

Provide professional learning to build all staff understanding of students who identify as LGBTQIA+

A suggestion for implementing the strategy 'Design inclusive school-wide systems and processes' from the Guide: [LGBTQIA+ students](#)

Includes:

- Review staff professional development
- Partner with outside agencies
- Develop supportive advocates
- Use a culturally responsive approach
- Build teacher knowledge
- Useful resources

Inclusive Education

From

Guide: [Supporting LGBTQIA+ students](#)

Strategy: [Design inclusive school-wide systems and processes](#)

Suggestion: [Provide professional learning to build all staff understanding of students who identify as LGBTQIA+](#)

Date

15 June 2026

Link

inclusive.tki.org.nz/guides/supporting-lgbtqia-students/provide-professional-learning-to-build-all-staff-understanding-of-students-who-identify-as-lgbtqia

Review staff professional development

Check that:

- ✓ opportunities are provided to address staff gaps in knowledge and skills relating to student safety and wellbeing
- ✓ ongoing professional learning is undertaken on emerging school safety and wellbeing issues
- ✓ non-teaching and casual/specialist/visiting staff are included in relevant professional learning opportunities
- ✓ approaches to PLD are flexible to meet the variable needs of adult learners (face-to-face, size of group, online, time of day)
- ✓ opportunities are regularly provided for more expert and advanced professional learning for staff.

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Partner with outside agencies

Organisations such as **RainbowYOUTH**, **InsideOUT**, **Family Planning** and the **PPTA** can support professional learning.

Organisations can provide information and support on topics such as:

- ✓ facilitating class discussions about sex and sexuality and gender identity, including dealing with tough and tricky questions
- ✓ clarifying terminology and identities
- ✓ supporting transgender students through social and physical transitions
- ✓ current research on sex, sexuality, and gender-diverse young people's experiences in school
- ✓ understanding sexuality and gender diversity
- ✓ increasing awareness and being more inclusive of LGBTQIA+ people
- ✓ strategies for responding immediately and appropriately to homophobic language and behaviour
- ✓ the importance of using inclusive language and the value of setting positive examples that affirm and embrace LGBTQIA+ students.

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Develop supportive advocates

The presence of adults who are supportive of LGBT students is associated with increased feelings of safety at school.

Supportive adults:

- affirm students
- intervene, particularly when bullying occurs
- provide support
- advocate for school-wide policies and practices.

LGBT students:

- develop greater self-esteem
- are less likely to miss school
- achieve greater educational outcomes.

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Use a culturally responsive approach

Ground your inquiry into the needs of LGBTQIA+ students within the four Māori concepts of:

- ✓ manaakitanga
- ✓ whanaungatanga
- ✓ ako
- ✓ mahi tahi.

These concepts provide a lens through which the cultural responsiveness of school activities and practices in supporting and promoting equitable outcomes for all learners can be evaluated.

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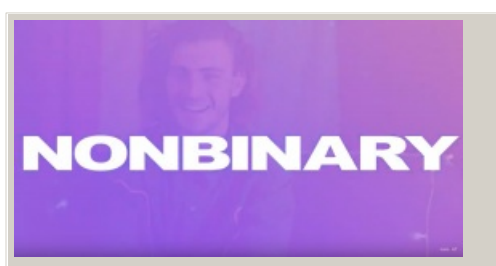
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Build teacher knowledge

More Than Four is a collection of video resources from InsideOUT, exploring the identities and experiences of and beyond 'LGBT' identities.



Video hosted on Youtube <http://youtu.be/SINsNMCS1Tw>

Closed Captions

Source:

[More than Four | InsideOUT](#)

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=yyGgDlFwvdA&list=PL4lyxUW1_5XNS-3tgA3dw3LpYNUzxTmvk)

[v=yyGgDlFwvdA&list=PL4lyxUW1_5XNS-3tgA3dw3LpYNUzxTmvk](https://www.youtube.com/watch?v=yyGgDlFwvdA&list=PL4lyxUW1_5XNS-3tgA3dw3LpYNUzxTmvk)

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Useful resources



Respect, resilience, and LGBT students

Read time: 10 min

Article describing how schools can create conditions that help LGBTQIA+ students to thrive. Author: Robert A. McGarry. Published in Educational Leadership (Vol. 71, Sep. 2013).

Publisher: ASCD

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