

Guidance for LGBTQIA+ Staff Conversations 2022

Based on Dialogic Conversation Model from 2020-21

This session is the fourth in the LGBTQIA+ professional learning series. The purpose of bringing staff together in smaller groups is to reflect on our learning from the self-paced modules and to collectively examine our practices to be more inclusive and affirming of our LGBTQIA+ Staff and Students. While this is the final PL on this topic this year, we expect the learning and examination of practices to continue as we continue to reflect and change our practices.

Recommendations for Structuring the Staff Conversations

- Discussion leaders should be Rainbow Reps, DEILs, School Counselors, School Psychologists, and can also include administrators, TDLs, and dialogic discussion leaders from last year.
- Remind and encourage staff to bring their Reflection Sheets.
- Feel free to send out the discussion questions below to your staff prior to the meeting.
- Ideally small groups no larger than 10 people, with a discussion leader.
 - This can be during staff meetings (with smaller groups meeting in different classrooms), PIP times, grade level/content level team meetings, etc.
- Timing- minimum of 45 minutes
- Ideally, it's best to have these conversations face-to-face, but each school can determine if they need to pivot to virtual, based on time constraints or other factors.

Flow for the Conversation

Brave Space Agreements (Read this):

Brave space agreements are different from safe space agreements, because in a safe space, people stay comfortable and may not fully engage. This process could impede us learning together.

- Be present and engaged
- Listen with an open mind
- Seek to understand, not to respond
- Be patient and presume positive intent
- Notice and lean into your discomfort as a part of your own growth and learning
- What's said here stays here, what's learned here leaves here

Check-In

This works best if all participants are invited to answer briefly, but never pressure anyone to contribute. Model the process by answering the check in question yourself. Decide how people will respond (like going in alpha order, reverse alpha order, 'airplane' stacking by calling on 3-4

people at a time, etc.) and then give the directions to the group.

Examples of Check-In Questions (Select one):

- How are you entering our conversation today?
- Describe in one word, your mood entering today's space.

Reflecting on what we've learned: Discussion leader can open the discussion reading the statement below:

Over the last couple of months you've had the opportunity to learn about common misconceptions in the LGBTQIA+ community and hear from our own HCPSS students' about their experience with the misconceptions. Then we took a deep dive into the definitions about the letters representing LGBTQIA+ and gender identity. Lastly we hear from a young person, Keegan Thoranin on their recommendations on how to be an ally.

Questions for Discussion (Try to use several, based on time and participation):

- Was there a misconception or two that really helped increase your understanding?
- Was there a new term (LGBTQIA+ or Gender) that extended your learning?
- In what ways have you affirmed or supported LGBTQIA+ students or staff recently?
- How can you extend your allyship in the future?
- What is an idea you had for something new or different to be more inclusive in your classroom?
- As a result of our learning and reflection, how can we increase belonging in our school community?

Check-Out Question (Select one):

- What energized or gave you hope today?
- What is one action step you're willing to take after our conversation today?

Feedback Form

Have participants fill out the feedback form before closing the session. Feedback will go to Central Office leaders and themes to be shared with school leaders.

https://docs.google.com/forms/d/1DStvMKt-RQr5FHsQEvdahufltREOqWvi2HL1uu3c_Q/edit