

# SUPPORTING TRANS AND GENDER DIVERSE STUDENTS AND STAFF

## Consider the following

### Do my learning and teaching materials represent a wide range of experiences, perspectives and identities? Are they gender diverse?

Engaging with materials you don't see yourself reflected in can make it difficult to relate to and can potentially contribute to trans and gender diverse students feeling 'othered'. Take opportunities within the curriculum to acknowledge, show and celebrate diverse gender identities.

### How can I make learning spaces welcoming and engaging?

Learning spaces can often reproduce binary and cisgender norms by making assumptions about gender and reinforcing gender stereotypes. Consider your use of language – welcome 'everyone' instead of 'ladies and gentlemen'. It is okay to ask people what their pronouns are.

### Have I considered the needs of trans and gender diverse students and staff in an online context?

Some trans and gender diverse students and staff may find using the camera or mic very challenging due to anxiety around gender presentation or the sound of their voices/seeing themselves on screen. Offer a range of participation options and consider using platforms that enable students and staff to take control of the name and/or pronoun(s) used on screen.



### Does my college have clear processes in place for trans and gender diverse students and staff who might need support navigating administrative systems?

Navigating clunky systems can be an additional barrier which creates stress, anxiety, and mental fatigue. Introduce a named contact for trans and gender diverse students and staff to make navigating systems and processes easier.

### Does my college have a whole-college approach to trans inclusion?

Awareness, attitudes, and behaviours could be the difference between a positive or very harmful experience. Take opportunities to learn more and/or join the TransEdu Community of Practice or similar. Showing support to trans inclusion, for example, flying the trans flag, hosting events, and showcasing trans histories and stories all contribute to a whole-college approach.

## Links to further information

- [TransEDU](#)
- [LGBT Youth Scotland](#)
- [Scottish Trans](#)
- [LEAP Sports](#)
- [LGBT Health and Wellbeing](#)