



Gender Inclusive Schools

Why gender inclusive schools matter

When someone with the authority of a teacher describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.



— Adrienne Rich



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Gender Inclusive Schools

Why gender inclusive schools matter

Gender inclusive schools take **specific steps** so the unique gender of every student is

- Seen
- Safe
- Supported




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Gender Inclusive Schools

Why gender inclusive schools matter


How are we celebrating the unique gender of every student?



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Gender Inclusive Schools

Gender Inclusive Schools Framework




Four Entry Points


Internal
Interpersonal
Instructional
Institutional

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Gender Inclusive Schools

Gender Inclusive Schools Framework





Gender Inclusive Schools Framework

Implementation Tool

For the teaching and learning

As you consider your own role working with students, families and colleagues, what might you do to create an environment of gender inclusivity? Consider how to work with stakeholders.

As a gender inclusive educator, I will:

Internal Entry Points

- I will assess the diversity of gender with attention to equity in our efforts.
- I will ensure that I engage others about the importance of gender inclusivity.
- I will act on my experiences with gender growing as either an individual

Interpersonal Entry Points

- I will use my gender inclusivity as part of my teaching practice.
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Instructional Entry Points

- I will ensure my teaching practice is gender inclusive.
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Institutional Entry Points


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Gender Inclusive Schools Framework





Gender Inclusive Schools Toolkit

Creating a school that acknowledges and affirms the gender diversity of every student does not happen by accident. Through thoughtful and intentional practices, any institution can create gender inclusive conditions for all its students. The following practices are intended to be a guide that provides a common language for creating a gender inclusive school. We encourage you to adapt, modify and expand on these practices to fit your own context. For additional resources, please visit our website at www.genderspectrum.org.



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What will be your next step(s) as a gender inclusive educator?

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Gender Inclusive Schools Framework



Internal

Understandings of gender.

How do experiences and beliefs about gender impact the work we do with students?

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Internal



Real Boy - Trailer
A video series explores adolescence, identity, and the physical and emotional ramifications of all changing gender identity.



DISCLOSURE
A collection of essays, stories, and poems by trans authors.

12 of the best books by trans authors that you need to read








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Internal

My Gender Journey

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Gender Inclusive Schools Framework

Internal

Reflect...

- What messages did you receive from those around you about gender?
- Did those messages make sense to you?
- Where do you notice yourself noticing gender?
- In what ways do you see your students impacted by gender?

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Gender Inclusive Schools Framework

Internal


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Internal


Ask Yourself:

- What are some ways that you can deepen your own understanding of gender?
- What resources do you need for doing so?

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Gender Inclusive Schools Framework



As a gender inclusive educator, I will:

Internal Entry Points

- ___ Read *Understanding Gender from the Gender Inclusive Schools Toolkit*
- ___ Talk about the dimensions of gender with someone in my family or circle of friends
- ___ Ask someone who is younger than me about their thoughts regarding gender diversity
- ___ Reflect on my own experiences with gender growing up and/or as a professional
- ___

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Gender Inclusive Schools Framework

Interpersonal

Relationships and language.

How do our interactions reinforce a commitment to gender inclusion?




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Interpersonal

Provide counter-narratives to the gender binary



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Interpersonal

Language at the Ready

- There are so many different ways to be a boy or a girl (or even something else!)
- You may think that, but I don't (or "he doesn't," etc.)
- Toys are toys. They're for everybody!
- Be an example: I know lots of girls with short hair! Do you know any girls with short hair?
- More common and less common
- Sometimes but not all the time
- Frequently, but not always

} Both, and...



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Gender Inclusive Schools Framework: Interpersonal

Is that person a boy or a girl?

Talking to Young Children About Gender

Well, we don't know just by looking at someone what their gender is. If we want to know, we would need to ask them. Is there a reason you're interested, or just curious?

I don't know - some people feel like they are either a boy, or a girl, and there are also kids who feel like they're both a boy and a girl, or they don't really feel like either one. Have you ever met anyone who feels that way? If someone asked you what your gender is, what would you say?




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Interpersonal

- Include your pronouns when introducing yourself



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Gender Inclusive Schools Framework

Interpersonal

Email Signatures

Joel Baum (He/Him) What's this?
 Senior Director, Professional Development |
 Gender Spectrum
 On Lijian (Chione) Land (Learn More)
 E: jbaum@genderspectrum.org
 1271 Washington Ave. #834
 San Leandro, CA 94577
www.genderspectrum.org




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Gender Inclusive Schools Framework

Interpersonal
Email Signatures

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Gender Inclusive Schools

Gender Inclusive Schools Framework

Interpersonal

- Include your pronouns when introducing yourself
- Student pronouns?

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Gender Inclusive Schools Framework


Interpersonal

- Include your pronouns when introducing yourself
- Student pronouns?
- Creating pairs/groups: "appointment clocks"

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Gender Inclusive Schools Framework

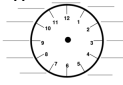


Interpersonal

Creating Large Groups

- Odd vs. even birthdays
- Jan – Mar; Apr – Jun; etc.
- Odd vs. even address
- Chocolate vs. vanilla
- Mountains vs Oceans
- Etc.
- Etc.


Appointment Clocks



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Interpersonal

- Include your pronouns when introducing yourself
- Student pronouns?
- Avoid whole group references to “boys and girls” or “ladies and gentlemen” (and explain why)

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Interpersonal

“Good morning, boys and girls?”

- Reinforces gender binary
- Triggers some Trans/Non-binary students
- Leaves some kids out
- Signals a lack of awareness

Be Intentional:
What is gained? What is lost?

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Gender Inclusive Schools Framework

Interpersonal

Gender Inclusive (And Way More FUN) Ways to Address Your Groups of People

Folks	Gang	Peeps
Y'all	Gentlepeople	Cool Cats
Comrades	Future Leaders of the World	Earthlings
Party People	Peep-a-doodles	Humans
Scholars	Rays of Sunshine	Everyone
People	Collaborators	Troopers
Team	Colleagues in Learning	

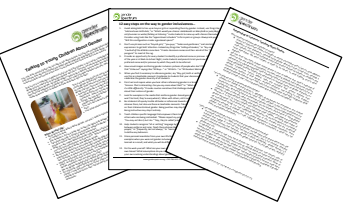



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Interpersonal

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Gender Inclusive Schools Framework: Interpersonal

10. Help students recognize and see the limitations of "all or nothing" language

"That may be true for some people, but not all people"

"Frequently, but not always"

"More common and less common"



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Gender Inclusive Schools Framework

Interpersonal




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Interpersonal

Ask Yourself:

- How comfortable are you talking about gender with others (students, parents, colleagues, etc.)?
- What is one concrete thing you could do to become more comfortable?

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As a gender inclusive educator, I will:

Interpersonal Entry Points

- ____ Share my pronouns when introducing myself or meeting new people
- ____ Notice when I use binary language such as *boys and girls*, *ladies and gentlemen* and similar phrases when speaking with, to or about students and colleagues
- ____ Seek opportunities to use language reflecting gender diversity (*cisgender*, *non-binary*, *gender diversity*, *congruence*) in my interactions with students, families and colleagues
- ____ Look for and point out examples of gender stereotypes in various materials I use
- ____ Intentionally move away from "all or nothing" language by using phrases such as *frequently but not always*, *more typical and less typical*, *sometimes versus all the time*, etc.
- ____

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Instructional

Teaching and learning about gender.

What and how are we teaching our students about gender?





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Instructional

Lesson About Gender

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qks What is GENDER?



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Play Areas

- To what extent are your play areas gendered vs. mixed up?
- To what extent are your dress up areas gendered vs. mixed up?

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Instructional Practices

- Do you notice if you or colleagues are responding to kids differently based on gender?
- How are you giving praise to kids of different genders? What are you praising?
- How are you creating groups?

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Gender Inclusive Framework

Instructional

**Scope and Sequence:
Gender Inclusive Instruction**

Rather than a static set of lessons in a particular sequence, the following provides a spiral framework that can be applied to all grades. Taught using developmentally appropriate approaches and materials, the sequence engages students in a circular path of learning that exemplifies gender's complex and iterative nature.



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Instructional

Integrated Instruction

- Applying the gender diversity lens to lessons, projects and activities that you are already doing with your students



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Instructional

Literature About Gender





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Instructional

Math

Examples beyond the binary:

Word problems that are diverse and depict all sorts of people



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Instructional

Other Areas

- **Dance:** How is gender accounted for in various kinds of dance from around the world?
- **Art:** How have artists portrayed different ideas about gender?
- **Music:** Who is playing what instruments?
- **PE:** How are our approaches in physical education/play time being impacted by assumptions about gender?



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Instructional

Ask Yourself:


- How does gender already “show up” in my curriculum?
- What is at least one lesson that I teach that could easily integrate concepts of gender in some way?



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Gender Inclusive Schools Framework: Instructional



As a gender inclusive educator, I will:


Instructional Entry Points

- ___ Incorporate a topic explicitly about gender within my subject area/field
 - o Writing prompts referencing gender
 - o Current events involving gender
 - o Representations of gender in the arts
 - o The role of gender in foreign languages
 - o Gender-based story problems
 - o Identifying gender stereotypes
 - o Use a novel or other source with gendered theme(s)
- ___ "Audit" my curriculum for messages reinforcing gender binaries and limitations
- ___ Teach a specific lesson focused on gender

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Institutional

Structures and systems.

How are we demonstrating our recognition of gender diversity?

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Institutional

Legal & Policy Foundations





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Institutional


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Gender Inclusive Schools Framework

Institutional

Executive Order 13988 sets out the Administration’s policy that “[a]ll persons should receive equal treatment under the law, no matter their gender identity or sexual orientation.”




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Gender Inclusive Schools

Gender Inclusive Schools Framework

Institutional

- Mission statements
- Forms
- Student Information Systems
- Visuals
- Facilities
- Email signatures
- Gender Support Plans
- Identified gender inclusion lead
- Staff Training
- Parent/Community Education
- GSAs/student clubs
- Dress Code
- Website/promo materials
- Availability of resources
- Community Partnerships
- ...and so much more!



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Gender Inclusive Schools Framework

Institutional

Gender Diversity Mission Statement

Gender is complex and unique to each of us. Involving more than just girls versus boys, we affirm youth of all genders—transgender, non-binary, cisgender, gender fluid, agender and any other genuinely held gender identity. We are not “gender neutral” or “gender blind;” rather we seek to acknowledge the individual journey of every student as they explore their own gender. We’re working towards a world that recognizes and celebrates the unique gender of every member of our community.



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Gender Inclusive Registration Forms (guardian)

School is committed to recognizing the rich diversity of our students. If you have any questions about any of the information we are collecting, please don't hesitate to discuss with us.

First Name Child Uses: _____


Child's First Name on Birth Certificate: _____ Decline to state

Child's Gender: _____ Decline to state _____ Girl _____ Boy _____ Another gender (please share, below)

Pronoun child uses: _____ She _____ He _____ They _____ Another pronoun: _____

Child's sex on birth certificate: _____ Female _____ Male _____ Intersex / Other _____ Decline to state (see below if you wish to share details)

Is there anything about your child's gender or sex that you would like for us to know? If you prefer to share this information privately, attach a separate note or we can set up a time to discuss with you in person. Please know that _____ school considers this private and confidential information that will only be shared with your expressed permission and guidance.





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Institutional

Signs Recognizing Gender Diversity

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Gender Inclusive Schools

Gender Inclusive Schools Framework

Institutional

Gender Diverse Images

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Gender Inclusive Schools

Gender Inclusive Schools Framework

Institutional

Gender Diverse Images

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Institutional

Name Badges, Buttons etc.

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Gender Inclusive Schools Framework

Institutional

Gender Inclusive Facilities




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Institutional

Structures for Gender Diverse Students


Who on campus is the lead?

The purpose of this document is to create shared understanding about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review for a plan.

Gender Support Plan

Confidential

Name: _____ Assigned sex at birth: _____ Student Grade Level: _____
 Student's gender identity: _____
 Date of Birth: _____ Siblings(Grade(s)): _____
 Parent(s), Guardian(s), or Caregiver(s) (relation to student): _____
 Meeting participants: _____



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Institutional

Name/Roster Change Processes

Dave had transferred to a new district; his former district did nothing about the LGBTQ bullying he had endured. In fact, when Dave reported the bullying to a staff member, the response was that Dave's gender identity—not the bullying—was the problem.

"The year started well, but substitute teachers were not told about Dave's name. My son was called a distinctly feminine name in a time and at a place where no one knew he was transgender. Without his consent. Without his permission. Without his control. He was outed. Everyone in that class knew. By lunch, the whisper network had grown.



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Institutional
Parent Resources

gender spectrum

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Gender Inclusive Schools

Gender Inclusive Schools Framework

Institutional
Staff and Parent Training

gender spectrum

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Institutional
Other Institutional Opportunities

- Books and other resources about gender are available for students, staff, and families
- Dress Code/Uniforms
- Website/Promotional Materials
- ...and many more!

gender spectrum

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Institutional

Ask Yourself:

- What might be something you could do institutionally to support gender inclusiveness at your school?



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Gender Inclusive Schools Framework

As a gender inclusive educator, I will:

Institutional Entry Points

- ___ Hang up an *All Genders Welcome* or a similar sign on my door or in my room/office
- ___ Change my email signature to include pronouns
- ___ Provide an opportunity for all students to privately share the pronoun and name they use
- ___ Include images in my room/office presenting gender in non-traditional ways (in different societies, individuals stepping outside of traditional roles and forms of expression, etc.)
- ___ Post district and school policies protecting gender diversity in my room/office
- ___



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Putting it all together...

Four Entry Points

- Internal
- Interpersonal
- Instructional
- Institutional



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Taking Action

*Don't do everything.
Just do something.*

Entry Points

Internal	Interpersonal
Institutional	Instructional



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What will be your next step(s) as a gender inclusive educator?

www.genderspectrum.org

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For More Information

Professional Development
Information
Resources
Consultation

info@genderspectrum.org
www.genderspectrum.org



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