

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.

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-lgbtiqa

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.

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-lgbtiqa

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.

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

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.

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

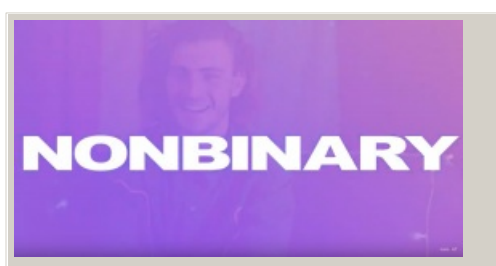
15 June 2026

Link

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

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)

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

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

[Visit website](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.