lot of untapped, potential support for LGBTQ students in the student body” (40% Indigenous vs. 60% both racialized and White).

First National Climate Survey

- ➔ Indigenous youth were more likely to know an openly LGBTQ student (87% vs. 67% racialized and 81% White), and average in terms of knowing of any staff members who are supportive of LGBTQ students (38% knew of none vs. 48% racialized and 31% White). They were most likely to be “very comfortable” talking to their teachers (34% vs. 21% racialized and 28% White). Indigenous and White youth were similarly likely to see their school community as supportive of LGBTQ people (34% vs. 46% racialized).
- ➔ Heterosexual Indigenous students were more likely to have friends who were publicly LGBTQ (54% vs. 35% heterosexual racialized and 48% heterosexual White).
- ➔ In some instances, Indigenous youth reported experiences similar to White youth, such as comfort levels in talking to school community members about LGBTQ matters. In other instances, Indigenous youth reported experiences similar to racialized youth — for example, in reported rates of physical harassment based on race or ethnicity.
- ➔ Indigenous students (LGBTQ and non-LGBTQ combined) were most likely to report having been verbally harassed because of their gender expression (39% vs. 35% White and 31% racialized).

Other research

Sarah Hunt is Assistant Professor of Critical Indigenous Geographies at UBC. She is Kwagiulth (Kwakwaka'wakw) from Tsaxis, and has spent most of her life as a guest in Lkwungen territories. See <http://www.geog.ubc.ca/persons/sarah-hunt> .

Leanne Betasamosake Simpson is a prolific Michi Saagiig Nishnaabeg scholar, writer and artist who has written on queering heteropatriarchy. See <https://www.leannesimpson.ca/about/>

Alex Wilson (<http://words.usask.ca/alexwilson/>) is from the Opaskwayak Cree Nation and is a Two Spirit Education professor at U of Saskatchewan and one of North America's leading authorities on Two Spirit topics. Among her many articles and videos are the following:

Wilson, A. (2015). Gender and sexual diversity in First Nations spiritual traditions. In M. Copeland & D. Rose (Eds.), *Struggling in good faith: Twelve American religions and*

their perspectives on LGBTQI inclusion (pp. 51-60). Woodstock, VT: Skylight Paths Publishing.

Wilson, A. (1996). "How we find ourselves: Identity development and Two-Spirit people," *Harvard Educational Review*, 66(2), 303-318. <https://www.scribd.com/document/267507837/How-we-find-ourselves-Identity-development-and-two-spirit-people-1996-Harvard-Educational-Review>

ADVICE FOR RELIGIOUS CONTEXTS (FAITH-BASED SCHOOLS AND COMMUNITIES)

Note: The Every Teacher Project was conducted in partnership with teacher organizations in the publicly-funded school systems of Canada, which enabled us to reach large numbers of educators in Catholic systems in Ontario and Alberta, but far fewer educators in other faith-based and religious schools. However, many of the issues experienced in other religious communities and faith-based schools are the same, such as community and administrative opposition to LGBTQ-inclusive education and LGBTQ rights including LGBTQ educators' and students' rights. This section addresses doing this work in a variety of faith-based and religious schools and communities.

ISSUES

Many faith-based and religious schools require staff and students to sign a covenant promising not to have any sexual relationship outside heterosexual marriage, and sometimes promising not to support LGBTQ lifestyles and rights movements. Although these would not be allowed in a secular context, secular schools in communities of religiously opposed people can feel similarly hostile to LGBTQ staff and students. See the section "Where Can I Turn?" for questions about legal issues concerning LGBTQ rights.

LGBTQ students from religious communities that are opposed to homosexuality and gender diversity are at high risk of depression, social isolation, and estrangement from their families. Some have been forced into "conversion therapy" or submit to it in an effort to maintain their place in their families and social networks. Others suffer tremendous guilt. Some counsellors offer support for youth and adults suffering religious trauma syndrome (i.e., trauma related to condemnation by one's faith/religious community and/or from severing ties with one's faith/religious community).

INCLUSIVE PRACTICES

Alberta. *Creating welcoming, caring, respectful & safe learning environments: Gay-Straight/Queer-Straight*

Alliances in faith-based schools.
<http://education.alberta.ca/caringschools>.

A Christian Conversation Guide: Creating safe and inclusive spaces for people who are lesbian, gay, bisexual, transgender & queer from the Religion and Faith Program and Project One America. <http://www.hrc.org/resources/a-christian-conversation-guide>

Ontario and Alberta have GSAs for Catholic-school teachers:

- ➔ Toronto Catholic School Board has held an annual GSA "retreat" gathering for all high schools.
- ➔ The Toronto Secondary Unit of OECTA has a Catholic Teacher GSA.
- ➔ Through the Alberta Teachers' Association Local, Edmonton Catholic teachers have a GSA.

CONTACTS

Organizations within many faith/religious communities support LGBTQ rights and do not regard same-sex relationships or gender diversity as sinful. This Human Rights Campaign resource describes the stances of various faith communities: <http://www.hrc.org/resources/faith-positions>. A similar description can be found at Pew Research: <http://www.pewresearch.org/fact-tank/2015/12/21/where-christian-churches-stand-on-gay-marriage/>

Many mainstream Christian faith communities support LGBTQ rights and welcome the participation of LGBTQ people and their partners:

- ➔ Affirm *United* works for full inclusion of LGBTQ people in the United Church of Canada: <http://affirmunited.ause.ca/>. The United Church's "Affirming Ministries Program" has an extensive website and 95-page resource at <http://affirmunited>.

ause.ca/affirming-ministries-program/. The Church elected its second openly LGBTQ moderator (top official) in 2015. See the story here: United Church <http://blogs.vancouver.sun.com/2015/08/13/united-church-of-canada-elects-second-gay-moderator/>

- ➔ *Brethren Mennonite Council for Lesbian, Gay, Bisexual, and Transgender Interests:* <http://www.bmclgbt.org/>
- ➔ Dignity Canada is an organization of *Roman Catholics* who support the full personhood of LGBTQ people: <http://www.dignitycanada.org/>
- ➔ Integrity Canada's website provides information from an *Anglican* perspective at <http://integritycanada.org/>, including interpretations of Bible passages at <http://integritycanada.org/bible.html>
- ➔ The *Lutherans Concerned in Canada's* extensive website can be found here: [http://www.lutheransconcerned.ca/Reconciling Works: Lutherans for Full Participation](http://www.lutheransconcerned.ca/Reconciling%20Works:Lutherans%20for%20Full%20Participation) can be found here: <http://affirmunited.ause.ca/>
- ➔ *Gaychurch.org* offers resources on supportive Christian views on LGBTQ rights at <http://www.gaychurch.org/homosexuality-and-the-bible/>. Their Affirming Church directory lists congregations around the world that have confirmed that they welcome LGBTQ participation, including hundreds of Anglican, Church of Christ, Lutheran, Mennonite, Presbyterian, Quaker, Roman Catholic, United and non-denominational churches in Canada. Find it at http://www.gaychurch.org/find_a_church/list-churches-by-state/

Within Judaism, several denominations support full participation of LGBTQ people, including the following:

- ➔ Reform <http://www.reformjudaism.org/practice/ask-rabbi/what-does-reform-judaism-say-about-homosexuality>
- ➔ Reconstructionist

➔ Jewish Renewal

➔ Humanistic Judaism

There is mixed support in Conservative Judaism.

In addition, the following organizations may be helpful:

- ➔ Keshet is a U.S. organization that works for full LGBTQ equality and inclusion in Jewish life: <http://www.keshetonline.org/> has links to LGBTQ Jewish education resources such as "Creating a GSA" in a Jewish environment.
- ➔ The Institute for Judaism and Sexual Orientation website offers links to many resources at <http://ijso.huc.edu/inclusion/>.
- ➔ *Kulanu (All of Us)* (1996), a handbook from the Union of Hebrew Congregations, provides a framework for rabbis, educators, and administrators in welcoming LGBTQ into all aspects of community life.
- ➔ Kulanu Toronto's website is under redevelopment, but their Facebook page can be found here: <https://www.facebook.com/kulanutoronto/>

Islamic organizations include the following:

- ➔ Salaam Canada can be found at <http://www.salaamcanada.info/> and on Facebook
- ➔ The U.S.-based organization Muslims for Progressive Values (MPV) has an extensive set of resources at <http://www.mpvusa.org/lgbtqi-resources/>

RESOURCES

"40 Questions For Christians Now Waving Rainbow Flags." <http://www.patheos.com/blogs/unfundamentalistchristians/2015/07/40-questions-for-christians-now-waving-rainbow-flags/>

Alan McManus. (2016). *Masculum et Feminam: 'Time for Inclusive Education' and the conservative Catholic*. Scotland: Amazon Direct Publishing. "In a divided world, where religion and sexuality are often seen as opposed, Scottish LGBT activists are committed to

working in harmony with Catholics. 'Time for Inclusive Education' is a LGBT-focused initiative seeking to reduce bullying in schools and enable curricular education to become more inclusive."

Ontario Human Rights Commission. *Policy on competing human rights*. This document usefully lays out a process for reconciling conflicting rights such as freedom of religious expression and protection from discrimination. <http://www.ohrc.on.ca/en/policy-competing-human-rights>

ReligiousTolerance.org has a section of resources on sexual orientation at <http://www.religioustolerance.org/homosexu.htm> and on trans* at <http://www.religioustolerance.org/transsexu.htm>

RESEARCH

Also see the section on "Recommendations for Religious Organizations" for findings from the *Every Teacher Project*.

APA Task Force on Appropriate Therapeutic Responses to Sexual Orientation. (2009). *Report of the Task Force on Appropriate Therapeutic Responses to Sexual Orientation*. Washington, DC: American Psychological Association. <https://www.apa.org/pi/lgbt/resources/therapeutic-response.pdf>. This document reports on a meta-analysis of all peer-reviewed research on so-called "conversion therapy" or "reparative therapy" which is designed to establish a heterosexual orientation and concludes that it is not only ineffective but psychologically damaging. Conversion therapy has been condemned by all major medical

and psychiatric organizations and is now illegal in Manitoba and Ontario but still practiced in some faith communities, and educators may be confronted with a situation where an LGBTQ student is being forced into conversion therapy.

Liboro, R.M., Travers, R., & St. John, A. (2015). Beyond the dialectics and polemics: Canadian Catholic schools addressing LGBT youth issues. *The High School Journal*, 98(2), 158-180. Discusses how "a proactive mix of advocates from schools in the Waterloo Catholic District School Board (WCDSB) of Ontario took steady steps to address the circumstances of their LGBT students."

MacDougall, B. & Short, D. (2010). Religion-based claims for impinging on queer citizenship. *Dalhousie Law Journal*, 32(2), 133-160.

Taylor, C. (2014). Our right to choose: Religious conservatives versus LGBTQ-inclusive schools. In G. Walton (Ed.), *The Gay Agenda: Claiming Space, Identity, and Justice* (pp. 309-326). New York: Peter Lang.

Taylor, Y. & Snowden, R. (2014). *Queering religion, religious queers*. New York: Routledge. This collection of articles, while not focused only on education, contains useful discussions of LGBTQ integration into various religious contexts.

Winell, M. (2016). Religious trauma syndrome. British Association of Behavioural & Cognitive Psychotherapies. <http://www.babcp.com/Review/RTS-Its-Time-to-Recognize-it.aspx>

[ADVICE FOR RURAL, REMOTE, AND NORTHERN CONTEXTS]

ISSUES

Generally, larger population centres are more likely to have supports in place for LGBTQ staff and students and benefit from more “progressive” views on LGBTQ topics. This does not mean that LGBTQ-inclusive efforts are not or should not be pursued in rural areas (such as small cities, non-remote towns, and remote, rural and reserve communities), but it does often mean that supports are less readily available. In fact, efforts to develop strong LGBTQ-inclusive practices and capacity are greatly needed and vitally important in rural and remote areas.

INCLUSIVE PRACTICES

Normally our advice in any context is to find allies nearby. This is more challenging in rural and remote areas. However, it is important for all educators to be LGBTQ-inclusive because every class in every school has LGBTQ students, family members, and/or students who will grow up to be LGBTQ (and most schools have staff in these categories as well). If they’re not “out,” it’s because they have judged it unsafe to be, and many LGBTQ people migrate to bigger cities as soon as they leave high school.

1. Look for allies in your school and school district.
2. Make it known that your classroom is a safe space and that it is safe for LGBTQ students, families and colleagues to be open with you. Get safe-space training and post an “ally” sticker on your classroom door and in your classroom.
3. Contact your teacher organization to access resources and professional development. Several teacher organizations have GSAs or Affinity groups for LGBTQ and LGBTQ-inclusive educators.
4. Access online resources.

RESOURCES

If there are no organizations in your area offering

support for LGBTQ students and LGBTQ-inclusive educators, try contacting the nearest urban LGBTQ organization, which may have a mandate to offer PD and/or support services in your region.

In addition, Public Health units sometimes offer support and PD related to LGBTQ student wellbeing including support for trans* and transitioning students. Other non-specialized organizations may offer support for LGBTQ youth, such as Brandon Rural Support phone line, Keeseekodwenin Ojibwa First Nation and the West Regional Tribal Council Health Department (all in Manitoba).

RESEARCH

The Every Teacher Project

➔ Note: We compared responses from participants in three categories: **city** (city greater than 100,000 or suburb); **small city** (city of 10,000 to 100,000 or small town or rural area within 150 kilometres of a city with a population over 100,000); and **rural** (town of less than 10,000 more than 150 kilometres from a city with a population over 100,000, rural area, First Nations reserve, or Armed Forces Base [AFB]). See the full report for many additional findings.

➔ *Safety.* Educators in rural schools were the least likely to think their school was safe for LGB students (56% vs. 73% cities and 74% small cities) or trans* (39% vs. 56% cities and 51% small cities) students.

➔ Educators from rural schools were more likely to support safety through regulation of behaviour (35% vs. 28% small cities and 19% cities) and much less likely to support safety through inclusion (51% vs. 71% cities and 63% small cities).

➔ The posting of safe space or ally stickers was far less common for rural educators

(20% vs. 42% cities and 23% small cities), as were other efforts to create a safe climate such as books (15% rural vs. 33% cities and 22% small cities) and posters (24% rural vs. 50% cities and 38% small cities). Rural educators were also far less likely to have participated in LGBTQ-inclusive efforts at their school (15% vs. 46% cities and 29% small cities).

- ➔ Educators in rural schools were most likely to hear homonegative comments such as “that’s so gay” at least weekly (57% vs. 52% cities and 43% small cities), but least likely to hear colleagues making homonegative comments (14% vs. 24% cities and 20% small cities). They were also least likely to hear homophobic comments such as “faggot” (18% vs. 37% cities and 34% small cities).
- ➔ Educators in rural schools were least likely to be aware of physical harassment of LGBTQ students (27% vs. 39% cities and 31% small cities), but also least likely to see their schools as responding effectively (17% vs. 33% cities and 28% small cities).
- ➔ *Personal connections.* Rural educators were the least likely to know of at least one LGB student in their school (70% vs. 95% cities and 79% small cities), but two-thirds knew of at least one. Similarly, they were least likely to know of at least one trans student in their school (16% vs. 47% cities and 31% small cities). They were also least likely to have had a student talk to them about being LGBTQ (18% vs. 40% cities and 30% small cities).
- ➔ *Professional Support.* Rural educators were least likely to have attended LGBTQ-related PD (13% vs. 40% cities and 23% small cities) or to have a district resource person on LGBTQ topics (15% vs. 63% cities and 43% small cities). They were much less likely to know of related teacher organization committees (43% vs. 74% cities and 64% small cities) or resource staff (40% vs. 69% cities and 59% small cities). They were also less likely to know of web resources or to have used them: 61% rural with 14% having used them vs. 88% cities with 52% having used them, and 79% small cities with 40% having used them.

However, almost all rural educators who had received complaints about including LGBTQ topics reported they were supported by their principal (94% vs. 66% cities and 79% small cities).

- ➔ *Attitudes.* Educators from rural schools were much more likely to agree that “LGBTQ people seem to focus on the ways in which they differ from heterosexuals and ignore the ways they are the same” (38% vs. 23% cities and 23% small cities). They were less likely to agree that “LGBTQ students do not have all the protections they need” (68% vs. 83% cities and 84% small cities). However, they were just as likely to agree that “LGBTQ students who are ‘out of the closet’ should be admired for their courage,” (84% vs. 84% cities and 82% small cities).

First National Climate Survey

- ➔ Comparisons of results between urban and rural, remote, and northern participants can be found throughout the report.

Other research

There has been comparatively little research on the experiences of LGTBQ staff and students in rural, remote, or northern contexts. Representative titles follow:

Cohn, T.J. & Hastings, S.L. (2010). Resilience among rural lesbian youth. *Journal of Lesbian Studies*, 14(1), 71-79.

Dahl, A.L., Scott, R.K., & Peace, Z. (2015). Trials and triumph: Lesbian and Gay young adults raised in a rural context. *Social Sciences*, 4, 925–939.

Gray, M.L. (2009). *Out in the country: Youth, media, and queer visibility in rural America*. New York: New York University Press.

Hain, M. (2016). “We are here for you”: The It Gets Better project, queering rural space, and cultivating queer media literacy. In Gray, M.L., Johnson, C.R., & Gilley, B. (Eds.), *Queering the countryside: New frontiers in rural queer studies*. New York: New York University Press.

O’Connell, L.M., Atlas, J.G., Saunders, A.L., & Philbrick, R. (2010). Perceptions of rural school staff regarding sexual minority students. *Journal of LGBT Youth*, 7(4), 293-309.

Paceley, M.S. (2016). Gender and sexual minority youth in nonmetropolitan communities: Individual- and community-level needs for support. *Families in Society: Journal of Contemporary Social Services*, 97(2), 77-85.

Palmer, N. A., Kosciw, J. G., & Bartkiewicz, M. J. (2012).

Strengths and Silences: The Experiences of Lesbian, Gay, Bisexual and Transgender Students in Rural and Small Town Schools. New York: GLSEN.

Poon, C.S. & Saewyc, E. (2009). Out yonder: Sexual-minority adolescents in rural communities in British Columbia. *American Journal of Public Health*, 99(1), 1-7.

[ADVICE FOR EARLY-YEARS TEACHERS] (PRE-K TO GRADE 4)

ISSUES

One of the more common reasons given by educators in the Every Teacher Project for not practicing LGBTQ-inclusive education was that “my students are too young.” This may stem from a false belief that LGBTQ-inclusive education is education about sexual practices. It is important to address LGBTQ inclusion in early years for many reasons:

- ➔ many early-years students have LGBTQ parents, siblings and other loved ones
- ➔ many early-years trans* students are already keenly aware that their gender identity differs from the gender associated with their birth-assigned sex
- ➔ many pre-adolescent students who will grow up to be LGB adults are already experiencing same-sex attractions and are internalizing negative messages about being gay
- ➔ cisgender heterosexual children also experience gender policing and homophobic harassment

All of these children are hurt by school climates where they are exposed to harassment and feel excluded from the school community.

Moreover, early-years students in general are already learning to make negative comments about LGBTQ people as a routine schoolyard pastime. Research shows that homophobic, biphobic, and transphobic behaviours acquired in early years can be very difficult to “unlearn” later on. Early-years educators who make efforts to discourage those behaviours in their students help to produce more inclusive futures for LGBTQ students, families, and staff.

Another related issue in early-years education is the common misconception that any man who wants to teach young children has pedophile tendencies. This

has been particularly damaging to sexual minority men and has no doubt discouraged both CH and sexual minority men from entering the profession.

INCLUSIVE PRACTICES

You will find many resources for early years teachers in the resources below. A good place to start is the following:

1. Seek professional development opportunities in LGBTQ-inclusive education and supporting trans* students for your school (or for yourself, if there is no support at the school level).
2. Try to avoid assumptions of heterosexuality and binary gender practices (e.g., say “parents” instead of “mom and dad”; “everyone born in the first half of the year line up here and everyone born in the second half line up there” instead of “boys line up here and girls there”).
3. Support students’ right to express their gender freely and watch for signs that a student may need trans* accommodations.
4. Look for curricular entry points for LGBTQ-inclusive examples, films, and storybooks.
5. Make sure that LGBTQ parents feel welcome at parent meetings and family events.
6. Change all your letters, etc., home to parents as “Dear (Name of Your School) Families”: (this includes a much broader range of families than the traditional family).

RESOURCES

Alberta Teachers’ Association. (2015). *PRISM toolkit for safe and caring discussions about sexual and gender minorities: Elementary edition*. The PRISM toolkits (the Secondary edition was published in 2016) are among the few LGBTQ-inclusive education resources authorized by a Ministry of Education.

https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-15cPrismToolkitBooklet_Web.pdf

The Elementary Teachers' Federation of Ontario (ETFO) offers a range of professional development workshops that are described at the links below:

- ➔ LGBTQ Awareness in Primary Classroom Workshop <http://www.etfo.ca/AboutETFO/ProvincialOffice/EquityandWomensServices/Documents/Equity%20Workshops%202016-2017.pdf>
- ➔ *Social Justice Begins with Me* Kit <http://www.etfo.ca/resources/socialjustice/pages/default.aspx>
- ➔ *LGBTQ Inclusive SchoolPlace Starts Here* video and resource package <http://www.etfo.ca/advocacyandaction/lgbtqschoolplace/pages/default.aspx>

ETFO has also produced a list of Suggested Resources for Gender Independent Children and Transgender Youth/Adults: <http://www.etfo.ca/AdvocacyandAction/SocialJusticeandEquity/ResourcesGenderIndependentChildren/Pages/default.aspx>

There are many relevant picture books and films for young children. Two Canadian authors are listed below:

- ➔ Karleen Pendleton Jimenez (<http://people.trentu.ca/~kpendletonjimenez/>). Author of the picture book *Are you a Girl or a Boy?* and the film *Tomboy* <https://vimeo.com/10772672>
- ➔ Jackie Swirsky. Author of the picture book *Be Yourself*. The *Be Yourself* website has lesson plans and activities to accompany the book and links to recommended books and resources for gender creative children and their teachers: <http://www.beyourselfbook.ca>
- ➔ *That's a Family!* "[A]n entertaining documentary that breaks new ground in helping children in grades K-8 understand the different shapes families take today."

[Videos and instruction guide from Groundspark.org]

- ➔ *It's Elementary! Talking about gay issues in school.* "[A] highly acclaimed film shot in first through eighth grade classrooms across the United States. The film, intended for an adult audience, is a window into what really happens when educators address gay issues with their students in age-appropriate and sensitive ways. The children in *It's Elementary* respond with enormous wisdom, compassion and humor. After watching them and their talented teachers, audiences all over the world have come away with a renewed commitment to help young people address prejudice of all kinds and the techniques to help them do so." [PD videos and instruction guide, from Groundspark.org]

Finally, there are many articles and books on LGBTQ-inclusive education in early-years education, including the following:

- ➔ No Outsiders Project (2010). *Undoing homophobia in primary schools*. London UK: Trentham Books. "This book is a celebration of recognition, affirmation and inclusion. Primary teachers tell the story of how they have challenged the taken-for-granted norms and silences in primary schools around sexual orientation and gender expression."
- ➔ DePalma, R. (Author) & Atkinson, E. (Ed.). 2009. *Interrogating heteronormativity in primary schools*. London UK: Trentham Books. "The No Outsiders team, a collaboration of primary education practitioners and university researchers, has taken groundbreaking steps in addressing lesbian, gay, bisexual and transgender equality in primary schools. DePalma and Atkinson and their colleagues from the ESRC-funded No Outsiders research team explore and analyze central issues which permeate the team's challenge to gender conformity through primary education."

➔ Deborah Price & Kath Tayler. (2015). *LGBT diversity and inclusion in early years education*. London: Routledge. "Children and families come in all shapes and sizes, as do members of staff. *LGBT Diversity and Inclusion in Early Years Education* will support practitioners in thinking about LGBT issues in relation to their early years practice."

RESEARCH

Every Teacher Project

Note: We used three categories: Early years (Pre-K to Grade 4), Middle years (Grades 5 to 8), Senior years (Grades 9 to 12). See the full report for many additional findings.

- ➔ **Safety.** Elementary (early and middle years) educators are somewhat less likely than senior-years educators to hear homonegative and homophobic language from their students, but they are only slightly less likely to be aware of gender policing behaviours. They were just as likely to hear remarks about boys acting "too much like a girl," (70% vs. 69% senior) and about girls acting "too much like a boy" (54% vs. 56% senior).
- ➔ 35% of early-years educators (vs. 61% senior and 46% middle) heard homonegative remarks, such as "that's so gay" at least weekly from students.
- ➔ Early-years educators were only slightly less likely to be aware of verbal harassment based on sexual orientation or gender expression (62% vs. 65% middle and 71% senior). Although most early-years students have not yet become aware of their own sexual orientations, they are still using homonegative and homophobic language and policing gender conformity with comments about boys acting "too much like a girl" and vice versa.
- ➔ There was little difference among early-years and senior-years participants in awareness of physical harassment targeting boys who act "too much like a girl" (53% vs. 54%), girls who act "too much like a boy" (29% vs. 34%), or gender non-conformity in clothing (24%

vs. 26%). Over one-quarter (27%) of early-years educators were aware of physical harassment on the basis of sexual orientation (vs. 31% middle and 38% senior). With over a quarter of early-years educators reporting physical harassment based on sexual identity, gender identity and gender expression, and almost two-thirds reporting verbal harassment it is evident that interventions suited to early-years students are needed.

- ➔ **Attitudes.** Early-years educators are almost as likely (81%) to approve of LGBTQ-inclusive education as middle-years (86%) or senior-years educators (86%). They were no more likely to agree that teachers should be able to opt out of LGBTQ-inclusive education if it is against their religious beliefs (18% vs. 18% middle and 19% senior). They were a little less likely to consider it personally important to address LGBTQ issues (81% vs. 86% middle and 91% senior).
- ➔ **Practices.** Two-thirds (68%) of early-years teachers reported including LGBTQ issues in their curriculum (vs. 84% in senior years); the most common practice was addressing topics in sexual health, family, and healthy relationships (44% vs. 49%), followed by using inclusive language and examples (40% vs. 57%), challenging homophobia (40% vs. 66%), and including LGBTQ rights when talking about human rights (32% vs. 44%).
- ➔ They were less likely to report having had a student talk to them about being LGBTQ (16% vs. 29% middle and 48% senior). However, 16% is still a substantial number and early-years educators need to be prepared.
- ➔ **Supports.** 40% of early-years educators indicated that their schools had a teacher who identified as an ally, 32% had a guidance counsellor who identified as an ally, 30% had resources in the school library, 19% had one or more LGBTQ teachers, and 6% had a GSA. They were somewhat less likely to be confident in support from administration (59% vs. 72% senior and 63% middle).

➡ They were less likely to be aware of LGBTQ resources and less likely to use them. For instance, 72% were aware of web-based resources and 32% used them (vs. 82% middle with 42% having used them, and 87% senior with 49% having used them). They were also less likely to be aware of LGBTQ curriculum guides (50% aware, 25% used

them) and LGBTQ library holdings (48% aware, 20% used them) than educators working in middle years (56% aware of curriculum guides, 30% used them; 52% aware of library holdings, 24% used them) and those working in senior years (55% aware of curriculum guides, 28% used them; 54% aware of library holdings, 24% used them).

[SUMMARY OF RESULTS OF THE EVERY TEACHER PROJECT]

The complete final report of the *Every Teacher Project on LGBTQ-inclusive education in Canada's K-12 schools* can be downloaded at www.uwinnipeg.ca/rise.

Among the key findings of the Every Teacher Project on LGBTQ-Inclusive Education are the following:

Large numbers of educators were aware of HBTP harassment and exclusion of LGBTQ students, students perceived to be LGBTQ, and heterosexual students. Most were aware of the presence of LGBTQ students.

⇒ **Safety.** Almost all educators (97%) considered their school to be safe but when they were asked questions that focus on the safety of LGBTQ students the numbers dropped substantially, especially for trans* students. LGBTQ participants and FNMI or other racialized participants were even more likely than CH or White participants to see their schools as unsafe for LGBTQ students.

⇒ **Harassment.** Participants were aware of HBTP exclusion and harassment of all kinds, ranging from two-thirds aware of verbal harassment in the past twelve months to 1 in 5 aware of sexual humiliation. Awareness was strongly correlated to participant characteristics, including identifying as a man, LGBTQ or FNMI; working as a guidance counsellor; approving of LGBTQ-inclusive education; or affiliation with a faith that approves of same-sex marriage. Awareness was not always strongly correlated to school characteristics; e.g., participants from Catholic schools were just as aware as those from secular schools of incidents of HBTP harassment; early-years, middle-years and senior-years educators were similar in their awareness (e.g., 62%, 65% and 71% respectively aware of verbal harassment). However,

participants from low SES school populations were much more likely to be aware of HBTP verbal and physical harassment.

⇒ **Harassment of perceived LGBTQ and heterosexual students.** Many participants reported awareness of HBTP harassment of students perceived to be LGBTQ (e.g., 56% of Ontario participants aware) and of heterosexual students (e.g., 42% of Ontario participants).

⇒ **Impact of HBTP harassment.** Over half (55%) of the participants who reported being aware of HBTP harassment were also aware of the harassment leading to self-harming behaviours among LGBTQ students.

⇒ **HBTP harassment policy.** Participants who felt they had been well prepared to enact HBTP harassment policies were much less likely to be aware of such harassment, which suggests that policies coupled with training reduces the incidence of harassment.

⇒ **Homonegative comments such as "That's so gay."** Although LGBTQ students constitute a small minority of any school population, educators were even more likely to hear homonegative remarks frequently (49% heard daily or weekly) than to hear sexist remarks aimed at girls (41%) or remarks about body-size or appearance (36%). LGBTQ participants were somewhat more likely (56%) to report frequently hearing homonegative comments than CH participants (47%).

⇒ **Intervention.** Most participants reported always intervening when they heard verbal harassment of any kind. They were most likely to always intervene in

incidents of homophobic comments (such as “faggot”) and least likely in incidents of sexist remarks aimed at boys (such as “boys are stupid”). Only 30% of educators felt that their schools responded effectively to incidents of HBTP harassment, with participants from cities/suburban areas more likely than those from smaller communities, and Catholic school educators less likely than secular school educators. Participants who felt well prepared to implement their school’s HBTP harassment policy were far more likely to see their school as intervening effectively than those from schools with no policy or inadequate training on using the policy.

➔ **Educator use of homonegative and homophobic comments.** One in five participants overall reported hearing teachers make homonegative comments such as “that’s so gay” at school, with likelihood higher among Catholic school participants (28%) and Ontario participants (also 28%). A third of participants (34%) reported having heard teachers use homophobic remarks such as “faggot” and “dyke” at school. LGBTQ participants were more likely than CH to have heard teachers using such language, and racialized were more likely than white or FNMI.

➔ **Transnegative comments.** Participants were more likely to report awareness of harassment of boys for acting like a girl (50%) than of girls for acting like a boy (30%). Trans* participants were more likely than cisgender participants to hear such comments. Participants in schools with transphobic harassment policies were much less likely to hear such comments, and far less likely if they had been well trained in the policy.

➔ **Presence of LGBTQ students.** Most Catholic school and secular school participants were aware of the presence of LGB students in their schools, although educators from cities and suburban areas were much more likely to be aware than those from smaller centres. Fewer were aware of the presence of trans* students.

Despite widespread awareness of HBTP harassment and exclusion, schools varied considerably in the implementation of Gay-Straight Alliance (GSA) clubs, LGBTQ-inclusive events and activities, postering, etc., but some schools at all levels have done this.

➔ **LGBTQ visibility.** Likelihood of having a GSA was strongly correlated with grade level; for instance, 1 in 4 participants from schools with Grade 8 as their highest level reported having a GSA versus over half of those from schools with Grade 12 as their highest level. Only 1 in 4 participants reported their school had not participated in any LGBTQ-themed events. Participants from Catholic schools were much less likely to report their school having a GSA or participating in such events. BC and Ontario educators reported the highest levels of involvement and visibility, with Alberta, Saskatchewan and the Territories reporting the lowest. Senior-years teachers were much more likely to report having various resources on LGBTQ topics.

Most participants in both the secular and Catholic school systems approved of LGBTQ-inclusive education and see it as relevant in a range of subject areas, but somewhat fewer would be comfortable discussing LGBTQ topics with students.

➔ **Personal values and religion.** The vast majority of educators (85%) reported that they approve of LGBTQ-inclusive education. Educators from Catholic schools were only slightly less likely to approve of LGBTQ-inclusive education and slightly more likely to be opposed to it. Most see LGBTQ rights as human rights (96%) and reported that it was personally important for them to address human rights and social justice (98%) issues, but somewhat fewer indicated it was important for them to address LGBTQ issues (87%) or issues of gender expression (85%) than to address multiculturalism (97%) or gender equity (96%). The vast majority of participants agreed that “students should be allowed to express their gender any way they like” (90%) and approved of same-sex marriage (88%). Almost all (99%) educators from a faith that supported

same-sex marriage also personally supported same-sex marriage, as did, notably, 87% of those from religions with mixed views and 78% from religions that opposed same-sex marriage. Among participants with no formal religion, 95% personally approved of same-sex marriage. A related finding was that 81% of educators from Catholic schools supported same-sex marriage (vs. 90% from secular schools). Fewer than 1 in 5 educators who attended services pertaining to their religion only a few times per year agreed that teachers should be able to opt out of LGBTQ-inclusive education, but over half of respondents who typically attended Christian services more than once a week agreed (33% for Catholic services, 71% for non-Catholic).

➔ **School safety.** When asked what school safety required, almost three-quarters of educators selected “inclusion (e.g., through curriculum, school clubs and events, and policy)” rather than regulation of behaviour.

➔ **LGBTQ content in the curriculum.** Educators were most likely to report that LGBTQ content was relevant to “health/family studies/human ecology” (86%), but this was closely followed by many other subjects including social studies (79%), English language arts (78%), and social justice/law (78%). Many participants also saw LGBTQ content as relevant to history (63%), religion (59%), the arts (57%), French language arts (53%), science (46%), and physical education (46%). One in five saw it as relevant to mathematics (22%).

➔ **Comfort level in discussing LGBTQ topics with students.** Almost all (99%) participants agreed that “it is important for students to have someone to talk to,” but only 73% indicated they would be comfortable discussing LGBTQ topics with students. Likelihood of being comfortable was strongly correlated to participant characteristics, with guidance counsellors, LGBTQ participants, FNMI participants and senior-years

educators being more comfortable than their respective counterparts. Participants from Catholic schools were much less likely to be comfortable (57%) than those from secular schools (76%) even though they were almost as likely to approve of LGBTQ-inclusive education (83% vs. 85%).

We found that educators were less likely to practice LGBTQ-inclusive education than to approve of it or to see it as relevant.

➔ **School-level practices.** Overall, 37% of educators reported having participated in LGBTQ-inclusive efforts at their school, with 80% of guidance counsellors having participated. Regional participation varied from a high of 45% in Ontario to a low of 15% in Alberta/Saskatchewan.

➔ **Classroom practices.** Three-quarters of teachers (78%) reported that they had included LGBTQ content in some way. The most common forms of inclusion were challenging homophobia (53%) and using inclusive language and examples (49%). Two-thirds (68%) of early-years teachers reported including LGBTQ content in their curriculum (vs. 84% in senior years).

Most educators believed there were no formal restrictions on LGBTQ-related content in the classroom (even in Alberta, where there was a parental notification requirement active throughout the duration of the survey), which raises the question, “What is holding some educators back from integrating such content, or integrating it more thoroughly?” To explore this question we examined a number of possible internal and external factors.

➔ **Job security.** LGBTQ educators were more likely than CH educators to report that discussing LGBTQ issues would jeopardize their job. Participants from the Catholic school system were much more likely than those from secular schools to feel their job would be jeopardized (55% Catholic vs. 34% secular in Alberta, and 53% vs. 20% in Ontario).

➔ **Confidence in teaching efficacy.** Over three-quarters (76%) of educators agreed that they could respond effectively when anti-LGBTQ incidents took place at their school. Educators from Roman Catholic schools were somewhat less likely to agree (64%) than those from secular schools (78%). The highest level of agreement was found among those educators from schools with homophobic or transphobic harassment policies who felt very well trained on the policy (94% and 96%, respectively).

➔ **Inhibiting factors.** Educators' own perceptions of what would prevent them from addressing LGBTQ issues included lack of training and/or resources (33%), student-based reasons such as believing their students were too young (31%), fear-based reasons external to the school such as parental opposition (23%), and fear-based reasons internal to the school such as opposition from school administration (14%). Only 2% reported that "homosexuality is contrary to my religious convictions" (5% for Catholic school educators vs. 1% for secular). Catholic school educators were much more likely than secular ones to indicate inhibiting effects included insufficient training and opposition from religious groups, parents, trustees, school division, and school administration. LGBTQ educators were much more likely than CH to cite job insecurities, and CH educators were much more likely to cite insufficient training and resources.

➔ **Childhood experiences of being bullied.** Over two-thirds of participants reported that they themselves had been bullied or harassed as minors. LGBTQ participants were more likely than CH to report having been bullied (77% vs. 65%), cisgender men (83%) more likely than trans* respondents (74%) or cisgender women (63%), and FNMI (80%) more likely than White (69%) or racialized (54%). Almost three-quarters (74%) of participants who had been bullied replied that they had not received any support from school staff. Those who had received no support or been blamed were much more likely to report that the harassment still distressed them.

➔ **Childhood experiences of bullying others.** Cisgender men who had bullied were more likely than cisgender women who had bullied to report having bullied another student for being LGBTQ or being perceived to be LGBTQ (21% vs. 5%). LGBTQ respondents who had bullied were more likely than their CH counterparts (14% vs. 8%) to report having bullied another student for being or being perceived to be LGBTQ, with 30% of trans* respondents who had bullied reporting having participated in this type of bullying. Consistent with other research, respondents who had been victimized themselves as minors were more likely to have participated in bullying others (13% vs. 4%).

➔ **Mental health of educators.** Despite relative invisibility and ongoing stigmatization of LGBTQ identities in many schools, LGBTQ educators (67%) were only somewhat less likely than CH educators (78%) to be at the "flourishing" end of the Mental Health Continuum. Participants who were still suffering the impact of childhood experiences of bullying were far less likely to be flourishing. Educators who worked in a school with a homophobic harassment policy or a GSA were more likely to be flourishing than those who did not.

➔ **LGBTQ educators.** Two-thirds (67%) of participants were aware of a teacher being harassed by students because they were or were perceived to be LGB, and one-fourth (23%) were aware of a teacher being harassed because of their gender expression. One-fourth (26%) were aware of a teacher having been harassed by their colleagues because they were or were perceived to be LGB and 1 in 10 (10%) were aware of a teacher having been harassed for their gender expression. Most LGBTQ participants (73%) were not out to administration when they were hired, but the vast majority were out at the time of the survey to at least one person at their school (gay men 93%, lesbians 94%, but bisexuals only 61%). They were far less likely to have ever mentioned their partners in conversation

with students (59%) than CH participants (84%), especially if they were in Catholic schools (35%). However, of those who were out to their whole school community, almost half (47%) felt that their school community's response to them was very supportive, and almost half (48%) generally supportive.

➔ **Personal connection with LGBTQ individuals.** Virtually all (99%) participants reported personally knowing someone who is LGBTQ, which may help to explain our findings of a very high level of support for LGBTQ-inclusive education. Cisgender men were much more likely to have had a student talk to them about being LGBTQ (46%) than cisgender women (31%) or trans* respondents (30%). Catholic school educators (28%) were only slightly less likely than secular school ones (36%) to have had a student talk to them about being LGBTQ. Educators who approved of LGBTQ-inclusive education were more likely to have had a student speak with them (38%) than those who were either neutral (27%) or opposed (11%), which suggests that educators' attitudes are often apparent to LGBTQ students. Almost 1 in 6 early-years educators had had a student speak to them about being LGBTQ.

➔ **Leadership in LGBTQ-inclusive education.** Overall, teachers were more likely to see themselves as showing leadership and least likely to see administration or the Ministry of Education as showing leadership. Guidance counsellors saw both teachers and themselves as showing leadership. Many reported that no one shows leadership (e.g., 42% Catholic school educators vs. 19% secular reported no one shows leadership on curriculum, 48% vs. 25% on programming).

➔ **Experiences of complaints about practicing LGBTQ-inclusive education.** Only 1 in 5 teachers who had included LGBTQ content reported having received complaints. LGBTQ teachers were more likely (28%) than CH teachers (14%) to have received complaints, trans* (42%) much more likely than cisgender women (20%) or cisgender men (15%), and FNMI

(37%) much more likely than racialized (25%) or White teachers (17%). Teachers from Catholic schools (22%) were only slightly more likely than those from secular schools (18%). Of those who received complaints, most (72%) reported that their principal had supported them, with teachers from Catholic schools being even more likely than those from secular schools to report that their principal had supported them (88% vs. 70%). Almost all FNMI teachers reported that their principals had supported them (97%) and nearly three-quarters (74%) of White teachers, but less than one-third (31%) of racialized teachers.

➔ **Anticipated support.** Expectation of support from their teacher organization was strongly correlated to personal and school characteristics. For example, LGBTQ (85%), racialized (86%), and secular school educators (82%) were more likely than CH (76%), White (77%), FNMI (66%), or Catholic school (56%) educators to expect support from their teacher organization if they were to include LGBTQ content. Teachers who approved of LGBTQ-inclusive education (80%) were far more likely to expect support than those who were opposed (55%). Teachers were somewhat less likely to be confident that legislation, administration or colleagues would support them. They were more likely to be confident of support from colleagues in schools with HBTP harassment policies than in schools without such policies.

➔ **Bachelor of Education preparation.** Almost two-thirds of participants who had completed their B.Ed. degrees in the previous five years reported that they had not been at all prepared for sexual and gender diversity education in their B.Ed. degrees. Participants reported that few courses, if any, incorporated LGBTQ content. They were most likely to encounter content on homophobia (62%, with 22% reporting this topic was addressed in more than one course) and material on issues that LGBTQ students face (55%, with only 17% reporting this topic was

addressed in more than one course). Graduate courses were somewhat more likely to include LGBTQ content.

We found that participation in professional development on LGBTQ-inclusive education and educators' perception of the availability of school district resource personnel were highly dependent on personal and school characteristics.

➔ **Professional development offered by school or school district.**

One-third (32%) of respondents had attended professional development offered by their school or school district that addressed LGBTQ education. Those identifying with a religion that approved of same-sex marriage were more likely to attend (44%) than those from a religion with mixed views on same-sex marriage (25%) or those whose religion generally disapproved of same-sex marriage (18%); 43% of respondents with no formal religion had attended. Respondents from schools with homophobic/transphobic harassment policy were far more likely to have attended (45%/47%) than those without homophobic/transphobic harassment policy (14%/23%). Catholic school educators were much less likely to have attended (20%) than secular school educators (35%). Only 6% of educators from French language schools reported having attended, compared to 35% from English language schools and 34% from mixed French and English language schools.

➔ **School district resource personnel.**

Two-thirds (67%) of respondents from schools with homophobic harassment policy and almost three quarters (74%) of those from schools with transphobic harassment policy reported having a resource person specializing in LGBTQ issues, versus 32% of those from schools without homophobic harassment policy and 34% without transphobic harassment policy. Educators from Catholic schools were far less likely to have a resource person available through their school district (15%) than those working in secular schools (59%).

➔ **Teacher organization workshops and resources.**

The majority (61%) of participants reported that their local or provincial/

territorial teacher organization held professional development workshops or training that addressed LGBTQ education. Over half of these (32%) had attended this training, while 16% were invited but unable to attend and 13% were invited but chose not to attend. LGBTQ educators were far more likely to have attended (46% vs. 25% CH). Educators whose current religion approved of same-sex marriage were far more likely to have attended (53%) than those whose religion held mixed views (15%). In contrast, one-third (34%) of those whose religion was generally opposed reported having attended. Catholic school educators were less likely than secular school educators to report that their teacher organization offered professional development workshops or training (45% vs. 64%), though they were only slightly less likely to attend (29% vs. 32% attended). They were also less likely to report the availability of a teacher organization resource person specializing in LGBTQ issues, with only 32% reporting they knew of such a person, compared to 69% of educators from secular schools. Regionally, educators in British Columbia were most likely to report their teacher organization had committees or cohorts on LGBTQ issues (84%), followed by Ontario (73%), Saskatchewan (66%), Nova Scotia (65%), Manitoba (55%), New Brunswick (53%), Newfoundland & Labrador (44%), and Alberta (42%).

➔ **Perspective on value of school system interventions for LGBTQ students.**

Respondents indicated that broad-based institutional support for LGBTQ inclusion would be the most helpful in creating safer schools through such initiatives as having a principal or superintendent who openly supported teachers who take action on LGBTQ issues (81% very helpful), respectful inclusion in schools (79% very helpful), and respectful inclusion of LGBTQ content in the curriculum (78%). Support was much lower for anti-transphobia curriculum (54% very helpful), which suggests that there is a need for more awareness of the impact of transphobia on students. Establishing safe spaces in schools (such as by having an ally on staff that students can talk to) was most likely to be seen as very helpful (84%). Respondents were most likely to see the

regulation of behaviour and security measures as harmful to LGBTQ students, but showed strong support for the legal enforcement of punishment for criminal assaults (64% very helpful and 25% somewhat helpful). Educators who were supportive of LGBTQ-inclusive education were consistently much more likely to view

various efforts as very helpful than those who were neutral or opposed. Catholic school and secular school educators were similarly strong in support of initiatives such as LGBTQ-inclusive equity policies, open support from principals and superintendents, GSAs, and LGBTQ inclusion in the school community and curriculum.

[SUPPORTING RESEARCH]

In this final section of the toolkit, you will find information about supporting resources including materials referred to earlier in the toolkit, and in some cases, the documents themselves. For example, we include examples of model policies and legislation, links to online resources, and information on how to acquire other resources. Some documents appear in more than one category for ease of access.

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Programming (e.g., safe spaces, allies/role models, visibility at school, Pride participation).....	207
Professional Development and Training Opportunities.....	213
B.Ed. and graduate courses & LGBTQ-inclusive education specialists.....	217
Mega resources.....	219

Note: The resource listings that follow are not comprehensive. There has been substantial work done by teacher organizations, school districts, educator networks, community organizations, and curriculum developers to develop LGBTQ-inclusive resources in order to provide equity in sexual and gender diversity education. The resources that follow are meant to provide accessible resources that can be used in a variety of contexts and that are readily available in various regions. Where possible, we provide links to online materials and we have tried to include regional representation across Canada. There are a great many resources available, but in the following resource lists we mainly highlight links and resources that are freely available online.

[LEGISLATION]

Legislation that provides explicit protections for LGBTQ individuals has been created in some provinces/territories but not in others. Four provinces have relevant **education or public schools** legislation regarding LGBTQ inclusion but scope and implementation provision varies.

➔ Québec's Bill 56 (2012) amended the *Education Act* to promote healthy and secure school climates through bullying and violence prevention measures, requiring all schools/educational institutions, both public and private, to implement anti-bullying and anti-violence plans; among the named elements of the plan, prevention measures are mandated to end all forms of bullying or harassment, particularly those based on homophobia, sexual orientation, and sexual identity.

>>Québec (2012). *Bill 56, An Act to prevent and stop bullying and violence in schools*, can be found here: <http://www.education.gouv.qc.ca/en/current-initiatives/bullying-and-violence-in-the-schools/bill-56>.

➔ Ontario's Bill 13 (2012) amended the *Education Act*, explicitly naming sexual orientation, gender identity, and gender expression as protected grounds against bullying and includes these same attributes within their provisions for creating safe and inclusive school climates for all students (by allowing the creation of gay-straight alliances and other gender and sexuality alliance clubs with the purpose of creating safe, inclusive schools). Specifically, the amendment requires school districts to support GSAs on student request, including school districts in Ontario's publicly funded Roman Catholic school system.

>>Ontario (2012). *Bill 13, Accepting Schools Act*, can be found here: http://www.ontla.on.ca/bills/bills-files/40_Parliament/Session1/b013ra.pdf

➔ Similarly, Manitoba's Bill 18 (2013) amended *The Public Schools Act* to explicitly include sexual orientation and gender identity within a mandated respect for human diversity policy at the school division level prohibiting bullying and promoting safe schools, as well as granting students the ability to create gay-straight alliances under this name. The amendment requires schools to support GSAs on student request, and requires school districts to implement policy that promotes respect and inclusion on a number of equity-related grounds including sexual orientation and gender expression.

>>Manitoba. (2013). *Bill 18, The Public Schools Amendment Act (Safe and Inclusive Schools)*, can be found here: <https://web2.gov.mb.ca/bills/40-2/pdf/b018.pdf>

➔ More recently, Alberta's Bill 10 (2014) amended the *Education Act* to ensure that students are permitted to start an organization or organize an activity to promote welcoming, caring, respectful and safe learning environment that respects diversity, including those organized around sexual orientation, gender identity, and gender expression such as gay-straight alliance clubs. The amendment requires schools to support GSAs on student request. However, previous legislation amending Alberta's human rights code requires that teachers cannot discuss sexuality in class without prior parental notification (as per Bill 44, *Human Rights, Citizenship, and Multiculturalism Amendment Act*).

>>Alberta (2014). *Bill 10, Act to Amend the Alberta Bill of Rights to Protect Our Children*, can be found here: https://education.alberta.ca/media/158726/act_to_amend_the_alberta_bill_of_rights_to_protect_our_children.pdf

>>Bill 44 legislation can be found here:
http://www.assembly.ab.ca/ISYS/LADDAR_files/docs/bills/bill/legislature_27/session_2/20090210_bill-044.pdf

Where provincial/territorial legislation does not exist, adoption of similar legislation should be advocated. Some provinces have pursued protections for and inclusion of LGBTQ students in other ways, such as through mandated district-level policy (as in British Columbia). However, even in provinces or territories where legislation exists, it is important to note that it often refers to creating safer and more respectful schools for LGBTQ students, which may be interpreted beyond the mere “letter of the law” and can be seen to extend to programming (e.g., student clubs, anti-bullying and LGBTQ awareness days such as Pink Shirt Day) and even curricular inclusion.

Teacher organizations can further influence the implementation of legislation and policy through participation in provincial/territorial curriculum advocacy, either by developing curriculum in conjunction with the Ministry of Education, such as Alberta Teachers’ Association’s PRISM Toolkits (see “Curriculum Resources”), or by sitting on provincial/territorial curriculum committees to advocate for LGBTQ-inclusive content that is approved within the official curriculum.

In addition to education legislation, protection from discrimination based on LGBTQ identity is enshrined in the **Charter of Rights and Freedoms**, explicitly in most provincial and territorial human rights codes, and in a range of workplace legislation concerning harassment and employee protections.

In the section on Equality Rights in the *Charter of Rights and Freedoms* (15[1] and [2]), equality is guaranteed before and under law and equal protection and benefit of law for every individual, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Equality before and under law and equal protection and benefit of law

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or

physical disability.

(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

See: <http://laws-lois.justice.gc.ca/eng/const/page-15.html>

Provincial and territorial **human rights codes** interpret the Charter’s equality rights and detail applicable characteristics, explicitly including sexual orientation in every province and territory in accordance with Charter principles. Most provincial/territorial human rights codes also read gender identity or gender expression in as applicable characteristics even when they are not explicitly mentioned under the provision prohibiting discrimination based on sex. (As of the end of 2016, “gender identity” is included in the human rights codes/acts of Manitoba, Northwest Territories, and Saskatchewan. Both “gender identity” and “gender expression” are included in the human rights codes/acts in Alberta, British Columbia, Newfoundland & Labrador, Nova Scotia, Ontario, Prince Edward Island, and Québec.)

Within provincial/territorial human rights codes/acts, sexual orientation is included within the list of protected attributes, prohibiting discrimination based on these grounds. Education legislation (e.g., *Education Act*, *The Public Schools Act*) often refers to human rights codes/acts in their own list of protected attributes and prohibited discriminatory practices, and there are usually ministerial policies and regulations that interpret legislation for practice. Respectful conduct is covered in a host of regulations including professional conduct codes of teacher organizations, respectful workplace legislation, employment standards acts, and school district harassment policy. (It is illegal to discriminate on the basis of sexual orientation. However, it is often argued that religious school systems are nevertheless entitled to communicate negative judgments of same-sex attractions and relationships, and of gender non-conforming behaviour in the course of religious instruction. See the section on Religious Organizations and the “Advice for Religious Contexts” appendix in this Toolkit.)

Workplace Health and Safety or Occupational Health and Safety legislation includes provisions for psychological health and safety, including students' and educators' wellbeing in schools. Schools will often have a health and safety committee and always have a person designated with responsibility for Workplace Health and Safety. Members of Workplace Health and Safety committees and those tasked with responsibility for these matters should be included in training and provided with appropriate PD around LGBTQ safety and inclusion. While Workplace Health & Safety or Occupational Health & Safety reps originally focused only on physical safety, their role has expanded with legislation to also now include psychological safety.

For example, Ontario's *Occupational Health & Safety Act* was amended by Bill 168, "An Act to amend the Occupational Health and Safety Act with respect to violence and harassment in the workplace and other matters," (2009) to include workplace violence and harassment prevention policies:

Section 32.0.1 of the Act requires an employer to prepare policies with respect to workplace

violence and workplace harassment, and to review the policies at least annually.

Section 32.0.2 of the Act requires an employer to develop a program to implement the workplace violence policy. The program must include measures to control risks of workplace violence identified in the risk assessment that is required under section 32.0.3, to summon immediate assistance when workplace violence occurs, and for workers to report incidents of workplace violence. The program must also set out how the employer will deal with incidents and complaints of workplace violence.

Section 32.0.3 of the Act requires an employer to assess the risks of workplace violence and to report the results of the assessment to the joint health and safety committee or to a health and safety representative. If there is no committee or representative, the results must be reported to the workers. The risks must be reassessed as often as is necessary to protect workers from workplace violence.

[GOVERNMENT POLICY]

Either following legislation, or in some cases in lieu of legislation, some provinces/territories have instituted policies, or guidelines for best practices, to help school boards institute required changes.

Provinces/territories with legislation often have policies or guidelines to provide guidance on how school districts/boards and schools can align their practices in accordance with legislation. These guidelines offer advice on creating safe and supportive school climates for sexual and gender diverse–youth by providing educators with insight on various topics, often including reviewing and revising existing policies, regulations, procedures, and resources; creating new policies, regulations, procedures, and resources; instituting appropriate professional development and providing opportunities for professional conversations; and communicating with students, staff, and guardians more effectively.

➔ **Government of Alberta:**

Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions

<https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>

This 20-page document provides guidance on the “creation of welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.” The document is structured around 12 best practices with a listing of additional resources.

➔ **Government of Manitoba:**

Manitoba’s Safe and Caring Schools resources include a number of support documents relevant to provincial safe schools legislation, including “Safe and Caring Schools: Respect for Human Diversity Policies,” for school district use in developing compliant policies. http://www.edu.gov.mb.ca/k12/safe_schools/links.html

Manitoba’s Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (MB MYGSA) handbook includes regional contacts, frequently asked questions about legislation and human rights, curriculum and resources for educators, administrators and guidance counsellors, and information about getting started. This resource is available online: http://www.edu.gov.mb.ca/k12/safe_schools/pdf/mygsal_doc.pdf

➔ **Government of Ontario:**

Ontario’s revised Code of Conduct reflects provisions of the *Accepting Schools Act* (Bill 13): <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Equity and Inclusive Education Resource Kit for Ontario High Schools (MyGSA)

This handbook provides practical information on regional contacts, frequently asked questions about legislation and human rights, curriculum and resources for educators, administrators and guidance counsellors, and information about getting started. http://egale.ca/wp-content/uploads/2015/09/MyGSA_ON_Resource_CompleteKit.pdf
<http://mygsa.ca/sites/default/files/Complete%20GSA%20Kit%20-%20ON.pdf>

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

Although these guidelines were originally released in 2009, they have been revised and updated following the amendments made to the *Education Act* through the *Accepting Schools Act* in 2012. These guidelines offer development and implementation strategies for school districts. <http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

QuickFacts document available here:
http://www.edu.gov.on.ca/eng/policyfunding/equity_quick_facts_en.pdf

In some provinces/territories without legislation, education departments have worked to provide resources and guidelines for creating safe and supportive learning environments for LGBTQ youth.

➔ **British Columbia**

SOGI 123 takes the approach that LGBTQ-inclusive education is as easy as SOGI 123: (1) Policy; (2) Environments; and (3) Curriculum. They gather a list of tools and resources to help school districts in BC meet provincial policy standards, transform their school environments, and engage in meaningful classroom practices. <https://www.sogieducation.org/>

➔ **Saskatchewan Ministry of Education**

Policy Statement: Student Alliances for Gender and Sexual Diversity in Saskatchewan Schools

Citing human rights legislation and the *Education Act*, Saskatchewan Ministry of Education developed a policy statement in support of student alliances for gender and sexual diversity (i.e., GSAs) in an effort to provide safer schools for students. It is a straightforward statement of support for student-led LGBTQ alliances, and the Government of Saskatchewan concludes the policy by pointing to resources available on a regional anti-bullying organization's website, I Am Stronger (<http://iamstronger.ca>).

<http://iamstronger.ca/userdata/files/244/Alliances%20for%20Gender%20and%20Sexual%20Diversity%20Policy%20GSD%202015.pdf>

Deepening the Discussion: Gender and Sexual Diversity (2015)

The intent of this document is to help Saskatchewan school divisions and First Nations and Métis organizations ensure that all students develop a strong, positive sense of identity; a caring disposition; a respect for human and biological diversity; a commitment to the well-being of others; and a desire and ability to engage in social action for the common good. This document

assists individuals and communities in engaging in meaningful discussions and actions to respond to the experiences, perspectives and needs of students and families who are gender and/or sexually diverse (GSD).

http://publications.gov.sk.ca/documents/11/84995-Deepening%20the%20Discussion_Saskatchewan%20Ministry%20of%20Education%20Oct%202015%20FINAL.pdf

Several provinces without legislation have had resource kits developed by Egale Canada through their MyGSA.ca initiative (similar to those developed in Ontario and Manitoba following their legislation). Although these kits have similar content areas, they often provide region-specific context and resources for educators. However, these can still be very useful general resources, and the MyGSA.ca website is an excellent resource on its own.

➔ **New Brunswick**

New Brunswick LGBTQ Inclusive Education Resource (MyGSA)

This resource kit provides information on LGBTQ-inclusive education, including advice for getting started, terms and concepts, information and resources for educators and administrators, contacts, GSA club advice, and general discussion about how this work contributes to safe and supportive schools. <http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/lgbtq.html>

➔ **Newfoundland and Labrador**

Equity and Inclusive Education Resource Kit for Newfoundland and Labrador (MyGSA)

This resource kit provides information on LGBTQ-inclusive education, including advice for getting started, how to set up and run a GSA in schools, terms and concepts, information and resources for educators and administrators, contacts, and general discussion about how this work contributes to safe and supportive schools. <http://www.ed.gov.nl.ca/edu/k12/safeandcaring/gsa/>
<http://www.mygsa.ca/sites/default/files/NFLDEquityKit%20-%20FULL.pdf>

➔ **Nova Scotia Department of Education and Early Childhood Development**

Guidelines for Supporting Transgender and Gender-nonconforming Students

Following the amendment of Nova Scotia's *Human Rights Act* in 2012, specifically incorporating protections for trans* people from discrimination, the Department of Education developed these guidelines "in keeping with the new legislation, to help school board superintendents, school board administrators, and schools to create a culture that is safe, respectful, and supportive for transgender and gender-nonconforming students." These guidelines include definitions, guidance on working with trans* and gender-nonconforming youth, advice on curriculum and developing whole school approaches, professional development and learning opportunities, and some resources to assist educators.

https://studentservices.ednet.ns.ca/sites/default/files/Guidelines%20for%20Supporting%20Transgender%20Students_0.pdf

➔ **Yukon Education**

In 2012, Yukon Education passed a policy specifying protections from discrimination

and provisions for LGBTQ youth based on the *Education Act* (Section 4 (b)(e); Section 34 (e)) and *Yukon Human Rights Act* (Section 7 (g)). The policy requires school administrators to develop LGBTQ-inclusive policies and strive to prevent discrimination based on sexual and gender identity, as well as trying to find proactive measures to promote student safety and wellbeing, such as counselling support or the establishment of GSA clubs. The policy also includes definitions of terms and provides a list of resources for educators.

http://www.education.gov.yk.ca/pdf/policies/sexual_orientation_and_gender_identity_policy.pdf

Note: Canadian Teachers' Federation (CTF)

produced a handbook that provides an overview of what has been done in Canada within the education system since the decriminalization of homosexuality in 1969, including legislation, policy, resources and practices: *Sexual and Gender Minorities in Canadian Education and Society 1969-2013: A National Handbook for K-12 Educators* (available in English or French for \$39 from their website: <https://publications.ctf-fce.ca/en/product/sexual-and-gender-minorities-in-canadian-education-and-society/>)

[SCHOOL DISTRICT POLICY]

Many school districts across the country have policies that are in accordance with local legislation. The importance of school district policy is that it provides education workers (i.e., school administrators, teachers, guidance counsellors) with assurance that LGBTQ-inclusive practices are important to the safety and wellbeing of students and that their employment would not be in jeopardy if they engage in this work.

While it is not possible to include a full listing of the various school district policies that exist across the country, we provide a few examples below of exemplary policies enacted in school districts across Canada.

Note: Canadian Teachers' Federation (CTF) has produced a handbook that provides an overview of what has been done in Canada within the education system since the decriminalization of homosexuality in 1969, including legislation, policy, resources and practices: *Sexual and Gender Minorities in Canadian Education and Society 1969-2013: A National Handbook for K-12 Educators* (available in English or French for \$39 from their website: <https://publications.ctf-fce.ca/en/product/sexual-and-gender-minorities-in-canadian-education-and-society/>)

➔ **River East Transcona School Division's policy "Respect for Human Diversity: Gender Identity Guidelines for Students" (Manitoba):**
<http://www.retsd.mb.ca/Lists/Publications/Gender%20Identity%20Guidelines%20-%20Students%200616.pdf>

This policy focuses on gender identity and expression and expressly links this policy on gender identity to the division's responsibility to provide physical and emotional safety for all students. The policy draws clear links between its procedures and guidelines and to the Manitoba Human Rights Code, and describes how these guidelines support their policies "Respect for Human Diversity" (ACF) and "Human Rights" (AC) policies. The policy sets out the roles and

responsibilities of all parties, expectations around privacy and confidentiality, and guidelines for self-identification, name/pronoun use, student records, dress codes, washroom/change room use. The policy concludes with a commitment to curriculum integration, professional development, and providing supportive resources to staff and students.

➔ **Toronto District School Board (Ontario):** TDSB has done a good job of incorporating sexual orientation and gender identity throughout their policy documents. For instance, within their Equity Foundation document, TDSB explicitly includes sex, gender, and sexual orientation (among other characteristics and groups) that may face inequity due to individual or systemic biases in society, including the school system. In their Human Rights policy, TDSB lists gender, gender identity, same-sex partner status, and sexual orientation as prohibited grounds for discrimination (in accordance with the Charter and the Ontario Human Rights Code). These then become the basis for anti-harassment and equitable treatment throughout their other policy documents.

TDSB has also pursued equity by empowering students to be active in their schools' human rights and anti-discrimination/anti-harassment efforts. For instance, this brochure details students' rights and responsibilities: <http://www.tdsb.on.ca/Portals/0/HighSchool/docs/Know%20Your%20Rights%20and%20Responsibilities.pdf>

Similarly, the *Gender-Based Violence Prevention* initiative is guided by the Gender-based Violence policy (available here: <http://www.tdsb.on.ca/Portals/0/AboutUs/Innovation/docs/1762.pdf>). This initiative is "committed to creating learning environments where people of all

gender identities, gender expressions and sexual orientations feel empowered and supported” and describes its core function as preventing and addressing “gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour by students towards other students in schools.”

<http://www.tdsb.on.ca/AboutUs/Innovation/GenderBasedViolencePrevention.aspx>

TDSB Guidelines for the Accommodation of Transgender and Gender Non-Conforming Students and Staff

http://www.tdsb.on.ca/Portals/0/aboutus/innovation/docs/tdsb%20transgender%20accommodation%20final_1_.pdf

<http://www.tdsb.on.ca/AboutUs/Innovation/GenderBasedViolencePrevention/AccommodationofTransgenderStudentsandStaff.aspx>

Note: Ontario’s *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation* also includes sample policies from some of their school districts; this is a general equity and inclusive education initiative, but many of their districts include explicit provisions and protections for LGBTQ youth (see: <http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>).

⇒ **Vancouver School Board’s policy “Sexual Orientation and Gender Identities” ACB and ACB-R-1 (British Columbia):**
[https://www.vsb.bc.ca/district-policy/acb-](https://www.vsb.bc.ca/district-policy/acb-sexual-orientation-and-gender-identities)

[sexual-orientation-and-gender-identities
https://www.vsb.bc.ca/district-policy/acb-r-1-
sexual-orientation-and-gender-identities](https://www.vsb.bc.ca/district-policy/acb-r-1-sexual-orientation-and-gender-identities)

This policy explicitly names real or perceived sexual orientation, gender identity, and gender expression as grounds for protection from discrimination or harassment, and commits to providing anti-harassment procedures, leadership in providing safe and inclusive spaces for sexual and gender minority students, professional development for staff, student supports, curriculum, and clear communication in support of these initiatives.

⇒ **Winnipeg School Division’s policy “IGAAB – Safe and Caring Policy – Trans and Gender Diverse Students and Staff” (Manitoba):**
<https://www.winnipegdsd.ca/Governance/policy/Documents/IGABB%20-%20Safe%20and%20Caring%20-%20Trans%20and%20Gender%20Diverse%20Students%20and%20Staff.pdf>
<https://www.winnipegdsd.ca/Parents/everyonewelcome/Pages/default.aspx>

This policy is intended to support all students and employees and is based on best practices identified in current research and educational literature as effective and appropriate in the creation of learning environments that are welcoming, caring, respectful and safe for students, staff, families and all other members of the school community.

TEACHER ORGANIZATIONS AND OTHER UNIONS

This section lists LGBTQ-related teacher organization policies, collective agreements, and codes of conduct.

Note: Many teacher organizations have been very proactive in support of LGBTQ-inclusive education and have developed workshops/PD, various curriculum and programming, and advocacy resources, as well as helpful advice and expertise in dealing with challenges engaging in LGBTQ-inclusive education. See the resources on curriculum resources, programming, and PD for information and links. It's also worth noting that many teacher organizations provide resources and information in members-only areas of their website or upon request; our listings here include links and resources that are openly available. Often, keyword searches for "LGBTQ", "sexual orientation" or "gender identity" will find relevant resources.

Teacher organizations also play a key role in supporting teachers' rights and, in many cases, the rights of all education workers through **collective agreements, policy communication, and codes of conduct**. This support is fundamental in assuring teachers that they are able to engage in equitable teaching practices.

Alberta Teachers' Association

ATA has developed a comprehensive listing of resources, including an overview of relevant policy and legislation, on their website that highlights ATA's stance on LGBTQ-inclusive education and provides resources in a single location. Go to www.teachers.ab.ca > Teaching in Alberta > Diversity, Equity and Human Rights > Sexual Orientation and Gender Identity.

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Pages/Index.aspx>

Sexual Orientation and Gender Identity (SOGI) brochure of ATA policy

This brochure provides a brief overview of ATA's resolutions on the topic of sexual orientation and gender identity, including professional conduct

guidelines, rights and responsibilities, school boards information, curriculum resolutions, and teacher preparation opportunities. The brochure also includes a description of discriminatory practices, endorsement for establishing GSAs, exhortation to be aware of same-gender parented families, a listing of available ATA workshops, and contact information for ATA staff officer and resources. Available here: <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-10%202010%20SOGI.pdf>

Establishing Diversity, Equity, and Human Rights Committees in Local Associations

This document is a general guide for establishing diversity, equity, and human rights committees within ATA, but it is inclusive of LGBTQ equity throughout. Further, it provides official assurance of ATA's stance on LGBTQ-inclusive education, including their 2006 (18.B.21) resolution "that the Alberta Teachers' Association urge Alberta school boards to develop district policies that specifically address the health and safety of lesbian, gay, bisexual and trans-identified students, as well as those who are perceived as such." Available here: <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/Establishing%20DEHR%20committees%20in%20locals.pdf>

School Diversity Policy Tool Kit (in partnership with The Society for Safe and Caring Schools & Communities, 2015)

This resource was developed through a partnership with a community organization. The resource offers an explanation of policy requirements in Alberta, practical advice for creating policy, and model policy development strategies. While this is not an LGBTQ-specific resource, it advocates for the development of diversity school policy in all forms and provides concrete strategies for doing so.

<http://resources.safeandcaring.ca/wp-content/uploads/2015/12/School-Diversity-Policy-Toolkit.pdf>

British Columbia Teachers' Federation

BCTF's collective agreement (relevant parts of the Unifor464 collective agreement) includes specific instances of inclusion for employees, ensuring that LGBTQ individuals are expressly read into the provisions:

*1.8 "Partner" means one person designated by the employee for the purposes of all benefits under this agreement:
a. to whom the employee is lawfully married; or
b. who is a person of either sex with whom an employee has cohabitated continuously for the preceding year.*

*43. Article 43—Harassment
43.1 There will be no discrimination against any member of the bargaining unit on the basis of race, colour, creed, age, physical handicap, sex, gender, sexual orientation, gender identity, gender expression, religious or political affiliation, national origin, marital status, whether he/she has children, or because he/she is participating in the activities of the Union, carrying out duties as a representative of the Union, or involved in any procedure to interpret or enforce the provisions of the collective agreement.*

Canadian Teachers' Federation

In CTF's 2015-2016 handbook, Section 1 of Policy 5 – Public and Social Policy: Diversity and Equity details CTF policy regarding "Anti-homophobia, anti-biphobia, anti-transphobia, and anti-heterosexism" (amended 2015). This extended section establishes a thorough, comprehensive commitment to providing transformative educative climates for sexual and gender diversity. The section includes definitions of key terms, position statements regarding equity for sexual and gender minority students and educators, the need for professional development and increased awareness on LGBTQ equity, the necessity of safe and supportive learning environments, the roles of teacher education programs and Ministries of Education, and their commitment to being an anti-homophobia, anti-biphobia, anti-transphobia and anti-heterosexism organization.
<http://www.ctf-fce.ca/Documents/Handbook/CTF-Handbook.pdf#page=48>

Elementary Teachers' Federation of Ontario

In their 2015-2016 Reference Book, ETFO sets out the Code of Professional Conduct expected of their members (Article VI, section 6.1)

A member shall:

*6.1.6 – strive to eliminate all forms of harassment between individuals in the educational system;
6.1.7 – endeavour to ensure equity and inclusiveness in the workplace; and
6.1.8 – strive to achieve and maintain a high degree of professionalism and to uphold the honour, dignity and ethical standards of the teaching profession.*

In the section on Harassment, ETFO details the attributes protected from discrimination and harassment (section 37):

*37.1 – That all members be employed in a working environment free from harassment because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability.
37.2 – That district school boards be responsible for providing members with a safe, secure workplace with no fear of harassment or personal harm.
37.3 – That district school boards, staff and students be responsible to create and maintain an environment free from any form of harassment in all aspects of school program and practices.
37.4 – That clauses to deal with harassment issues in the workplace be negotiated into collective agreements.*

Elementary Teachers' Federation of Ontario, "LGBTQ Rights in Your Workplace" brochure. This pamphlet describes the relevant regulatory context for Ontario teachers, addresses the question of weighing legislative support for being out against the social climate for LGBTQ people, and advises that ETFO Professional Relations Services can be consulted for related questions. Available here: <http://www.etfo.ca/AdviceForMembers/LGBTQrights/Documents/LGBTQ%20Rights%20in%20Your%20Workplace%20-%20English.pdf>

Manitoba Teachers' Society

Manitoba Teachers' Society, "Challenges Faced by LGBTQ Teachers & How We Can All Help" brochure: www.mbteach.org/pdfs/broch/B_LGBTQ_ENG.pdf

Saskatchewan Teachers' Federation

STF includes an extended Gender and Sexual Diversity Policy (2015) for their membership that includes definitions of relevant terms and concepts, beliefs and professional commitments, and subsequent responsibilities.

1.13 Gender and Sexual Diversity

1.13.1 Definitions

Gender and sexual diversity includes recognizing the rights of lesbian, gay, bisexual, transgendered, intersex, two-spirited, questioning and other people who may identify as members of this community. Gender identity is how a person identifies within themselves and gender expression is how an individual chooses to identify themselves outwardly. Gender and sexuality alliances (GSAs) are student groups set up within schools with the support of one or more staff members where members of the community and their allies can come together for support, encouragement and advocacy, and to create a safer environment. Allies are individuals and groups who work to ensure all people are safe.

1.13.2 Beliefs

- (1) All students, teachers and non-teaching personnel in schools have the right to feel safe within their learning and working environments.*
- (2) All students, teachers and non-teaching personnel in schools have the right to see their realities and family situations positively reflected in curricula and learning resources.*
- (3) Safe schools are free of discrimination, hate speech, physical abuse and other types of bullying based on actual or perceived assumptions around sexual orientation, gender identity or gender expression.*
- (4) Gender expression and sexual orientation must be recognized as inherent human rights within both policy and legislation.*
- (5) Students should not be organized based on assumptions of gender identity as these can be exclusionary and negatively affect educational outcomes, mental health and well-being.*
- (6) Teachers and non-teaching personnel*

in schools should not face discrimination based on sexual orientation, gender expression or gender identity in relation to employment, teaching assignments, work culture or any other aspect of their professional lives.

(7) Therefore, teachers individually and collectively:

- a. Accept responsibility to be self-reflective about attitudes and beliefs in modeling respect, affirming diversity and acting as allies.*
- b. Challenge and educate students, non-teaching personnel in schools and families to deepen their understanding of sexual orientation and/or gender expression.*
- c. Advocate to ensure teachers and students are supported in challenging prejudice on the basis of sexual orientation and/or gender expression.*
- d. Honour students' wishes around preferred pronouns and names, and preferred access to facilities in terms of supporting gender identity.*
- e. Recognize the importance of GSAs as a vital response to homophobia and transphobia within the schools, and support GSAs at all levels of education and in all schools.*

Teacher organizations also have opportunities to provide **comprehensive provincial/territorial resources or reference documents** for their membership that gather together region-specific legislation, policy, and resources for LGBTQ-inclusive education. Where possible, teacher organizations should try to develop LGBTQ working groups/ action cohorts or subcommittees within their diversity/equity initiatives to develop LGBTQ-specific references for their members.

For example, British Columbia Teachers' Federation (BCTF) and Alberta Teachers' Association (ATA) both have excellent consolidated resources that compile information on various topics in one easy-to-access location on their websites:

➔ **Alberta Teachers' Association, "Sexual Orientation & Gender Identity":**
<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Pages/Index.aspx>

This section of ATA's Diversity, Equity, & Human Rights professional development resources provides helpful links and practical advice that explain teachers' rights and protections, strategies for engaging in LGBTQ-inclusive practices (including curriculum resources and programming needs), GSA networks and manuals, legislation and policy overviews, and guidelines for teachers, administrators, and school counsellors in pursuing this work.

➔ **British Columbia Teachers' Federation, "Lesbian, gay, bisexual, transgender and questioning (LGBTQ) issues in schools":** <https://bctf.ca/SocialJustice.aspx?id=6106> BCTF's "Lesbian, gay, bisexual, transgender and questioning (LGBTQ) issues in schools" site gathers information in one location and provides links to resources on dates, advocacy and actions; lesson plans; policies and regulations; posters, bookmarks, booklets and brochures; resources (includes classroom strategies, handbooks, reference material and background information); video resources; workshops; and websites. Each of these sections includes substantial listings of resources that are readily available online.

Canadian Teachers' Federation also offers a subsection on sexual and gender minorities on their website that provides a few resources.

➔ **Canadian Teachers' Federation, "Sexual and Gender Minorities"** <http://www.ctf-fce.ca/en/Pages/Issues/Diversity-and-Human-Rights.aspx> Within the "Diversity and Human Rights" section of their website, CTF includes a section on Sexual and Gender Minorities. This section highlights the importance of

sexual and gender minority education in creating safe and supportive school environments for students. They include a number of publications available for purchase in their online store, including guides on GSAs, supporting trans students, and engaging in LGBTQ-inclusive education: <https://publications.ctf-fce.ca/en/product-category/diversity-human-rights/>

Other teacher organizations provide **resources for educators** (see "Curriculum Resources," "Programming," and "Professional Development and Training Opportunities" below for more teacher organization resources). For example:

➔ Elementary Teachers' Federation of Ontario provides a section on their site dedicated to "Welcoming and Supporting LGBT Families" (<http://www.etfo.ca/resources/lgbtfamilies/pages/default.aspx>), as well as a resource database for educators that can be searched and includes many LGBTQ-inclusive education resources (<http://www.etfo.ca/resources/forteachers/pages/default.aspx>) and a brochure on "LGBTQ Rights in Your Workplace brochure" (2014) and their "Strategy for Challenging Homophobia and Championing Safe Workplaces" (2011; ongoing).

➔ Saskatchewan Teachers' Federation maintains a resource centre, Stewart Resources Centre, which includes bibliographies on a variety of topics, including LBTTQI-inclusive education (see: <https://www.stf.sk.ca/bibliography-resource/lgbttqi>).

[CURRICULUM RESOURCES]

There are many curriculum resources available for educators and the following list provides accessible links for resources applicable to all grade levels.

Note: In many cases, school and school district policies and guidelines that provide clear support for LGBTQ-inclusive practices are extremely helpful for educators and staff in making support visible and incontrovertible. They provide official support for LGBTQ-inclusive education and give educators clear guidance in utilizing classroom resources supporting sexual and gender minority students. Curriculum inclusion is vitally important for LGBTQ-inclusive education, and is usefully supplemented with safe space/positive space stickers or posters, library resources, GSA programming, and other event day programming (see other resources in this appendix). Professional development and training is also vitally important in building capacity among educators and in sending a clear, visible message of support.

Organizations offering multiple curriculum resources:

Alberta Teachers' Association: *PRISM Toolkit for Safe and Caring Discussions About Sexual and Gender Minorities* (2016)

This resource for teachers from ATA is available in an elementary edition (grades 1-6) and a secondary edition (grades 7-12). PRISM (an acronym for "Professionals Respecting and supporting Individual Sexual and Gender Minorities") has been approved for use by Alberta's Ministry of Education. The toolkit provides background information, terminology, and relevant statistics; legal frameworks relevant to Alberta teachers; possible questions arising from parents, school leaders and students; practical information on creating safer spaces in schools and classrooms; lesson plans for a variety of courses in Grades 7–12, including core subjects; supplemental lesson plan leads and ideas; and literature and support resources.

➔ The *Elementary Edition* can be found at <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/>

[Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-15cPrismToolkitBooklet_Web.pdf](https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-80-15cPrismToolkitBooklet_Web.pdf)

➔ The *Secondary Edition* can be found at <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-80-15e%20PRISM.pdf>

➔ ATA has also developed workshops on the PRISM Toolkits, including a Participant Guide and Facilitator Guide to learn the PRISM Toolkit materials. Additional links for a range of supporting documents such as posters, brochures, and recommended fiction can be found at <https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Resources/Pages/PRISM-Toolkit.aspx>

Egale Canada Human Rights Trust (est. 1995) is an advocacy organization that focuses on LGBT human rights through research, education, and community engagement (see <http://egale.ca/about/>). While their scope is broader than education, education is a pillar of their work and they have done a great amount of work in LGBTQ-inclusive education, including their commissioning of the *First National Climate Survey on Homophobia, Biphobia, and Transphobia* (conducted by Catherine Taylor and Tracey Peter, available online here: <http://egale.ca/wp-content/uploads/2011/05/EgaleFinalReport-web.pdf>). Based on the findings of this report, Egale launched MyGSA.ca, a new resource devoted to their work supporting safer and inclusive schools for LGBTQ youth.

Gender Spectrum (genderspectrum.org)

This vast U.S.-based collection of resources on gender diversity covers everything from lesson plans and recommended videos to best practices for religious leaders.

GLSEN (U.S.-based educator network)

GLSEN is one of the longest running educator networks (est. 1990) and has a great deal of

information and resources available on their website, including many educator resources (see: <http://www.glsen.org/educate/resources>). Like MyGSA, GLSEN could be classified as a “mega-resource” as it includes resources for curriculum, programming (including GSA and safe space kits), days of action, professional development, research initiatives, and student supports.

GLSEN offers educator guides, LGBT-inclusive curriculum, and lesson plans on bullying, bias, and various forms of diversity education (linked through the educator resources URL above). These resources can be searched by school level (elementary, middle, or high school) or by program type (e.g., Ally Week resources, Day of Silence resources).

MyGSA.ca (<http://mygsa.ca/>) is a comprehensive resource for students and educators. The website has extensive supports and resources for students and educators, including GSA kits, GSA networks, curriculum and teaching resources, and advice for engaging in LGBTQ-inclusive education. See <http://www.MyGSA.ca/Educators> or <http://www.MyGSA.ca/Resources>

One of the key pieces of their work is the development of *MyGSA Education Resource Kits* (available for purchase here <http://egale.ca/shop/mygsa-ca-education-resource-kit/> or you can find links to region-specific variations developed for specific provinces listed above in “Government Policy”; or go to http://egale.ca/wp-content/uploads/2015/09/MyGSA_ON_Resource_CompleteKit.pdf).

Ontario Education Services Corporation (OESC-CSEO)

OESC-CSEO (<http://oesc-cseo.org/>) is a non-profit corporation owned by all school boards in Ontario, providing services to school boards across Ontario in an effort to consolidate resources and provide affordable services. There is a section of the website on Equity and Inclusive Education (<http://oesc-cseo.org/English/EquityInclusivity.html>) and a specific resource section for Sexual Orientation and Gender Identity with many excellent curriculum, programming, training, and information resources: <http://equity.oesc-cseo.org/Category.aspx?cid=239>

Pride Education Network

Pride Education Network (PEN www.pridenet.ca) is based in British Columbia and is composed of teachers, administrators, support staff, youth, and

parents who are dedicated to making BC’s school system more inclusive and welcoming for LGBTQ students. Many of their resources are compiled here, including the following curriculum guides: <http://pridenet.ca/resources>

The Gender Spectrum: What Educators Need to Know

This resource provides a comprehensive introduction to gender identity, including background information, the importance of educational leadership, classroom strategies, and lesson plans.

<http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Challenging Homophobia in Schools

This resource is designed for K-12 educators to support LGBTQ youth in schools, including a rationale for challenging homophobia in schools, background information on LGBTQ-inclusive education, strategies, lesson plans for all age ranges, and additional resources.

<http://pridenet.ca/resources>

Dealing with Name Calling

This resource provides a rationale for taking on anti-LGBTQ name calling, strategies for working with students, advice and discussion of the role of educational leadership in changing school culture, lesson plans, and some additional resources.

<http://pridenet.ca/wp-content/uploads/dealing-with-name-calling.pdf>

Toronto District School Board

The Board produced their Curriculum Guide in 2011 containing classroom activities for early, middle, and senior classrooms, as well as a compendium of resource organizations and information about curriculum resources.

Challenging homophobia and heterosexism: A K-12 curriculum resource guide.

http://gsanetwork.ca/sites/default/files/resources/Challenging_Homophobia_and_Heterosexism:_A_K-12_Curriculum_Resource_Guide/Challenging%20Homophobia%20and%20Heterosexism-A%20Resource%20Guide_0.pdf
https://canadianvalues.ca/ICV/TDSB_Equity%20_%20InclusiveCurriculum_Seepage%2010%20_.pdf

The Society for Safe and Caring Schools & Communities

This organization works toward general anti-bullying advocacy and develops resources on a number of topics, including LGBTQ-specific resources. They provide support for various initiatives, developing resources, running workshops and presentations, and consultations all in support of creating safe and caring schools.

Among their resources (see <http://resources.safeandcaring.ca/>), they have developed a toolkit for *Supporting LGBTQ Children and Youth* and several specific resources for supporting LGBTQ students.

- ➔ *LGBTQ Students: A Guide for Counsellors*
<http://resources.safeandcaring.ca/wp-content/uploads/2014/05/LGBTQ-Students-for-Counsellors.pdf>
- ➔ *Safe and Caring Schools for Transgender Youth*
<http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Transgender-Youth.pdf>
- ➔ *Safe and Caring Schools for Two-Spirit Youth*
<http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf>
- ➔ *Lesbian and Gay Youth*
<http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Lesbian-and-Gay-Youth.pdf>
- ➔ *Tip Sheet: 7 Things Adults Can Do To Support LGBTQ Youth*
<http://resources.safeandcaring.ca/wp-content/uploads/2015/01/Tip-Sheet-Supporting-LGBTQ-youth.pdf>
- ➔ *Tip Sheet: 6 Things You Can Do To Be An LGBTQ+ Ally*
<http://resources.safeandcaring.ca/wp-content/uploads/2015/01/Tip-Sheet-Being-an-Ally.pdf>
- ➔ *10 Steps to Creating a Gay-Straight Alliance (GSA) in Your School*
<http://safeandcaring.ca/wp-content/uploads/2015/01/10-Steps-to-Creating-a-GSA-in-Your-School.pdf>

Additional Resources:

Edmonton Public Schools & Edmonton Public Library

Similar to Saskatchewan Teachers' Federation bibliography on LGBTQ-inclusive education (see: <https://www.stf.sk.ca/bibliography-resource/lgbttqi>) and BCTF's *LGBTQ Video and Print Resources for school: Annotated Bibliography for Teacher Librarians* (<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/LGBTQ-ResourcesForSchools.pdf>), Edmonton Public Schools and Edmonton Public Library developed a bibliography of resources suitable for various grade levels, *Sexual Orientation and Gender Identity: Recommended Fiction and Nonfiction Resources for K-12 Schools (2nd Edition)*.
http://www2.epl.ca/public-files/booklets/epsb-recommended-resources-sexual-orientation_2014.pdf

See also: <https://sites.google.com/a/epsb.ca/sexual-orientation-gender-identity-sogi/>

Government of Canada, Public Health Agency of Canada

The Public Health Agency of Canada developed two "Q & A" guides for sexual orientation in schools and gender identity in schools in an effort to help answer common questions and assist educators and policy-makers create safer, more supportive learning environments for LGBTQ youth. Although not policy, these handbooks are intended to contribute to policy development and implementing LGBTQ-inclusive practices.

- ➔ *Questions and answers: Sexual orientation in schools* was published by Public Health Agency of Canada (2010) and addresses the most commonly asked questions regarding the sexual orientation of youth in schools. It is intended to assist educators, principals, and policy-makers in creating more supportive school environments for LGBTQ youth.
<http://library.catie.ca/pdf/ATI-20000s/26288E.pdf>
- ➔ *Questions and answers: Gender identity in schools* was published by Public Health Agency of Canada (2011) and addresses the most commonly asked questions regarding the gender identity of youth in schools. It is intended to help educators, principals, and policy-makers create healthy

school environments for youth dealing with issues of gender identity.
<http://librarypdf.catie.ca/pdf/ATI-20000s/26289E.pdf>

Durham District School Board

Happens to be...LGBT is a resource developed at the school board level, with the active support of its employee union groups, CUPE Local 218, ETFO Durham Teachers' Local, and OSSTF District 13. This resource is intended for use by K-8 educators in support of anti-homophobia education for students. The handbook includes activities, curriculum connections, lesson plans, some sample slides and posters, and additional secondary resources. Available for download: <http://equity.oesc-cseo.org/Download.aspx?rid=10125>

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum, British Columbia Ministry of Education

Making Space was developed by the BC Ministry of Education as a K-12 curriculum resource on incorporating diversity and social justice within the existing curriculum. While it is not specific to LGBTQ topics, it is continually inclusive and provides an integrated approach.
http://www.bced.gov.bc.ca/irp/pdfs/making_space/makingSpace_full.pdf

For more Classroom Resources, see the Educators' section of MyGSA.ca: www.MyGSA.ca/Educators

[GSA (GAY-STRAIGHT ALLIANCE/GENDER AND SEXUALITY ALLIANCE) MANUALS]

GSAs are a staple of provincial legislation and an important program for LGBTQ-inclusive education. Their efficacy in providing socially supportive spaces, increasing visibility, and providing a sense of safety for sexual and gender minority students in schools is well established. As these are student clubs, they are generally quite easy to implement and usually require only a staff advisor/sponsor to facilitate. Below are some resources for teachers running such a club, including contacts and resources for activities and education resources.

Note: The resources provided here are guides or websites that provide comprehensive resources for starting and running a GSA. Locally, there are often organizations that can provide local/regional GSA consultations, such as Rainbow Resource Centre in Winnipeg; for a full listing of updated regional and national resources for a wide range of support resources, see <http://www.MyGSA.ca/Resources>

MyGSA.ca

MyGSA.ca is Egale's national LGBTQ safer schools and inclusive education website. MyGSA.ca was created in response to the Phase One findings of the School Climate Survey and it is the hub of Egale's Safe Schools Campaign. There you will find a GSA directory, a GSA guide, discussion forums, events, campaigns, maps, statistics, school board policies, classroom materials, books, news items, videos, terms and concepts, role models, and other resources pertaining to safer schools and inclusive education. See <http://www.MyGSA.ca/Educators>

One of the key resources developed by MyGSA.ca is their *MyGSA Education Resource Kits* (available for purchase here <http://egale.ca/shop/mygsa-ca-education-resource-kit/> or you can find links to region-specific variations developed for specific provinces listed above in "Government Policy", or go to http://egale.ca/wp-content/uploads/2015/09/MyGSA_ON_Resource_CompleteKit.pdf).

GLSEN

GLSEN is a U.S.-based education organization

providing a wide range of resources and information for LGBTQ-inclusive practices. Their GSA guides are excellent resources and include specific guides (including activities) on a number of topics: building and growing a GSA; tips and tools for organizers; strategies for training teachers; understanding direct action organizing; examining power, privilege, and oppression; creating partnerships with adults (not just among student population); making student clubs more trans-inclusive; and evaluating and celebrating the work of your GSA.

Available for download here: <http://www.glsen.org/jumpstart>

GSA Network.org

This is a U.S.-based GSA network that provides resources and supports for student-led GSA clubs. Their official mandate in working for "educational justice is to work with grassroots, youth-led groups and GSAs, empowering them to educate their schools and communities, advocate for just policies that protect LGBTQ youth from harassment and violence, and organize in coalition with other youth groups across identity lines to address broader issues of oppression." See <https://gsanetwork.org/>

GSAs and QSAs in Alberta Schools: A Guide for Teachers, Alberta Teachers' Association

This guide was developed by Alberta Teachers' Association and provides an introduction to gay-straight alliances or queer-straight alliances. The resource offers an introduction to the clubs, relevant terminology, the importance of GSAs/QSAs, discussion of relevant legislation and policies, practical tips on starting and sustaining a GSA/QSA club (including some activities and resources), staffing the club and involving students, and frequently asked questions.

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6%20GSA-QSA%20Guide%202016.pdf>

Alberta Teachers' Association also provides a section on their website devoted to Gay-Straight Student

Alliances, including helpful tips on starting the club and running it <https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Gay-Straight%20Student%20Alliances/Pages/Index.aspx>

“10 Steps Towards Starting a Gay-Straight Alliance,” British Columbia Teachers’ Federation

This brochure is intended as a quick reference guide for the larger handbook created by Pride Education Network, *Creating and Supporting GSAs* (see below). <https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Gay-StraightAlliance.pdf>

Creating and Supporting GSAs, Pride Education Network

This guide to starting and supporting GSAs in schools was developed by Pride Education Network (BC) and provides an introduction to GSAs in schools, as well as some useful ideas for running a club.

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/GSA%20Booklet%202012-fourth%20edition.pdf>

<http://pridenet.ca/wp-content/uploads/gsa-handbook.pdf>

GSAs for Educators and LGBTQ Working Groups

GSAs are usually considered to be student groups, but there is great benefit in having teacher or staff GSAs as well. These types of groups have functioned informally for years, providing educators with opportunities to support one another and share resources and information. Formalizing these groups into organizational support systems can provide further reinforcement of LGBTQ visibility and equity, and communicate official support for LGBTQ-inclusive education. Further, these groups can then work at various levels of the school system and create a network of supporters for LGBTQ-inclusive education and opportunities to engage in important dialogue regarding the challenges and benefits of LGBTQ-inclusive education.

Teacher organizations are well positioned to initiate these types of groups and host them at LGBTQ-themed events/workshops or through less formal GSA-style meetings. These groups can operate through local associations or through the larger teacher organization and provide helpful supports to LGBTQ staff and allies. The following are representative of a wide range of approaches:

ETFO Durham, Elementary Teachers’ Federation of Ontario

<http://durhametfo.ca/committees/lgbtq/>

ETFO Durham established a GSA that operates as a local committee within their school district. They have done an effective job of advocating for the rights of LGBTQ educators and for the need for LGBTQ-inclusive education. They have collected resources and provide local supports, and have even worked to implement ETFO’s materials thoroughly throughout their school district. This group has expanded and helped start other similar LGBTQ committees/GSAs throughout ETFO.

Edmonton Catholic Teachers, Local 54 of the Alberta Teachers’ Association

This is the first teacher GSA in ATA, organized through the local association. Their meetings are organized through an active Facebook page: <fb.me/ectgsa>

Manitoba Teachers’ Society

MTS is working on a couple of initiatives for LGBTQ support networks. Their GLOW (Gay Lesbian Or Whatever) Gathering held its first meeting in Fall 2016 during their MTS PD Day. The purpose of this group is to develop a network of educators that can effectively support one another and share their experiences and resources in advocating for LGBTQ-inclusive education and the equitable treatment of LGBTQ educators and their allies. MTS has also resolved to hold an LGBTQ Caucus at their AGM to focus on and discuss upcoming resolutions.

Note: Manitoba also had an informal group of “Rainbow Educators” that met in Winnipeg, though over the years this group met less frequently and relies on email contacts to provide support – an online strategy that may be useful for those working in remote school districts or who have difficulty finding local allies.

Metro Teachers GSA, Halifax County Local, Nova Scotia Teachers Union

The Metro Teachers GSA is a group organized through Halifax County Local within Nova Scotia Teachers Union. <http://halifaxcountylocal.com/MTGSA.html>

Ontario Secondary School Teachers’ Federation

OSSTF District 16 York Region started a Gay-Straight Members Alliance (GSMA) in 2010 and determined in their mission statement to provide a safe and supportive meeting space, provide a voice to the district on issues of sexual diversity, provide a vehicle of social and political action, and act as an

ally to other organizations in supporting the LGBTQ community.

See http://www.d16.osstf.ca/-/media/districts/d16-staging/files/gsma-terms-of-reference-may-6-2010.ashx?sc_lang=en-CA

Since York Region's initial GSMA, about one-quarter (or 9-12 locals) have formed similar groups. OSSTF recognizes the usefulness of these types of groups and has established a workshop to support the establishment and running of these groups called "GSA for Educators" (see "Professional Development and Training Opportunities" section below). OSSTF's description of this workshop includes a rationale for having an LGBTQ support network:

Does your district have a GSA (Gay-Straight Alliance) for staff? Or do you currently have one but no one seems to be showing up? This might be the workshop for you. The workshop will focus on methods of creating a GSA for LGBTQ educators and their allies. GSAs for educators have many benefits; it takes away isolation many LGBTQ educators feel, it fosters positive changes and helps overcome homophobia, bi-phobia and transphobia in the workplace and most of all it creates strong networks of LGBTQ educators, their allies and the community at large. If you already have a GSA at your district and are

looking at ways to make it stronger, this workshop will give you options to create connections with other educators in your district, community partners as well as creative initiatives to help your GSA expand.

Pride Education Network, British Columbia
<http://pridenet.ca/>

Although not strictly speaking a GSA or support network, Pride Education Network (formerly Gay and Lesbian Educators/GALE BC) is comprised of educators, administrators, parents, and community workers – both LGBTQ and allies – who are committed to providing safe and supportive schools for LGBTQ persons by engaging in advocacy, policy work, and the development of resources.

Pride in Education, New Brunswick
<http://www.pienb.com/>

Pride in Education (PIE) is a network of teachers/educators in New Brunswick that began in 2008 and operates with support from New Brunswick Teachers' Association. They organize an annual conference and work to promote LGBTQ+ inclusion in New Brunswick schools.

[PROGRAMMING]

There's a wide range of programming that can be implemented in schools to communicate support for LGBTQ-inclusive education and contribute to safe school climates for LGBTQ persons, from increasing visibility at schools through posters and using inclusive language to providing safe space training and safe space stickers for staff to participating in Pride events and LGBTQ awareness days. The following resources provide some starting points for schools. For more, see the Events & Campaigns section of MyGSA.ca.

LGBTQ Awareness Days/Events **(in school-calendar order)**

LGBTQ Awareness Days are a variety of days that occur throughout the year that focus on LGBTQ inclusion and/or anti-bullying or anti-homophobia initiatives. The following list is organized chronologically within the school year with a link to the relevant awareness day/event website (which includes information and resources for participation).

- ➞ *Ally Week* (September/October)
<http://www.glsen.org/allyweek> or <http://www.glsen.org/participate/programs/ally-week>
An event held every year to end anti-LGBTQ bullying and harassment in K-12 schools by building ties with allies by encouraging students to be allies with the LGBTQ members of their community in standing against bullying, harassment and name-calling.
- ➞ *Coming Out Day* (October 11)
<http://www.hrc.org/resources/national-coming-out-day>
A day to raise awareness of and to celebrate coming out as LGBTQ or as a supportive ally. This day enacts the idea that the personal is political, emphasizing the most basic form of activism involved in coming out as LGBTQ or as an ally in support of LGBTQ persons to family, friends, and acquaintances. Coming out is a way of challenging the silence and ignorance that allows homophobic/transphobic, homo-negative, and gender

negative attitudes to thrive as oppressive views.

- ➞ *Spirit Day* (October, third Thursday)
<http://www.glaad.org/spiritday>
Spirit Day (or sometimes referred to as Day of Purple) was started by Canadian teenager Brittany McMillan in response to a number of widely publicized bullying-related suicides in 2010. Spirit Day is described as “a way to show support for LGBTQ youth and take a stand against bullying” and involves teachers, workplaces, celebrities, media outlets, and students wearing purple or “going purple” on social media (purple is the color that symbolizes spirit on the rainbow flag).
- ➞ *LGBT History Month* (October in U.S.; February in UK)
<http://www.lgbthistorymonth.com/>
<http://lgbthistorymonth.org.uk/>
<http://lgbthistorymonth.co.uk/>
While LGBT History Month is celebrated in the U.S. and UK primarily, it has been adopted in other countries and there are opportunities to adapt existing materials and develop Canadian resources to raise awareness of LGBTQ persons and history. LGBT History Month provides role models, builds community, and makes the civil rights statement about national and international contributions of LGBTQ individuals in history. **(Note:** School resources are available on the websites listed above, but may need to be adapted for a Canadian context.)
- ➞ *Transgender Awareness Week* (Nov. 14-20)
<https://www.glaad.org/transweek>
During this week, “individuals and organizations around the country [participate in Trans Week activities and awareness] to help raise the visibility of transgender and gender non-conforming people, and address the issues the community faces.” This awareness week concludes with the

Transgender Day of Remembrance (see below). (School resources not available on event website.)

➔ *Transgender Day of Remembrance* (November 20)

<https://www.glaad.org/tdor>

This is an annual observance to honour the memory of those whose lives were lost in acts of anti-trans* violence. (School resources not available on event website.)

➔ *Pink Triangle Day* (February 14)

<http://www.pinktriangleday.com/>

Pink Triangle Day is a less well-known awareness day, but it is one of Canada's first national days of observance for LGBTQ rights. In 1979, one of Canada's gay rights groups, the Canadian Lesbian and Gay Rights Coalition (CLGRC), voted to institute a "Canadian gay holiday" to celebrate the rights of LGBTQ people and provide an opportunity to acknowledge the significant people in the lives of gay and lesbian individuals. While this "holiday" is lesser known, it provides an opportunity to discuss Valentine's Day values and LGBTQ rights. **(Note:** School resources not available on event website. In fact, there are few resources available officially, but Pink Triangle Day could also work as an opportunity to discuss the history of LGBTQ rights.)

➔ *Pink Shirt Day* (February)

www.pinkshirtday.ca

Pink Shirt Day is an international day against bullying, discrimination, and homophobia in schools and communities that invites everyone to celebrate diversity by wearing a pink shirt and to organize activities in their schools and communities. The original event was organized by David Shepherd and Travis Price in Berwick, Nova Scotia in 2007 when they witnessed another male student being bullied for wearing a pink t-shirt to school; in support of this student, they wore pink t-shirts to school and brought extra pink shirts for other students to wear to stand up against bullying. (Sometimes this day is referred to as Anti-Bullying Day, which was declared to be May 4 by the United Nations, or as Stand Up Against Bullying Day.)

➔ *International Day of Transgender Visibility* (March 31)

<http://transstudent.org/tdov>

This day is meant to provide an opportunity to show support for the trans* community worldwide by bringing attention to the accomplishments of trans* people around the world and to the need for trans* visibility. In contrast to Transgender Day of Remembrance, International Day of Transgender Visibility is a day of empowerment. (School resources not available on event website.)

➔ *International Day of Pink* (April, second Wednesday)

www.dayofpink.org

International Day of Pink is a Canadian anti-bullying initiative organized by the Canadian Centre for Gender & Sexual Diversity (formerly Jer's Vision) that seeks to support students, educators, community members, and wider society in their efforts to end bullying, discrimination, homophobia, and transphobia. This day is also inspired by the same event in Nova Scotia where students David Shepherd and Travis Price decided to support a bullied peer by wearing pink shirts as a symbol of their support. (Among their school resources, the organizers provide ETFO's Take Action booklet and BCTF's elementary and secondary school posters.)

➔ *Day of Silence* (April)

<http://www.dayofsilence.org>

Day of Silence is a non-confrontational yet empowering way to highlight issues of LGBTQ name-calling, bullying, and harassment in schools. Typically, students from middle school to college take a vow of silence in an effort to encourage schools and classmates to address the problem of anti-LGBTQ behaviour by illustrating the silencing effect of bullying and harassment on LGBTQ students and those perceived to be LGBTQ.

➔ *International Day Against Homophobia, Transphobia, and Biphobia* (May 17)

<http://dayagainsthomophobia.org/>

<https://www.homophobie.org/en/>

The day was created "to draw the attention of policymakers, opinion leaders, social

movements, the public and the media to the violence and discrimination experienced by LGBTI people internationally.”

⇒ *LGBT Pride Month (June)*

[Pride is always locally organized and it is generally fairly easy to find your city or town Pride organization by searching for your city/town name with the word “Pride.”]

LGBT Pride events are usually held throughout the summer months in various cities and towns throughout Canada, but June is generally held to be the official Pride month in honour of the Stonewall riots, which occurred New York in June 1969 and are generally held to be the catalyst for the Gay Liberation Movement in the United States. Pride can occur as a single-day event, or a week or even month long series of events. Often in larger cities, Pride involves multi-day events, such as picnics, workshops and conferences, memorials, historical retrospectives, symposia and speaking events, concerts, coffeehouses, and usually culminating in a Pride parade.

While Pride events may not occur in your area, especially if you live in a rural or remote location, Pride events can be organized at schools or in partnership with local, supportive people. GSAs often march in Pride parades and it is becoming more and more common for teacher organizations, school districts, and other educational institutions to show their support by marching under their organization’s banner. In fact, teacher organizations develop resources to encourage participation in Pride (e.g., BCTF has developed a Pride Kit that can be mailed out across the province; ETFO has a Pride kit and an online Pride page called “How Members Can Get Involved”; OECTA has a Pride kit and maintains an active involvement in the parade march; OSSTF has a Pride kit and some Pride “swag” available for order for handouts and table promotions).

Teacher organization supporting documents and resources for programming

Most of the organizers for the awareness days listed above provide supporting documents and resources for their programming, and many of those are available free of charge. Other organizations, most

notably teacher organizations, provide supporting documents and resources, such as posters, tool kits, brochures, videos, and safe space or positive space kits.

For instance, as mentioned above, Alberta Teachers’ Association and British Columbia Teachers’ Federation collect their resources in a single location on their webpages with links to relevant resources, including lesson plans, videos, workshops, etc.

⇒ *Alberta Teachers’ Association, “Sexual Orientation & Gender Identity”:*

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Pages/Index.aspx>
This section of ATA’s Diversity, Equity, & Human Rights professional development resources provides helpful links:

>>Frequently Asked Questions

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/FAQ/Pages/FAQ%20Index.aspx>

>>Alberta GSA Network

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Alberta-GSA-Network/Pages/index.aspx>

>>Gay-Straight Student Alliances

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Gay-Straight%20Student%20Alliances/Pages/Index.aspx>

>>Resources for School Administrators on LGBTQ Issues

<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Resources%20for%20School%20Administrators%20and%20Trustees/Pages/School%20Board%20Holds%20Public%20Presentation%20on%20LGBTQ%20Issues.aspx>

>>Resources for School Counsellors
<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/School%20Counsellors/Pages/info.aspx>

>>Resources for Teachers
<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/ResourcesforTeachers/Pages/Index.aspx>

>>Safe Spaces Initiative
ATA's safe spaces materials, including stickers, posters, and a brochure introducing key terms, human rights rationale, rights/responsibilities, and the rationale for having LGBTQ-specific safe spaces, are available online.
<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Safe%20Spaces%20Initiative/Pages/Index.aspx>

➔ *British Columbia Teachers' Federation, "Lesbian, gay, bisexual, transgender and questioning (LGBTQ) issues in schools":*

<https://bctf.ca/SocialJustice.aspx?id=6106>
BCTF's "Lesbian, gay, bisexual, transgender and questioning (LGBTQ) issues in schools" site gathers information in one location and provides links to resources on:

>>dates, advocacy and actions <https://bctf.ca/SocialJustice.aspx?id=17998>
>>lesson plans <https://bctf.ca/SocialJustice.aspx?id=21521&libID=21511>
>>policies and regulations <https://bctf.ca/SocialJustice.aspx?id=17994>
>>posters, bookmarks, booklets and brochures <https://bctf.ca/SocialJustice.aspx?id=17992>
>>resources (includes classroom strategies, handbooks, reference material and background information) <https://bctf.ca/SocialJustice.aspx?id=17990>
>>video resources <https://bctf.ca/SocialJustice.aspx?id=21294#lgbtq>
>>workshops <https://bctf.ca/SocialJustice.aspx?id=17988>
>>websites <https://bctf.ca/SocialJustice.aspx?id=18002>

BCTF has also produced an annotated bibliography for teacher librarians to help provide information on LGBTQ resources for schools. LGBTQ Video and Print Resources for school: *Annotated Bibliography for Teacher Librarians*

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/LGBTQ-ResourcesForSchools.pdf>

The following poster from BCTF is a good example of a straightforward resource that can increase LGBTQ visibility at school and effectively communicate that all families are welcome. The poster features LGBTQ families and is branded with the BCTF name and the link to their social justice page for LGBTQ issues in schools.

<http://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Resources/AllFamiliesAreWelcome.pdf>

➔ Elementary Teachers' Federation of Ontario has done a great deal of work as well, including a variety of supporting programming materials:

>>*Positive Space, Positive Place* brochure, ETFO 2008 (*Espace Positif, Milieu Positif* brochure, ETFO 2008)

>>*Positive Space Take Action Kit*, ETFO 2011 (*Espace Positif Trousse d'action positive*, ETFO 2011)

>>"Welcoming and Supporting LGBT Families" <http://www.etfo.ca/resources/lgbtfamilies/pages/default.aspx>

>>*Welcoming and Supporting Lesbian, Gay, Bisexual and Transgender Families* pamphlet, ETFO 2012

>>a resource database for educators that can be searched and includes many LGBTQ-inclusive education resources, <http://www.etfo.ca/resources/forteachers/pages/default.aspx>

>>*LGBTQ Inclusive SchoolPlace Starts Here Video and Resource Guide* <http://www.etfo.ca/advocacyandaction/lgbtqschoolplace/pages/default.aspx>

>>*Social Justice Begins With Me Kit* <http://www.etfo.ca/resources/socialjustice/pages/default.aspx>

>>*Suggested Resources For Gender Independent Children and Transgender Youth/Adults* <http://www.etfo.ca/resources/socialjustice/pages/default.aspx>

ca/AdvocacyandAction/SocialJusticeandEquity/ResourcesGenderIndependentChildren/Pages/default.aspx

➔ Saskatchewan Teachers' Federation maintains a resource centre, Stewart Resources Centre, which includes bibliographies on a variety of topics, including LGBTTTQI-inclusive education and appropriate reading resources:
<https://www.stf.sk.ca/bibliography-resource/lgbttqi>

➔ Edmonton Public Schools and Edmonton Public Library developed a bibliography of resources suitable for various grade levels called *Sexual Orientation and Gender Identity: Recommended Fiction and Nonfiction Resources for K-12 Schools (2nd Edition)*.
http://www2.epl.ca/public-files/booklets/epsb-recommended-resources-sexual-orientation_2014.pdf

Community organization programming supports

There are many organizations that run programming and workshops for students and educators. Included here are just a couple of regional events for student programming. (See section in "Professional Development and Training Opportunities" on "Community organizations and resources" for a listing of local/regional organizations, many of which work

with both educators and students to provide training and programming support.)

➔ **OUTShine: An International LGBTQI2S Youth and Ally Summit, Egale Canada**
https://egale.ca/portfolio/outshine_2017/
This is a biennial summit that is organized by Egale Canada/MyGSA and operates at a different location each time (e.g., Winnipeg in 2015; Windsor in 2017). OUTShine provides activities for students, youth, educators, researchers, and community members.

➔ **FOXY (Northwest Territories)**
<http://arcticfoxy.com/>
FOXY (Fostering Open eXpressions among Youth) is a sexual health education initiative in Northwest Territories. While FOXY initially focused on sexual health for women, they identify as a positive space and they have been working to update their workshops for students to include LGBTQ topics. They use a variety of approaches to discuss sexual health, sexuality, and relationships including "traditional beading, theatre, digital storytelling, photography, and music to help teenage girls express their knowledge, opinions, and questions about health and love (and everything in between)." They run workshops and peer retreats in the delivery of their material.

PROFESSIONAL DEVELOPMENT AND TRAINING OPPORTUNITIES

Professional development and training can include a wide variety of opportunities for learning about LGBTQ-inclusive education and developing capacity among educators. There are often opportunities through in-service workshops at the school district or individual school level to receive training, and these can be opportunities to request/advocate for LGBTQ-specific training in your school/district. It can often be helpful to provide the name of an organization to deliver the training or a specific type of professional development that would be useful in your specific context.

Teacher organizations often offer excellent workshops on LGBTQ-inclusive education. There are usually local/regional community organizations who are also able to offer training for educators as well. Below are listings of some professional development opportunities on LGBTQ-inclusive education offered by teacher organizations and a variety of regional community organizations who are able to offer LGBTQ-themed workshops or training sessions.

Teacher organizations PD/workshops

Alberta Teachers' Association

To support the resource material ATA developed on GSAs and QSAs in Alberta Schools and their PRISM Toolkits for primary and secondary levels, ATA developed a workshop for this material called "PRISM: Professionals Respecting Individual Sexual (and Gender) Minorities."

<https://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Workshops%20Courses%20and%20Presentations/Workshops%20Seminars%20Courses/Inclusive%20Classroom%20and%20School%20Series/Pages/PRISM-Professionals-Respecting.aspx>

British Columbia Teachers' Federation

Workshops on LGBTQ topics are listed here: <https://bctf.ca/SocialJustice.aspx?id=17988>

Elementary Teachers' Federation of Ontario

ETFO's Equity and Women Services offer workshops on a variety of LGBTQ topics, including "Gender and Sexuality 101", "LGBTQ Awareness in Primary Classrooms", "LGBTQ Inclusive Schoolplace Starts

Here", and "Welcoming and Supporting Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Families." Specific yearly offerings are detailed through the website: <http://www.etfo.ca/aboutetfo/provincialoffice/EquityandWomensServices/Pages/default.aspx>

ETFO has also developed a video and resource guide, *LGBTQ Inclusive Schoolplace Starts Here*, available for order. Other resources are also available here, including Positive Space kits: <http://www.etfo.ca/shopetfo/Pages/default.aspx>

Manitoba Teachers' Society

MTS's Teacher-Led Learning Team has developed a workshop called "Current LGBTQ* Realities" that delivers strategies for developing LGBTQ-inclusive classrooms and schools.

Ontario English Catholic Teachers' Association

Following Ontario's *Accepting Schools Act* amendment to the *Education Act* in 2012, OECTA worked very concertedly to develop capacity among their members, partnering with Egale Canada for workshops and education, and developing a body of resources that could be used in Catholic context. Among their Equity and Inclusivity curriculum resources, they include position statements and some resources on LGBTQ-inclusive education: <http://www.oecta.on.ca/For-Your-Classroom/Curriculum-Resources/Equity-and-Inclusivity>

OECTA also offers the workshop "Building an Inclusive Classroom", which focuses on the philosophy and objectives of Gay-Straight Alliances and looks at how schools can further the work of supporting LGBTQ youth.

Ontario Secondary School Teachers' Federation

OSSTF/FEESO Educational Services has a number of workshops relevant to LGBTQ issues, including workshops for programming/teaching practices, equity and support for educators, safe schools and safe workplaces, anti-bullying initiatives, and mental health supports. The following list of workshops and their descriptions is taken from OSSTF/FEESO website:

>>*Beyond Bullying: Building Safe Schools*
(3 hours)

Participants in this interactive workshop will explore the issues around student bullying: how to identify bullying, the types of bullying, the consequences of bullying and strategies for preventing and dealing with bullying behaviour. A package of resources will be provided to participants.

>>*Beyond Bullying: Building Safe Workplaces*
(3 hours)

This interactive workshop will explore the issues around workplace bullying: the types of bullying, the consequences of bullying and strategies for preventing and dealing with bullying behaviour. A package of resources will also be provided to participants.

>>*Cyber-bullying* (2 hours)

Cyber-bullying remains a concern with the popularity of social media and the expansion of new technologies. Electronic devices can clandestinely capture pictures, videos and sound files which can then be quickly uploaded to the Internet. This workshop will explain the different types of cyber-bullying and provide strategies for addressing them.

>>*EQUIP: Equity in Practice* (3 hours)

This transformative workshop gives education workers the tools and resources to be the tipping point that will lead to positive change in our workplaces and beyond. Participants will examine issues of power and privilege that challenges thinking while acquiring strategies that ensure their workplaces are equitable and their practices inclusive.

>>*From PAIN to PRIDE: Homophobia and Transphobia* (3 hours)

A challenging exploration of gender, sexuality and identity that helps support members to create safe, learning and working environments for all students and members, including those who identify as LGBTQ. Participants will be provided with definitions, understanding and strategies necessary to address the impact of gender-based violence as it is manifested in homophobia and transphobia.

>>*Still Not Laughing: Challenging Sexual Harassment in Our Schools* (2-3 hours)

Sexual harassment is no joke. Studies show that sexual harassment has significant negative effects on those who experience it. As educational workers we must be willing to step up to challenge this form of abuse. This workshop will increase participants' awareness and understanding of sexual harassment and provide them with an opportunity to develop strategies that challenge sexual violence and harassment in their schools and workplaces.

>>*Next Steps: From Advocacy to Activism*
(3 hours)

Offers educators the opportunity to move beyond their understanding of equity issues by providing them with a blueprint for assessing situations for inequities, identifying resources and supports across the education sector and implementing change.

>>*Mental Health—Let's Act!* (2-3 hours)

This OSSTF/FEESO workshop will provide members with an opportunity to better understand the importance of mental health, the impact of mental illness and offer strategies about how each of us can respond to the reality of mental health in education today. Relevant resources will also be provided to workshop participants.

>>*Transgender Issues* (2-3 hours)

Transgender identities are changing the notion of diversity in the workplace. Our current understanding of gender is complex and rapidly changing – so are the policies which govern our educational workplace. Gain the awareness needed to ensure the school you work in is keeping pace. This workshop familiarizes participants with terminology associated with a variety of gender identities and what it means to support coworkers and students who identify as transgender. Awareness and understanding of gender complexity to support educational workers who are transgender helps create workplaces that respect human rights for everyone.

>>*GSA for educators*

Does your district have a GSA (Gay-Straight Alliance) for staff? Or do you currently have

one but no one seems to be showing up? This might be the workshop for you. The workshop will focus on methods of creating a GSA for LGBTQ educators and their allies. GSAs for educators have many benefits; it takes away isolation many LGBTQ educators feel, it fosters positive changes and helps overcome homophobia, bi-phobia and transphobia in the workplace and most of all it creates strong networks of LGBTQ educators, their allies and the community at large. If you already have a GSA at your district and are looking at ways to make it stronger, this workshop will give you options to create connections with other educators in your district, community partners as well as creative initiatives to help your GSA expand.

Community organizations & resources

Note: The community organizations and resources listed here are some of the more established regional and national resources. These organizations offer many supports for schools and educators in practicing LGBTQ-inclusive education, from programming supports to guest speakers, training and workshops to visibility aids. (It's also worth noting that many community organizations offer programming resources, such as those that organize specific awareness days or those that develop many education resources.)

For a full listing of updated regional and national resources, including health resources and help-line counselling, see <http://www.MyGSA.ca/Resources>.

Egale Canada and MyGSA

<http://www.egale.ca>

<http://www.MyGSA.ca>

Egale Canada / MyGSA offers English and French regionally-specific anti-homophobia, anti-biphobia, anti-transphobia, and intersectionality workshops and positive space/safer and accepting schools training and resources. They also offer many online resources, including their MyGSA Kit (available online <http://egale.ca/portfolio/mygsa/>), as well as video training packages and their biennial OUTShine Summit.

Visit their websites to see their portfolios and resources (available free online or for order online at [MyGSA.ca](http://www.MyGSA.ca), or you can contact Egale for more information at mygsa@egale.ca or 1-888-204-7777).

Canadian Centre for Gender & Sexual Diversity

<http://ccgsd-ccdgs.org/>

Canadian Centre for Gender & Sexual Diversity (formerly Jer's Vision) is a national organization that promotes gender and sexual diversity through work in education, health, training, and advocacy work. Workshops are available for booking online: <http://ccgsd-ccdgs.org/book-a-workshop-or-presentation/> or by emailing teachers@ccgsd-ccdgs.org.

PFLAG Canada

<http://pflagcanada.ca/>

PFLAG Canada is a national charitable organization, founded by parents who wished to help themselves and their family members understand and accept their non-heterosexual children by providing supports and resources.

CAPSLE (Canadian Association for the Practical Study of Law in Education)

<http://capsle.ca/>

CAPSLE is the Canadian Association for the Practical Study of Law in Education, a national organization whose aim is to provide an open forum for the practical study of legal issues in education. While CAPSLE's mandate is not specific to LGBTQ practices, there are often workshops or presentations at their annual conference on a range of topics, LGBTQ-inclusive education included (see <http://capsle.ca/conference/> for conference information and schedule.)

Regional community organizations

British Columbia

➔ McCreary Centre Society

<http://www.mcs.bc.ca/>

➔ Pride Education Network

<http://pridenet.ca>

➔ SARAVYC – Stigma and Resilience Among Vulnerable Youth Centre

<http://www.saravyc.ubc.ca/>

➔ SOGI 1 2 3

<https://www.sogieducation.org/>

➔ Trans Care BC

<http://www.phsa.ca/our-services/programs-services/trans-care-bc>

➔ QMUNITY – BC's Queer Resource Centre

<http://qmunity.ca>

➔ UBC's The Institute for Gender, Race, Sexuality and Social Justice

<http://grsj.arts.ubc.ca/>

➔ CampOUT

<http://campout.ubc.ca/>

- ➔ Sher Vancouver
<http://www.shervancouver.com>
- ➔ Out on Screen
<http://outonscreen.com>

Alberta

- ➔ The altView Foundation
<http://www.altview.ca/>
- ➔ Calgary Outlink
<http://www.calgaryoutlink.ca/>
- ➔ iSMSS – Institute for Sexual Minority Studies and Services
<http://www.ismss.ualberta.ca/> (also organizers of Camp fYrefly <http://www.fyrefly.ualberta.ca/>)
- ➔ Pride Centre of Edmonton
<http://pridecentreofedmonton.org/>

Saskatchewan

- ➔ OUT Saskatoon
<http://www.outsaskatoon.ca/>
- ➔ UR Pride
<http://www.urpride.ca/>

Manitoba

- ➔ Rainbow Resource Centre
<http://www.rainbowresourcecentre.org/> (or <http://www.rainbowresourcecentre.org/education/>)
- ➔ SERC (Sexuality Education Research Centre) Manitoba
<https://www.serc.mb.ca/>
- ➔ Two-Spirited People of Manitoba
<http://www.twospiritmanitoba.ca/>
- ➔ QPOC (Queer People of Colour) Winnipeg
<https://www.facebook.com/qpocwinnipeg/>
- ➔ Winnipeg Transgender Support Group
<http://winnipegtransgendergroup.com/>

Ontario

- ➔ The 519 (519 Church Street Community Centre, Toronto)
<http://the519.org/>
- ➔ Kind (Ottawa)
<http://kindspace.ca/>
- ➔ Rainbow Health Ontario
<http://www.rainbowhealthontario.ca/>
- ➔ SOY – Supporting Our Youth
<http://soytoronto.org/>
- ➔ The Triangle Program (TDSB)
<http://triangleprogram.ca/>
- ➔ Two Spirited People of the First Nation
<http://www.2spirits.com/>
- ➔ Other LGBTQ community resources:
http://sgdo.utoronto.ca/resources/community_resources/

Québec

- ➔ GRIS Montréal
<http://www.gris.ca/>
- ➔ Jeune Adulte Gai-e-s
<http://www.lejag.org/>
- ➔ ASTT(e)Q (Action Santé Travesti(e)s et Transsexuel(le)s du Québec or Québec Trans Health Action)
<http://www.astteq.org/>

Atlantic

- ➔ Nova Scotia Rainbow Action Project
<http://nsrap.ca/>
- ➔ Youth Project
<http://youthproject.ns.ca/>

The North

- ➔ Foxy (Fostering Open eXpression among Youth)
<http://arcticfoxy.com/>
- ➔ Rainbow Coalition of Yellowknife
<http://www.rainbowcoalitionyk.org/>
- ➔ Queer Yukon
<http://www.queeryukon.com/>

[B.ED. & GRADUATE COURSES]

Faculties of Education and teacher certification programs are important parts of the education system as they educate pre-service teachers for the profession. While many professors/instructors in Education faculties are in favour of LGBTQ-inclusive education, gender and sexual diversity are not often incorporated in B.Ed. courses or as part of B.Ed. program requirements. However, as LGBTQ-inclusive practices are encouraged and increasingly mandated throughout the school systems of Canada, this lack of attention in B.Ed. programs becomes more clearly insufficient for preparing teachers to fulfill their responsibilities.

However, Faculties of Education should work to introduce course requirements on LGBTQ-inclusive education and practices, either through a thorough implementation of LGBTQ topics throughout the core curriculum (see UBC's ARC initiative below) or through standalone LGBTQ topics courses offered at the B.Ed. and graduate level. In addition, Faculties can help prepare LGBTQ Education students to meet the challenges of entering an often unwelcoming profession by initiating GSAs for Education students where they can exchange information about potential workplaces and share their own experiences of deciding how open they can be in practicum placements, job interviews, and so on.

LGBTQ-inclusive teacher education specialists in Canada and specialized courses

The following is an incomplete list and does not include the many Education professors who integrate LGBTQ content into non-specialized courses.

Tara Goldstein, Ontario Institute for Studies in Education, University of Toronto
Approaches to Anti-homophobia Education

André Grace, University of Alberta

Laura-Lee Kearns, St. Francis Xavier University

Sarah Kelly, Queen's University (also, NWTTA member)

Teaching LGBT Students (CONT807)
See: <https://coursesforteachers.ca/courses/CONT807>

Lisa Loutzenheister, University of British Columbia
Queer Theory in Education (CCFI 565)
Anti-oppressive and Queer Theories in Education (CCFI 565)

Robert C. Mizzi, University of Manitoba

Karleen Pendleton-Jimenez, Trent University
Sociocultural Perspectives on Human Development and Learning (EDUC 4313H)
Practicum: Developing Teaching Identity, Knowledge, and Skill (EDUC 4353H)

Catherine Taylor, The University of Winnipeg
Sexual and Gender Minority Inclusive Education (EDUC 4000-150)
Sex, Gender and Diversity (EDUC 5001-009)

Gerald Walton, Lakehead University
Media, Education, and Gender
Diversity in Education
Society and Education

Kris Wells, University of Alberta
Sexuality, Gender and Culture in Education (EDPS 401) – <http://www.ismss.ualberta.ca/sites/www.ismss.ualberta.ca/files/EDPS401.pdf>
Sexual and Gender Minorities in Education and Culture (EDPS 501) – <http://www.ismss.ualberta.ca/sites/www.ismss.ualberta.ca/files/EDPS501.pdf>

Alex Wilson, University of Saskatchewan
Gay and Lesbian Issues in Education (EFDT486)

In addition, the Ontario College of Teacher Additional Qualification course on "Teaching LGBTQ Students" will soon be available for Ontario Teachers.

University of British Columbia’s ARC Foundation project, “Education for All!”

The Education for All project is the most thorough-going initiative to date to build capacity for LGBTQ-inclusion in a Canadian Faculty of Education and support the development of LGBTQ-inclusive schools. Among the prongs of this multi-faceted project is a “curriculum-mapping” activity to identify opportunities to integrate LGBTQ content and perspectives in B.Ed. programs. The following is excerpted from <http://educ.ubc.ca/ubc-arc-sexual-orientation-and-gender-identity-fund-announcement/>:

The Teacher Education for All! project will build capacity for faculty, staff and students in the Teacher Education program at UBC to create and provide an inclusive culture, work place, and learning environment with a particular focus on intersectional approaches to thinking about sexual and gender diversity in public educational settings and pedagogical approaches to recognize, and intervene to transform, the impacts of systemic discrimination.

The Teacher Education for All! project will integrate multiple approaches to building Faculty of Education whole-climate capacity for LGB/T2/Q inclusion, including:

A policy review to produce a Teacher Education for All! LGB/T2/Q Inclusion statement;

A Teacher Education for All! communication campaign;

A focus on enhance teacher candidates’ understanding and teaching capacities so they in turn may initiate positive spaces for LGB/T2/Q youth and educators in schools;

Bachelor of Education curriculum mapping to identify gaps and goals to address LGB/T2/Q inclusion;

Design and delivery of LGB/T2/Q inclusion workshops that address climate, assumptions and practices relevant to building capacity regarding sexual and gender diversity;

A Teacher Education for All! Expo event to celebrate the end of the project.

The RISE Project

The RISE Project on LGBTQ-inclusive Education in Canadian Universities, led by Dr. Catherine Taylor, is currently underway. This project will engage the teacher education community in identifying best practices in LGBTQ-inclusive education and developing a curriculum framework to integrate LGBTQ content into B.Ed. and specialist courses. See www.uwinnipeg.ca/rise for project updates.

[MEGA RESOURCES (E.G., MYGSA KIT)]

Egale Canada Human Rights Trust (est. 1995) is an advocacy organization that focuses on LGBT human rights through research, education, and community engagement (see <http://egale.ca/about/>). While their scope is broader than education, education is a pillar of their work and they have done a great amount of work in LGBTQ-inclusive education, including funding the *First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools* (conducted by Catherine Taylor and Tracey Peter, available online here: <http://egale.ca/wp-content/uploads/2011/05/EgaleFinalReport-web.pdf>). Based on the findings of this project, Egale launched MyGSA.ca, a new resource devoted to their work supporting safer and inclusive schools for LGBTQ youth.

Gender Spectrum (genderspectrum.org)

This vast U.S.-based collection of resources on gender diversity covers everything from lesson plans and recommended videos to best practices for religious leaders.

GLSEN (U.S.-based educator network)

GLSEN is one of the longest running educator networks (est. 1990) and has a great deal of information and resources available on their website, including many educator resources (see: <http://www.glsen.org/educate/resources>). Like MyGSA, GLSEN could be classified as a “mega-resource” as it includes resources for curriculum, programming (including GSA and safe space kits), days of action, professional development, research initiatives, and student supports.

GLSEN offers educator guides, LGBT-inclusive curriculum, and lesson plans on bullying, bias, and various forms of diversity education (linked through the educator resources URL above). These resources can be searched by school level (elementary, middle,

or high school) or by program type (e.g., Ally Week resources, Day of Silence resources).

ISMSS (<http://www.ismss.ualberta.ca/ProfessionalResources>) at the University of Alberta stands for “Institute for Sexual Minority Studies and Services.” Among the offerings of the website are links to many national and Alberta-based resource documents.

MyGSA.ca (<http://mygsa.ca/>) is a comprehensive resource for students and educators. The website has extensive supports and resources for students and educators, including GSA kits, GSA networks, curriculum and teaching resources, and advice for engaging in LGBTQ-inclusive education. See <http://www.MyGSA.ca/Educators> or <http://www.MyGSA.ca/Resources>

One of the key pieces of their work is the development of *MyGSA Education Resource Kits* (available for purchase here <http://egale.ca/shop/mygsa-ca-education-resource-kit/> or you can find links to region-specific variations developed for specific provinces listed above in “Government Policy”, or go to http://egale.ca/wp-content/uploads/2015/09/MyGSA_ON_Resource_CompleteKit.pdf).

PrideNet (<http://pridenet.ca>) is a BC-based network of educators and others working for LGBTQ-inclusive schools. Their website offers downloads of their own documents and links to many others for educators, youth, and families.

RISE (www.uwinnipeg.ca/rise) stands for “Respect, Inclusion, Safety, and Equity.” RISE is a research-site and offers downloads of LGBTQ-inclusive education reports from research teams led by Catherine Taylor, along with citations for related articles.

