

Western Education

Transforming Education. Transforming Lives.

EDUC 5458Q/S LGBT2Q+ Issues in Education

Instructor:

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Office Hours: by appointment

Schedule:

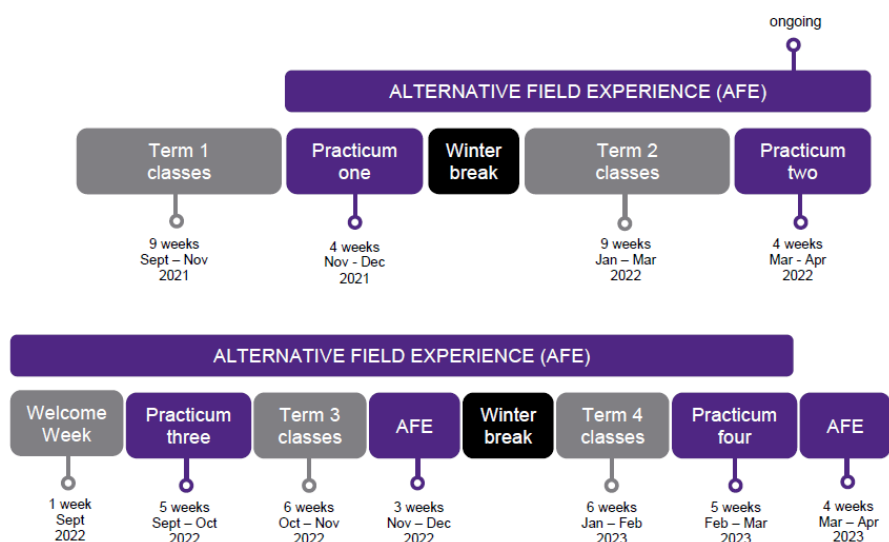
Section 1: Wednesday, 3:30
Section 2: Wednesday, 3:30

Program Context:

This is an **elective** course taken by Teacher Candidates in **any stream/specialty** during their **second year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2023



Course Description:

This course builds knowledge about how to support lesbian, gay, bisexual, trans, two-spirit, queer, questioning (LGBT2Q) and gender independent youth in schools. The ways in which educators can support LGBT2Q youth, and cultivate safe, inclusive, and just school environments for students of all sexual orientations and gender identities will be examined. 3 hours per week, first or second term, .25 credit

This course will foster a comprehensive and critical understanding of the political and cultural landscape of education for lesbian, gay, bisexual, trans, two-spirit, queer/questioning (LGBT2Q) youth. Students will learn to recognize and address homophobia, transphobia, heterosexism, cissexism, and hetero/cisnormativity in school and society. Queer, trans, and anti-oppressive theories will be drawn upon to spotlight LGBT2Q-based inequities and direct attention to what educators can do to support LGBT2Q+ youth, and cultivate safer, more inclusive, and just school environments for gender, sexual, and romantic minorities (GSRM).

Through weekly discussions, reflection, and ongoing inquiry, students will learn how to identify and combat LGBT2Q-based inequities in school and society. An emphasis will be placed on critically analyzing educational policies, procedures, attitudes, and acts that are underpinned by homophobic, transphobic, heterosexist, cissexist, heteronormative, and cisnormative assumptions and ideologies.

Course Credits:

0.25

Number of Weeks: 6

Week 1:

(Un)Learn, Part 1: Beyond the Acronym

Course Overview

Exploring the acronym beyond LGBT

Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Required: The way we think about biological sex is wrong (Quinn, 2019) https://www.youtube.com/watch?v=stUI_OapUso
		What does "Two-Spirit" Mean? (them., 2018) https://www.youtube.com/watch?v=A4lBibGzUnE
		Egale Canada, (2020). Pronoun usage guide for teachers. https://Egale.ca/awareness/pronoun-resource-for-teachers/
		Supplemental: The 519 (2017). The 519's Glossary of Terms, facilitating shared understandings around equity, diversity, inclusion and awareness. http://www.the519.org/education-training/glossary
		Princ(ess)e. (2016). Quels pronoms pour une personne non-binaire ? Princesse rÃ©pond. Retrieved from: https://youtu.be/391FDu67ejg
Class Meeting	Week 1 Activities	Application to practicum experience Concept formation

Week 2:

(Un)Learn, Part 2: Anti-oppressive Education and the Big 4

What is anti-oppressive education?

How do we define and recognize heterosexism/normativity and cissexism/normativity?

How do these concepts relate to homophobia and transphobia?

Learning Activities

Type	Name	Description
		<p>Required: Towards a theory of anti-oppression (Kumashiro, 2000); Tompkins, C., (2017) Why heteronormativity is harmful. https://www.tolerance.org/magazine/why-heteronormativity-is-harmful</p>
Reading	Week 2 Materials & Readings	<p>Supplemental: Kassen, J., (2022). Trans and Gender Diverse Youth and Education;</p> <p>Garrido, M., & Tohme, T. (2012). As They Are: Two-Spirit People in the Modern World. Retrieved from: http://www.youtube.com/watch?v=AYGxZL870ZE;</p> <p>Wells, K., (2018). How can schools support lgbtq2 students?/ Comment les Écoles peuvent-elles soutenir les Écoles lgbtq2? https://www.edcan.ca/articles/how-can-schools-support-lgbtq2-students/</p>
Class Meeting	Week 2 Activities	<p>Critical media analysis Hive Mind</p> <p>Group Chat</p>

Week 3: Accommodate, Part 1: Policy, Guidelines, and Research

What does research tell us about GSRM students and education?

What policy and guidelines protect GSRM students?

How can we use our understanding of research and policy to support GSRM students at school?

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	<p>Required: Elementary Teachers Federation of Ontario (2016)., Bill 13 Accepting Schools Act- Advice to Members;</p> <p>Summary of Iskander, L., & Shabtay., A., (2018). Who run the schools?: LGBTQ youth activism and Ontario's Bill 13 https://exchange.youthrex.com/research-summary/who-runs-schools-lgbtq-youth-activism-and-ontario%E2%80%99s-bill-13;</p> <p>Supporting Trans and Gender Diverse Students in Ontario Schools: Educators'</p>

Responses. Executive Summary. Martino, M., Kassen, J., Omercajic, O., & Dare, L., (2022)

Supplemental:

Creating Safe and Accepting Schools: Information for parents about the Accepting Schools Act (Bill 13)

<https://www.dpccsb.org/Documents/BILL%2013%20-%20PARENT%20HANDOUT%20-%20MOE.pdf>;

Critical policy analysis

Class Meeting Week 3 Activities Group Chat
Hive Mind

Week 4:

Accommodate, Part 2: Integrating Knowledge and Practice

How do I apply understandings of heterosexism/normativity and cissexism/normativity to different educational contexts?

What strategies (preventative/ reactive) are available to me as an Occasional Teacher?

Learning Activities

Type	Name	Description
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Required:

Airton, L., (2019). The gender-friendly classroom. Retrieved from: <https://www.edcan.ca/articles/gender-friendly-classroom/>;
Egale Canada (2017). Supporting your Gender Diverse Child <https://Egale.ca/awareness/supporting-ender-diverse-child/>;

Reading Week 4 Materials & Readings

Supplemental:

Harmony Movement (2012) Educator's Equity Workbook <http://www.harmony.ca/wp-content/uploads/2013/06/Equity-Workbook-sample-web.pdf>

Group Chat
Hive Mind

Class Meeting Week 4 Activities

Week 5:

Affirm: Curriculum, Administration, and Gender and Sexuality Alliances

What is the role and purpose of a GSA?

How might a teacher contribute to the thriving of a GSA?

How is our learning changed when we reconsider the teacher/student dynamic?

Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	Required: Peter, T., Campbell, C.P., & Taylor, C. (2021). Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools. Key Takeaways. Toronto, ON: Egale Canada Human Rights Trust. ; Collins, C., (2020). Supporting LGBTQ students during social distancing. https://tolerance.org/magazine/supporting-lgbtq-studnets-during-social-distancing ;
		EGALE Canada., (2020). A guide to virtual GSAs https://Egale.ca/awareness/a-guide-to-virtual-gsas ;
		Supplemental: A Queer Story (2017). St. Andre Bessette pride. Retrieved from: https://www.youtube.com/watch?v=tr2RDF7N_vl ; GLSEN (2016) Safe Space Kit: A guide to supporting LGBT students in your school https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf
Class Meeting	Week 5 Activities	Group Chat Hive Mind

Week 6: Advocate

What does it mean to act in allyship?

How can I recognize and process my privilege?

Where do I go to continue learning?

How do I hold myself accountable?

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Required: Egale Canada, (2020). Stuck in quarantine with your homophobic or transphobic family? https://egale.ca/awareness/stuck-in-quarantine-with-your-homophobic-or-transphobic-family/ ; BCTF (2016), Allyship Handout https://bctf.ca/uploadedFiles/Public/SocialJustice/EquityInclusion/Allyship%20handout.pdf ; 9 Phrases allies can say when called out instead of getting defensive https://everydayfeminism.com/2017/05/allies-say-this-instead-defensive/ ; Ramsey, F., (2014)., 5 Tips for being an Ally https://www.youtube.com/watch?v=_dg86g-QIM0 ;
		Supplemental: Transwhat.org., Allyship: First steps. Retrieved from: http://transwhat.org/allyship/ ; Egale Canada, (2018). How to be an LGBTQ Ally. Retrieved from: https://egale.ca/how-to-be-an-lgbtq-ally/ ;
Class Meeting	Week 6 Activities	Group Chat Hive Mind Allyship Wrap-up

Assessment Activities

Type	Name	Description
Assignment	Due Wk 6: RAFT Project	The objective of this assignment is to investigate a GSRM-related topic through a particular perspective, for a particular audience, within a particular format. Please refer to the Assignments Page on OWL for more information. .
Assignment	Ongoing: Hive Mind	Hive Mind is a collaborative exercise that provides Teacher Candidates with an opportunity to apply concepts explored in weekly modules to case studies. This assignment is a collaborative case-study project that is structured to reflect various stages of in-service teaching (supply teaching, LTO, and other

duties). It draws on real-life examples to help Teacher Candidates translate in-class work to their teaching practice.

Assignment	Ongoing: Group Chat	Each week, one group of Teacher Candidates, (Core Group) will collaborate to design and facilitate an activity or discussion related to weekly topic. Each member of the Core Group will lead their own small Group Chat.
Assignment	Due Wk 2 and 6: Letter to Self	This assignment serves as a tool for Teacher Candidates to reflect on their learning at the start of the semester and at the end. The first letter focuses on prior knowledge and the second on changes in personal and professional understanding, and goals going forward.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;

- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



Curriculum & Resources

dcp.edu.gov.on.ca/en

Campus Services & Resources:



Health and Wellness

uwo.ca/health



Peer Support

westernusc.ca



Learning Skills

uwo.ca/sdc/learning



Indigenous Services

Indigenous.uwo.ca



Student Accessibility Services

sdc/uwo.ca/ssd



Writing Support

writing.uwo.ca



Financial Assistance

registrar.uwo.ca



Not sure who to ask?

Contact the Teacher Education Office at eduwo@uwo.ca