

Provide professional learning to build all staff understanding of students who identify as LGBTIQ+

A suggestion for implementing the strategy 'Design inclusive school-wide systems and processes' from the Guide: [LGBTIQ+ students](#)

Includes:

- Review staff professional development
 - Partner with outside agencies
 - Develop supportive advocates
 - Use a culturally responsive approach
 - Build teacher knowledge
 - Useful resources
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Inclusive Education

From

Guide: [Supporting LGBTIQ+ students](#)

Strategy: [Design inclusive school-wide systems and processes](#)

Suggestion: [Provide professional learning to build all staff understanding of students who identify as LGBTIQ+](#)

Date

06 February 2019

Link

www.inclusive.tki.org.nz/guides/supporting-lgbtqa-students/provide-professional-learning-to-build-all-staff-understanding-of-students-who-identify-as-lgbtqa

Review staff professional development

Check that:

- ▲▲ opportunities are provided to address staff gaps in knowledge and skills relating to student safety and wellbeing
- ▲▲ ongoing professional learning is undertaken on emerging school safety and wellbeing issues
- ▲▲ non-teaching and casual/specialist/visiting staff are included in relevant professional learning opportunities
- ▲▲ approaches to PLD are flexible to meet the variable needs of adult learners (face-to-face, size of group, online, time of day)
- ▲▲ opportunities are regularly provided for more expert and advanced professional learning for staff.

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Partner with outside agencies

Organisations such as [RainbowYOUTH](#), [InsideOUT](#), [New Zealand Family Planning](#) and the [PPTA](#) can support professional learning.

Organisations can provide information and support on topics such as:

- facilitating class discussions about sex and sexuality and gender identity, including dealing with tough and tricky questions
- clarifying terminology and identities
- supporting transgender students through social and physical transitions
- current research on sex, sexuality, and gender-diverse young people's experiences in school
- understanding sexuality and gender diversity
- increasing awareness and being more inclusive of LGBTIQ+ people
- strategies for responding immediately and appropriately to homophobic language and behaviour
- the importance of using inclusive language and the value of setting positive examples that affirm and embrace LGBTIQ+ students.

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Develop supportive advocates

The presence of adults who are supportive of LGBT students is associated with increased feelings of safety at school.

Supportive adults:

- affirm students
- intervene, particularly when bullying occurs
- provide support
- advocate for school-wide policies and practices.

LGBT students:

- develop greater self-esteem
- are less likely to miss school
- achieve greater educational outcomes.

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Use a culturally responsive approach

Ground your inquiry into the needs of LGBTIQ+ students within the four Māori concepts of:

- ▲▲ manaakitanga
- ▲▲ whanaungatanga
- ▲▲ ako
- ▲▲ mahi tahi.

These concepts provide a lens through which the cultural responsiveness of school activities and practices in supporting and promoting equitable outcomes for all learners can be evaluated.

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Build teacher knowledge

More Than Four is a collection of video resources from InsideOUT, exploring the identities and experiences of and beyond 'LGBT' identities.

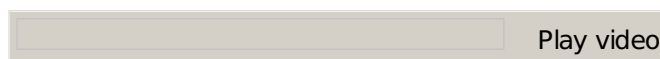
Source: [More than Four | InsideOUT](#)

Closed Captions

Source:

[More than Four | InsideOUT](#)

<https://insideout.org.nz/more-than-four/>



Video hosted on Youtube <http://youtu.be/SINsNMCS1Tw>

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Useful resources

How to communicate with parents and staff

Read time: 16 min

Publisher: Gender Spectrum

[Visit website](#)

Gender inclusive schools toolkit

Read time: 11 min

Publisher: University of Southern California

[Visit website](#)

Respect, resilience, and LGBT students

Read time: 10 min

Publisher: ASCD

[Visit website](#)

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