

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.

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