Unite, Inspire, Lead
Our Students, Our Union, Our Future

Working to Make
Schools and Worksites
Safe for LGBTQ+ Students

Philip S. McCormick, MSW, LSW

2017 NEA National Leadership Summit | February 24-26, 2017
The NEA Strategic Goal and NEA Organizational Priority this session addresses:

- **NEA Strategic Goal**
  - Empowered Educators for Successful Students

- **NEA Organizational Priority**
  - Institutional Racism/Racial Justice in Education
  - Every Student Succeeds Act (ESSA)
NEA Leadership Competencies and Themes

• NEA Leadership Competency Progression Levels:
  – Level 1: Foundational
  – Level 2: Mobilizing & Power Building

• NEA Leadership Competency Themes:
  – Leverages Advocacy Practice
  – Interprets and Acts on Social Justice Initiatives
Workshop Learning Objectives

• Workshop participants will:
  – Have an understanding of various sexual orientations and gender identities
  – Examine experiences of privilege, oppression, and intersectionality
  – Explore various ways to make schools and worksites safe for LGBTQ+ students
  – Access resources to take back to their worksites
Introductions

• In *45 seconds or less*, please introduce yourself and share *any or all* of the following:
  
  – Your **Name**
  
  – **Gender Pronouns** (*he/him/his, she/her/hers, they/them/their, etc.*)
  
  – **Local/State Association**
  
  – **Worksite**
  
  – Something You Hope to **Gain** from this Workshop

• *If you choose not to use your full 45 seconds, we will honor the silence during the remaining time*
The Complexities of Identity

• *Take One Minute and Think To Yourself.. How Would You Identify Yourself?*
The Complexities of Identity
The Complexities of Identity

• Share with a neighbor:
  – What are your reactions to the various identities that were shared?
  – What stood out most to you?
  – In what ways can you relate?
  – What confused you, if anything?

*Serial Testimony:
Each person will have 1 minute to share, followed by two minutes of cross-talk.
The Complexities of Identity

• What is the *difference* between gender identity and sexual orientation?

• What does “*cisgender,*” mean as opposed to “*transgender*?”
The Complexities of Identity

• With a neighbor, write what you think each of the following “identity” letters, numbers, and symbols stand for:

- L
- G
- B
- T
- Q
- I
- A
- 2
- Q
- A
- P
- +
The Complexities of Identity

• So what are the “ingredients” of the “Alphabet Soup” of Sexual Orientation and Gender Identity?

- L: Lesbian
- G: Gay
- B: Bisexual
- T: Transgender
- Q: Queer
- Q: Questioning
- I: Intersex
- A: Asexual
- A: Ally
- 2: Two-Spirit
- P: Pansexual
- +: Plus
The Complexities of Identity

- Are there any identities that you would *add* to this list?
The Complexities of Identity

The Gender Unicorn

Gender Identity:
- Female / Woman / Girl
- Male / Man / Boy
- Other Gender(s)

Gender Expression:
- Feminine
- Masculine
- Other

Sex Assigned at Birth:
- Female
- Male
- Other / Intersex

Physically Attracted to:
- Women
- Men
- Other Gender(s)

Emotionally Attracted to:
- Women
- Men
- Other Gender(s)

To learn more, go to: www.transstudent.org/gender

Design by Landyn Pan and Anna Moore
Privilege and Oppression

• On a sheet of paper, write down words that come to mind when thinking of “privilege.”
• On a sheet of paper, write down words that come to mind when thinking of “oppression.”

got privilege?
Privilege and Oppression

- **Privilege:**
  - A special right, advantage, or immunity granted or available only to a particular person or group of people

- **Oppression:**
  - The state of being subject to unjust treatment or control
Privilege and Oppression
Privilege and Oppression

• *Share with a neighbor:*
  – In what ways, including, but not limited to sexual orientation and gender identity, have you experienced privilege?
  – In what ways, including, but not limited to sexual orientation and gender identity, have you experienced oppression?

*Serial Testimony:*

Each person will have 1 minute to share, followed by two minutes of cross-talk.
Privilege, Oppression, and Intersectionality

- What does it mean to experience “intersectionality” of oppression?
Privilege, Oppression, and Intersectionality

There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde
Our Students and Oppression

• Share with a neighbor:
  – In what ways, including, but not limited to sexual orientation and gender identity, do our students experience oppression at school (in class, in the bathroom, on the playground, at P.E. on the bus to and from school, etc.)?

*Cross-Talk
Cross-talk with your neighbor for three minutes.
Our Students and Oppression
Our Students and Oppression

• ..and what could we, as educators and educational support professionals, do about it?
How We Can Advocate for Our Students

• LGBTQ+ students need allies.
  – According to a survey by the Human Rights Campaign (HRC), LGBTQ+ students report being harassed at school — both physically and verbally - *twice* as much as their non-LGBTQ+ peers.
  – According to a survey by GLSEN, **75%** of transgender youth feel unsafe at school
  – **59%** of trans students have been denied access to restrooms consistent with their gender identity
  – All of these factors have *adverse effects* on students’ educational outcomes
How We Can Advocate for Our Students

• In groups of 4-5 people, write down, on a large sheet of paper, ways that we can advocate for our LGBTQ+ students in our worksites (in class, in the hallways, on the playground, on the bus).
How We Can Advocate for Our Students
[In School, Overall]

• **Ways that We Can Advocate for LGBTQ+ Students:**
  – Build an Inclusive School Environment through **GSA’s (Gay-Straight Alliances)**
  – Create **LGBTQ+ Inclusive Curriculum**
  – If there are **Dress Codes**, Be Sure They Are **Not** Race or Gender Oppressive
  – Designate an **All-Gender** or **Gender-Neutral Bathroom**
  – Use **Gender Neutral Language** for Prom, School Events
  – Adopt an **LGBTQ+ Inclusive Anti-Bullying Policy**
  – Offer and Promote **LGBTQ+ Diversity Training** for Faculty and Staff
How We Can Advocate for Our Students [In Our Worksites]

• **Ways that We Can Advocate for LGBTQ+ Students:**
  - Use **LGBTQ+ inclusive language** (especially transgender and cisgender)
  - Invite students to share **gender pronouns** during introductions
  - Address trans and gender non-conforming students by **preferred name** and **gender pronouns**
  - Create an LGBTQ+ inclusive physical **classroom environment** (e.g. post a “Safe Space” sticker)
  - Incorporate **LGBTQ+ figures** in literature, history, science, mathematics, athletics, etc. into curriculum
  - Promote **respect** for all students and do not tolerate homophobic or transphobic behavior or remarks
  - Communicate issues of **inequality** to building or district administrators
  - Make **no assumptions** about sexual orientation and/or gender identity
Featured LGBTQ+ Inclusive Literature

- Gay & Lesbian History for Kids
- When Kayla Was Kyle
- Shout It Out: Coming Out Black and Brown
- Pugdog
- One Teacher In Ten: In the New Millennium
LGBTQ+ Educator Resources

- GLAAD: www.glaad.org
- GLSEN: www.glsen.org
- National Center for Transgender Equality: www.transequality.org
- NEA GLBT Caucus: www.nea-glbtc.org
- PFLAG: Parents, Families, and Friends of Lesbians and Gays: https://community.pflag.org/
- SEED (Seeking Educational Equity and Diversity): www.nationalseedproject.org
- Teaching Tolerance – Diversity, Equity, and Justice: www.tolerance.org
- TSER (Trans Student Educational Resources): www.transstudent.org/gender
Thank You for Participating!

"The time is always right to do what's right."

– Rev. Dr. Martin Luther King, Jr.
Sources

• GLSEN (Gay, Lesbian, Straight Education Network): www.glsen.org
• National Center for Transgender Equality: www.transequality.org
• Teaching Tolerance: www.tolerance.org
• The American Reader: www.theamericanreader.com
• TSER (Trans Student Educational Resources): transstudent.org/gender
• White Privilege Conference: http://www.whiteprivilegeconference.com/
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Having a clearer understanding of the complexities of your students’ identities
  – Creating and maintaining a safe and inclusive environment for all of your students
  – Accessing and sharing LGBTQ+ advocacy resources with colleagues in your worksites
What Did You Think?

• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment