

**2STLGBQIA+**  
**AD HOC**  
**COMMITTEE:**  
RECOMMENDATIONS  
FOR EQUITY



**m** THE  
**ts** MANITOBA  
TEACHERS'  
SOCIETY

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SOCIETY

# TABLE OF CONTENTS

Acknowledgements.....	4
Ad Hoc Committee Members .....	5
Resolution .....	6
Committee Membership and Meetings.....	7
Considerations .....	8
Focus Area: Policy, Public Relations, and Political Processes .....	9
Focus Area: Thinking Queer and Professional Learning .....	13
Focus Area: Staffing and Engaged Leadership.....	21
Focus Area: Queering Education .....	25
Focus Area: 2STLGBQIA+ Engagement and Mentoring .....	27
Focus Area: Data Collection .....	31
Focus Area: Advocacy.....	33
References and Recommended Resources.....	35

# Acknowledgements

It is essential to cultivate strong relationships with the individuals and groups whose work aligns with our goals; it is equally important to keep in mind that there are a range of experiences within the many 2STLGBQIA+ communities in Manitoba, and that there is no one queer experience. 2STLGBQIA+ people are not a monolith.

There are many people and groups that contributed to the work of this committee, and we will endeavour to give each of them the recognition they deserve.

**First, the work of this Ad Hoc committee** would not exist without the tireless, exhausting, and at times heartbreaking advocacy — and existence — of those who came before us. Two Spirit, Indigiqueer, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Pansexual MTS Members have faced overt and covert discrimination, been silenced, been shamed, been (at times) celebrated, and been made to feel invisible since before our time as a union. Yet, these individuals have persevered and have gone on to create spaces for future generations so that they may speak loudly and proudly. We thank you and hope to make you proud.

**To the members of the MTS Equity and Social Justice Standing Committee (past and present)**, it is from your work and passionate conversations that this committee came to be. Your desire to ask tough questions and hold each other accountable is necessary, and often underappreciated, work that speaks to the heart of what we do as educators.

**To our fearless and unendingly supportive MTS Staff collaborator**, Sarah Gazan, we are eternally grateful for the knowledge you shared, the humility with which you came to conversations, and the genuine desire you possess to understand and make lasting systemic change. You're making the world a better place for your granddaughter.

**Chris Campbell and Dr. Robert Mizzi** got us started on a great path, sharing with us their vast knowledge and experience. The work that you have done, and continue to do, is integral to ensuring that the voices of queer and trans educators continue to be heard.

We would also like to thank **Dr. Catherine Taylor, Dr. Alex Wilson, Elder Albert McLeod, and Terry Price**, all individuals whose work in 2STLGBQIA+ education has been, and continues to be, an inspiration.

**Last, to future 2STLGBQIA+ members:** we hope that our work as a committee contributes to making our union and the teaching profession an affirming, welcoming, and safer place where you can truly be yourselves. Let's keep this work going.

# Ad Hoc Committee Members



## LINDSAY BROWN

Lindsay Brown is a classroom teacher and a member of the Seven Oaks Teachers Association. They hold a Bachelor of Education and Master of Arts in Cultural Studies from the University of Winnipeg. Over their 16 years of teaching, Lindsay has taught Senior Years English Language Arts and Film Studies, and they are currently a lead facilitator with QUESO: Queering Seven Oaks.

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## NICOLE BOBICK

Nicole Bobick was born and raised in Swan River, Manitoba where she currently works as a Child Development Coordinator. She has been a teacher for 15 years, teaching in Mexico, Wuskwi Sipiik First Nation, and for the past 9 years with the Swan Valley School Division. Nicole has been married to her wife Elvis for 10 years. She is a gymnastics head coach in our region. We both work with youth and hope to provide a safe and inclusive space for all.

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## ROB MARRIOTT

Rob Marriott is a school social worker with the Winnipeg School Division.

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## CHANTAL RAMRAJ

Chantal Ramraj holds a Bachelor of Arts from the University of Manitoba and a Bachelor of Education from the University of Winnipeg. She has been an early/middle years teacher for four years. She enjoys working with student-led groups such as our GTSA.

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## JESSE THOMASCHEWSKI

Jesse Thomaschewski has worked within Prairie Rose School Division the past 9 years. Within PRSD he has worked with the K-12 setting as a teacher, guidance counsellor, vice principal and most recently works as principal at Elm Creek School. Within the local association he has assisted as both a school rep and local ESJ chair. Jesse has been thrilled with the opportunity to serve on the 2STLGBQIA+ Ad Hoc committee and looks forward to see what further positive change the team can assist with for members, students and community.

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## AUBRAY WINDSOR

Aubray Windsor holds a Bachelor of Arts, a Bachelor of Education and a Post-Baccalaureate Diploma in Education from the University of Winnipeg. She has been a middle school and high school teacher in Winnipeg School Division for the last five years.

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## PETER WOHLGEMUT

Peter Wohlgemut holds a Bachelor of Education and a PBDE in Education for Sustainability from the University of Winnipeg. They have served in various capacities within MTS, including local president, Provincial Executive, and chairing Provincial Council. They have been teaching middle years for 30 years in and around Altona, MB. They are a leader within the 2STLGBQIANB+ community in the Pembina Valley.



## Resolution

At the 102<sup>nd</sup> Annual General Meeting of the Provincial Council (May 13-15, 2021), the following resolution was passed:

**BE IT RESOLVED** that the Society establish an Ad Hoc Committee of the Membership to investigate and report on barriers faced by Two Spirit, Transgender, Lesbian, Gay, Bisexual, Queer, Intersex, Asexual, plus (2STLGBQIA+) members in their engagement with the Society and with school divisions as teachers and members so that the Society continues its commitment to “LGBTQ inclusive education (and to) providing safe and supportive environments for both students and educators” as demonstrated by the Society’s partnership with the Every Teacher Project (ETP).

**BE IT FURTHER RESOLVED** that a preliminary update be presented at the January 2022 Presidents’ Council with recommendations to be forwarded to Provincial Council 2022.

As a result, a seven-person Ad Hoc committee was established to examine the barriers and create recommendations to support the efforts of The MTS to create safe and inclusive spaces for all members from equity seeking groups and for 2STLGBQIA+ members specifically.

# Committee Membership and Meetings

Members of the committee, chaired by Lindsay Brown (Provincial Executive), were intentionally selected to ensure a broad range of geographies, identities, intersections, roles, and years of experience within the public-school system were represented. Consequently, representation on the committee included the following:

<b>Gender</b>	<b>2 Men</b> <b>2 Women</b> <b>3 Non-binary</b> <b>2 Genderqueer</b>
<b>Black, Indigenous, People of Colour</b>	<b>1 Indigenous</b> <b>1 Racialized</b>
<b>Rural/Metro/Northern</b>	<b>3 Rural</b> <b>4 Metro</b>
<b>Teaching Experience</b>	<b>&gt;5 years: 1</b> <b>5-10 years: 3</b> <b>10-20 years: 2</b> <b>20+ years: 1</b>
<b>Stream</b>	<b>2 Early Years</b> <b>5 Middle Years</b> <b>4 Senior Years</b>
<b>Roles</b>	<b>4 Classroom Teachers</b> <b>1 Support Services</b> <b>1 Clinician</b> <b>1 School Leader</b>
<b>2STLGBQIA+</b>	<b>7</b>

The Ad Hoc committee met a total of 4 times (October 15, 2021, November 15, 2021, January 8, 2022, February 14, 2022) to examine the barriers experienced by 2STLGBQIA+ members and to develop recommendations that would result in a more inclusive, safe and equitable spaces and improved engagement of 2STLGBQIA+ members in the Society. In addition to the four meetings, the Ad Hoc committee felt that it was imperative to get feedback about their work from the broader 2STLGBQIA+ teaching community. Consequently, a virtual consultation with 2STLGBQIA+ members was held on January 11, 2022. A total of 42 members participated. As a result of the high level of discussion and engagement in this process, the committee is confident that these recommendations represent not only the work of the Ad Hoc but reflect the broader interests, feedback, and concerns of 2STLGBQIA+ members.

# Considerations

One essential aspect of the committee's work was our commitment to undertaking an intersectional approach. The 2SLGBTQIA+ community is not a monolith; as such, there is no one singular experience for the committee to draw from. In our discussions and consultations, we endeavoured to consider how systems of oppression intersect, giving us a frame "that allow[ed] us to see how social problems impact all the members of a targeted group" (Crenshaw, TEDTalk).

- The barriers faced by 2STLGBQIA+ members stem from settler colonialism, patriarchy and white supremacy.
- By supporting queer and trans educators, we are improving the educational experiences of students and ensuring that future generations of youth will be seen and valued.
- Use of acronyms and/or common language (taken from the ESJSC Report to council, May of 2018)

*The committee took time during meetings to address the use of acronyms, in their various forms, related to the LGBTQIA community. This concern around common use of language or preferred language surfaced at Provincial Council 2017 as well as through conversations with members, Locals and the Society as a whole in terms of documentation and policy.*

*The committee discussed that by their very nature, gender identity and sexual orientation are fluid and ever changing. There is no acronym that encapsulates the various identities present within the community, nor should we restrict ourselves by accepting just one. The recognition and use of one acronym can prove to be limiting, and these limitations are reflective of a Western, colonial understanding of gender and sexually diverse people.*

The 2STLGBQIA+ Ad Hoc Committee echoes the position of the ESJSC and encourages groups to decide amongst themselves what acronym best suits their needs and comfort. We have used 2STLGBQIA+ in our work; this acronym aligns with the work of local Sex Educator Erica McNabb and that of the McMaster Students' Union. We view using a range of acronyms within the organization as a strength as it highlights that there is no one definitive, correct answer.



# Focus Area: Policy, Public Relations, and Political Processes

RECOMMENDATION #1	
<b>Recommendation</b>	<p>Develop public facing policy and position statements that explicitly identify The MTS position on 2STLGBQIA+ rights, homophobia and transphobia including but not limited to:</p> <ul style="list-style-type: none"> <li>• Teaching of 2STLGBQIA+ content, families, relationships and identities in schools.</li> <li>• Teaching of what has been characterized as “sensitive content”.</li> <li>• Divisions that require teachers to disclose the gender/sexuality of students to parents.</li> <li>• 2STLGBQIA+ teacher discrimination.</li> </ul>
<b>Rationale/Explanation</b>	<p>Value statements are the principles that will guide and direct the work and advocacy of The MTS. Without statements in support of 2STLGBQIA+ rights and anti-homophobia as an organization we become complicit in those ideologies and systems of oppression. Further, 2STLGBQIA+ members may not see themselves represented, valued or included in the work of The MTS.</p>
<b>Actionable Items</b>	<p>Create and maintain space on the website for a specific social justice tab.</p> <p>Ensure that position and policy statements are written by 2STLGBQIA+ members and that any subsequent revisions be approved by same.</p>
<b>Partnership</b>	<p>Dr. Reece Malone - Diversity Essentials            Dr. Alex Wilson            Rainbow Resource Centre            Robert Mizzi, University of Manitoba            Chris Campbell, University of Manitoba</p>
<b>Evaluation/Outcomes</b>	<p>Public facing statement posted on the website developed and approved by 2STLGBQIA+ members.</p> <p>MTS position statements.</p>

RECOMMENDATION #2	
<b>Recommendation</b>	Re-design safe space cards in collaboration with a queer artist to better reflect the purpose of the cards and the ability to provide a “safe space” in schools and communities.
<b>Rationale/Explanation</b>	Teachers cannot guarantee students are safe given the politics and ideologies of different schools, communities and divisions. It is important, therefore, that the cards reflect this reality and that teachers are empowered through training and resource materials to have the difficult conversations that may arise.
<b>Actionable Items</b>	Develop in consultation with the 2STLGBQIA+ Advisory Circle, The MTS graphic department and an artist from the 2STLGBQIA+ community.  Develop a support document to guide the use safe space cards to include background information and an FAQ.
<b>Partnership</b>	Manitoba 2STLGBQIA+ artist.
<b>Evaluation/Outcomes</b>	Aspirational statement that considers a range of images inclusive of the 2STLGBQIA+ community.  Support document.

RECOMMENDATION #3	
<b>Recommendation</b>	Redesign Proud Manitoba Teacher shirts to better communicate support for 2STLGBQIA+ members.
<b>Rationale/Explanation</b>	The current Proud Manitoba Teachers t-shirt puts the focus on teachers rather than on members from the 2STLGBQIA+ community. It is important that we move beyond performative allyship and ensure that we are communicating the message we are intending to. Alternate messaging could be Proud to Support the 2STLGBQIA+ Community.
<b>Actionable Items</b>	Re-design the Pride t-shirt using an artist from the 2STLGBQIA+ community.
<b>Partnership</b>	Manitoba 2STLGBQIA+ artist.
<b>Evaluation/Outcomes</b>	Re-designed t-shirt that moves the focus away from teachers and The MTS and towards support for and collaboration with members from the 2STLGBQIA+ community.



RECOMMENDATION #4	
<b>Recommendation</b>	Clarify the process at The MTS to address discrimination and further provide information to the membership about that process.
<b>Rationale/Explanation</b>	Bringing forth a discrimination complaint can be stressful and emotional process filled with uncertainty. It is important that the process for filing and moving forward with a complaint are clear and include both the steps and supports available.
<b>Actionable Items</b>	Create a FAQ and resource document specific to discrimination.
<b>Partnership</b>	The MTS Staff to determine partners as required.
<b>Evaluation/Outcomes</b>	FAQ and resource document for members.

<b>RECOMMENDATION #5</b>	
<b>Recommendation</b>	Examine the processes and structure of Provincial Council to address underlying heteronormative, hierarchical and patriarchal barriers to participation.
<b>Rationale/Explanation</b>	<p>Provincial Council uses an adversarial model founded in Eurocentric, patriarchal, hierarchical and cisgender heteronormative ideologies</p> <p>The model has not changed in over 50 years despite changes in cultural and social norms. In its current form, Provincial Council, continues to exclude and create barriers to participation for both 2STLGBQIA+ members and those from other equity seeking groups.</p>
<b>Actionable Items</b>	<p>Assign an equity seat to the Provincial Council planning committee.</p> <p>Include equity questions (barriers, experiences, consultation) into the post AGM exit survey.</p> <p>Include self declaration questions in AGM registration package.</p> <p>Conduct a provincial and national scan of unions to examine equity practice at AGM's. Prepare a report with recommendations for Provincial Executive and to support planning committee activities</p> <p>Conduct focus groups with members, with particular attention paid to members who do not participate in Provincial Council to identify barriers and strategies.</p> <p>Use information gathered from members as well as the provincial and national scan to create a sustainable and multi-year AGM equity plan.</p>
<b>Partnership</b>	<p>2STLGBQIA+ Advisory Circle.</p> <p>MTS Staff</p>
<b>Evaluation/Outcomes</b>	<p>Provincial Council that reflects modern ideologies and effective practices for member engagement.</p> <p>Improved data collection mechanisms to address historical issues affecting equity seeking groups and refining Provincial Council using an anti-racist, anti oppressive lens.</p> <p>National scan report with recommendations.</p> <p>Multi-year sustainable equity plan.</p>

# Focus Area: Thinking Queer and Professional Learning

RECOMMENDATION #6	
<b>Recommendation</b>	<p>Provide one day professional learning to all Society staff and Provincial Executive on:</p> <ul style="list-style-type: none"> <li>• 2STLGBQIA+ realities and rights</li> <li>• Understanding of and consistent messaging/ responses to homophobia and transphobia</li> <li>• Intersectionality</li> <li>• Anti-oppression</li> <li>• Advocacy strategies</li> </ul>
<b>Rationale/Explanation</b>	<p>The MTS has provided training around language and definitions specific to the 2STLGBQIA+ community. Additional training should focus on supporting deeper and more comprehensive advocacy for 2STLGBQIA+ members, a better understanding of intersectionality and oppression for all equity seeking groups and the ongoing struggle for the recognition of basic rights, liberation, and justice for 2STLGBQIA+ teachers and families.</p>
<b>Actionable Items</b>	<p>Work with an internal MTS committee to design a one-day training for all Society staff and Provincial Executive.</p>
<b>Partnership</b>	<p>Manitoba Human Rights Commission            University of Manitoba            University of Winnipeg            Rainbow Resource Centre            Diversity Essentials            ArQuives</p>
<b>Evaluation/Outcomes</b>	<p>Increased staff capacity to address issues and support 2STLGBQIA+ members using the principals of cultural safety and informed advocacy.</p>

<b>RECOMMENDATION #7</b>	
<b>Recommendation</b>	Provide at minimum ½ day professional development session to Local Association Presidents and Local Executives on 2STLGBQIA+ realities and rights with an emphasis on local contexts.
<b>Rationale/Explanation</b>	Research has talked about the “queer drain” out of rural and northern communities as a result of a number of factors including safety and belonging. Given the different experiences of and levels of safety for 2STLGBQIA+ members teaching across Manitoba, it is imperative that Presidents receive specific training about rights, responsibilities and advocacy in challenging political and ideological landscapes.
<b>Actionable Items</b>	½ day professional development session with Presidents delivered by Staff and/or an outside service provider focused on rights, advocacy and resources.
<b>Partnership</b>	MTS Staff Manitoba Human Rights Commission University of Manitoba University of Winnipeg Rainbow Resource Centre Diversity Essentials ArQuives
<b>Evaluation/Outcomes</b>	Increased awareness of and capacity to address the unique challenges experienced by members of the 2STLGBQIA + community.

<b>RECOMMENDATION #8</b>	
<b>Recommendation</b>	Develop a Queer/ Trans FAQ for Staff and for Local Presidents, reviewed and updated on a quarterly basis or more frequently if required.
<b>Rationale/Explanation</b>	The FAQ will allow for consistency in responses, action, and advocacy as it relates to teacher welfare in general and the promotion of 2STLGBQIA+ rights in particular.
<b>Actionable Items</b>	Prepare an FAQ in consultation with the 2STLGBQIA+ Advisory Circle to ensure consistent responses and advocacy for 2STLGBQIA+ members.  Review the FAQ bi-annually at minimum and as required to ensure that information continues to be consistent with legislation and practice.
<b>Partnership</b>	2STLGBQIA+ Advisory Circle MTS legal team Rainbow Resource Centre Diversity Essentials
<b>Evaluation/Outcomes</b>	FAQ to ensure up-to date information.

<b>RECOMMENDATION #9</b>	
<b>Recommendation</b>	Work with Council of School Leaders (COSL) to develop training for principals and vice principals using a Queer/ Trans lens to address systemic inequities as well as to provide language and advocacy strategies to better support 2STLGBQIA+members, students and families.
<b>Rationale/Explanation</b>	Boyland (2016) is among several researchers who argue that Principals and Vice-principals should lead for social change through policy and practice. Further, strong leadership is needed to create safe and inclusive school communities for 2STLGBQIA+ students and staff. This requires knowledge and skills that result in the protection and affirmation of 2STLGBQIA+ identities.
<b>Actionable Items</b>	Meet with COSL President to identify training gaps and opportunities.  Develop a training strategy including identifying existing events or spaces where training could be delivered and possible presenters.
<b>Partnership</b>	Council of School Leaders The MTS staff
<b>Evaluation/Outcomes</b>	Targeted training for principals and vice-principals.



RECOMMENDATION #10	
<b>Recommendation</b>	Deliver a ½ day equity pre-conference the day before the FAB 5 conference to support 2STLGBQIA+ teachers in their first five years as well as to support action and advocacy orientated allyship.
<b>Rationale/Explanation</b>	Early support for and engagement with 2STLGBQIA+ members is important both for increasing voice at The MTS and for recruitment and retention of 2STLGBQIA+ teachers.
<b>Actionable Items</b>	<p>Incorporate ½ preconference planning into current FAB event.</p> <p>Create registration link to ensure that participants are members of the particular equity seeking group.</p> <p>Consult with IVASC, ESJ and 2STLGBQIA+ Advisory Circle to generate a speakers list.</p> <p>Consult with 2STLGBQIA+ Advisory Circle to generate speakers list.</p>
<b>Partnership</b>	Potential partnerships to be identified by The MTS staff.
<b>Evaluation/Outcomes</b>	<p>½ day pre- conference focused on supporting and engaging members from equity seeking groups.</p> <p>Member feedback forms and participation rates.</p>



<b>RECOMMENDATION #11</b>	
<b>Recommendation</b>	Establish an annual Queer/Trans Leadership Conference to support 2STLGBQIA+ members already in or looking towards leadership roles.
<b>Rationale/Explanation</b>	As noted in research (Egale Canada, 2020) inclusion can best be fostered when equity is the foundation of organizational values, action is reflected in policies and the lack of 2STLGBQIA+ people in leadership positions is addressed. Further, affinity grouping provides the opportunity to create brave spaces for 2STLGBQIA+ aspiring leaders to build advocacy skills, create community and lead change.
<b>Actionable Items</b>	<p>Create a two-day leadership Conference for 2STLGBQIA+ members.</p> <p>Use The MTS leadership certificate as foundation for development but use an 2STLGBQIA+ lens to examine systemic bias and discrimination, human rights and employment rights among other topics.</p> <p>Consult with 2STLGBQIA+ Advisory Circle to generate speakers list.</p> <p>Follow up data collection around impact including the number of participants who subsequently entered into leadership roles and the influence of the training on practice for current leaders.</p>
<b>Partnership</b>	<p>University of Manitoba</p> <p>Potential partnership to be identified by The MTS staff which may include ArQuives and Egale Canada.</p>
<b>Evaluation/Outcomes</b>	<p>Queer/ Trans Leadership Conference to support 2STLGBQIA+ members in or looking towards leadership roles.</p> <p>Member feedback forms and participation rate.</p> <p>Impact data collected to support ongoing planning and implementation of supports.</p>

<b>RECOMMENDATION #12</b>	
<b>Recommendation</b>	Develop training and support documents for teachers/schools who are using safe space cards.
<b>Rationale/Explanation</b>	Several studies, including The Every Teacher Project, cite the importance of teacher professional development in advancing inclusion. Teachers who believe they have the knowledge and skills to teach are more likely to engage in equity practice and further are better equipped to create safe spaces for students. Anecdotally, The MTS has heard concerns from teachers about the need for training and the complexity of creating safe spaces in challenging political and social contexts.
<b>Actionable Items</b>	Develop training for members who want to access safe space cards using virtual and in-person options. Create a support document with imagery to include FAQ, list of expectations to be included as part of a package with the cards.
<b>Partnership</b>	Potential partnership to be identified by The MTS staff which may include 2STLGBQIA+ members, the Advisory Circle, Rainbow Resource Centre, Diversity Essentials and Egale Canada.
<b>Evaluation/Outcomes</b>	Training to ensure teachers have the requisite knowledge around the use and intention of safe space cards. Participant feedback forms. Support document.

RECOMMENDATION #13	
<b>Recommendation</b>	Establish a virtual learning series focused on 2STLGBQIA+ identities and realities.
<b>Rationale/Explanation</b>	<p>Equity work requires education to address systemic bias and homophobic and transphobic harassment. Further, it requires The MTS to create space for voices and experiences that have historically marginalized or intentionally silenced.</p> <p>As noted in The MTS endorsed research partnership <i>The Every Teacher Project</i> on LGBTQ inclusive education in Canada's K-12 schools the inclusion of 2STLGBQIA+ perspectives is necessary to ensure member safety and to affirm basic human rights. LGBTQ-inclusive education, in this context requires professional learning that reflects positive and accurate information about 2STLGBQIA+ experiences as well as issues related to gender and sexual diversity.</p>
<b>Actionable Items</b>	<p>Identify topics and speakers for learning series in consultation with 2STLGBQIA+ Advisory Circle.</p> <p>Develop a communication strategy and outreach process.</p>
<b>Partnership</b>	Potential partnership to be identified by The MTS staff which may include: University of Winnipeg, University of Manitoba Rainbow Resource Centre and Diversity Essentials.
<b>Evaluation/Outcomes</b>	<p>Learning series created.</p> <p>Participation rates.</p>

RECOMMENDATION #14	
<b>Recommendation</b>	Develop an additional workshop for schools to extend learning from the existing Teacher Led Learning Team workshop.
<b>Rationale/Explanation</b>	<p>Several studies, including <i>The Every Teacher Project</i>, cite the importance of teacher professional development in advancing inclusion. Teachers who believe they have the knowledge and skills to teach are more likely to create spaces that are inclusive of 2STLGBQIA+ identities, voices, and histories.</p> <p>The Teacher Led Learning Team developed a very successful workshop MB focused on understanding gender ex pression and sexual identity, how to support students coming out and Gay Straight Alliances However, a second workshop that builds on the knowledge and skills of teachers to address homophobia and transphobia and create classroom inclusive of 2STLGBQIA+ stories, histories and curriculum.</p>
<b>Actionable Items</b>	TLLT to develop workshop using existing processes.
<b>Partnership</b>	The MTS staff assigned to TLLT will identify partnerships as required.
<b>Evaluation/Outcomes</b>	<p>TLLT workshop.</p> <p>Participant feedback forms and existing TLLT evaluation processes.</p>

# Focus Area: Staffing and Engaged Leadership

RECOMMENDATION #15	
<b>Recommendation</b>	Develop strategies to support the hiring, recruitment, and retention of Queer and Trans teachers.
<b>Rationale/Explanation</b>	<p>Egale Canada (2020) notes that discrimination in the workplace, from hiring practices to inclusion and promotion rates, and the internalization of those experiences by 2STLGBQIA+ people has a profound impact on emotional wellbeing and material effects on career expectations and goals. Consequently, it imperative that The MTS develop a strategy and partnerships to:</p> <ul style="list-style-type: none"> <li>• Provide targeted support for 2STLGBQIA+ members.</li> <li>• Advocate for and develop strategies to assist in the recruitment of 2STLGBQIA+ teachers.</li> <li>• Ensure consistent response to harassment, homophobia and transphobia.</li> <li>• Targeted anti-bias training as well as strength- based advocacy to promote the idea that queer/trans teachers are beneficial to schools and essential for representation for those with hiring power.</li> </ul>
<b>Actionable Items</b>	<p>Clearly identify supports within The MTS for 2STLGBQIA+ members.</p> <p>Develop a proactive teacher recruitment strategy with local association presidents.</p> <p>Create opportunities for networking, mentoring, and building capacity within the Society reflected throughout this plan.</p> <p>Develop a Public Relations campaign to support equity employment strategies</p> <p>Create anti-bias and strength- based advocacy training for principals and school boards.</p>
<b>Partnership</b>	<p>Manitoba Association of School Superintendents</p> <p>Manitoba School Boards Associations</p> <p>Faculties of Education</p> <p>Local Associations</p>
<b>Evaluation/Outcomes</b>	<p>Strategic plan to support equity- based employment practices.</p> <p>Number and type of supports provided.</p> <p>Type of advocacy activities.</p> <p>Type and quality of partnerships developed.</p> <p>Participant feedback forms.</p>



RECOMMENDATION #16	
<b>Recommendation</b>	Designate one Staff Officer as the primary contact for Queer/ Trans members experiencing employment related issues. Please note, the designation of a Staff Officer is similar to processes already in place at the Society in that despite specialization, all Staff are required to address employment related concerns.
<b>Rationale/Explanation</b>	Creating safe spaces and building trust with 2STLGBQIA+ members requires strengthening relationships a by assigning one staff officer as a primary contact. Similar to what is done with workplace safety and maternity leave benefits, the staff officer would become the expert in homophobic and transphobic harassment human rights actions and legislation and patterns of employment issues across divisions promoting a more consistent approach to advocacy.
<b>Actionable Items</b>	Designate one staff officer as primary contact. Create professional learning plan to build knowledge and expertise.
<b>Partnership</b>	None required.
<b>Evaluation/Outcomes</b>	Internal processes to evaluate Staff continue to apply and do not need to be reported.

<b>RECOMMENDATION #17</b>	
<b>Recommendation</b>	<p>Create an Equity, Diversity, and Inclusion Team to address equity issues, support member engagement and increase the voice of members from equity seeking groups at The MTS.</p> <p><i>Please note: The work of the Equity, Diversity, and Inclusion Teams is issue and project based and will be conducted in collaboration with specific Staff Officers.</i></p>
<b>Rationale/Explanation</b>	<p>There is a need for deeper, more meaningful engagement with members from equity-seeking groups. There is a lack of diverse representation on The MTS Staff. The constantly changing landscape of equity work makes it challenging for the Society keep up to date and in tune with the needs of equity-seeking members. There is an ongoing need for updated and context-specific engagement initiatives, professional development and resources to create inclusive and affirming spaces for members.</p> <p>The Equity, Diversity, and Inclusion Team is designed to:</p> <ul style="list-style-type: none"> <li>• Enhance the ability of The MTS to build on the success of current initiatives such as Qmmunity and to deliver additional equity focused programs and services.</li> <li>• Increase engagement of member groups which have historically been underrepresented at The MTS. Further, it is a natural way to diversify the current staffing complement.</li> <li>• Enhance the connection between the work being done in the field and the work of The MTS.</li> </ul> <p>Examples of Equity, Diversity, and Inclusion Team work may include but not be limited to: addressing issues within specific equity seeking groups, education and current political contexts, anti-racism, movement building, and anti-poverty.</p> <p>It is important to note that members should be appointed to two year terms and further that the focus of the work is fluid and can easily be adapted to respond to changing needs for members and within the Society.</p>
<b>Actionable Items</b>	<p>Develop an annual workplan for Equity, Diversity, and Inclusion Team positions defining the scope of work and expectations.</p> <p>Assign budget line specific line to equity initiatives.</p>
<b>Partnership</b>	<p>Potential partnership to be identified by The MTS staff mentor in collaboration with the Equity, Diversity, and Inclusion Team.</p>
<b>Evaluation/Outcomes</b>	<p>Increased number and types of events, programs and activities delivered.</p> <p>Equity, Diversity, and Inclusion Team reports.</p> <p>Participant feedback forms.</p>

<b>RECOMMENDATION #18</b>	
<b>Recommendation</b>	Review standing committee structures and responsibilities to ensure that equity work is reflected throughout the organization and further that committee equity statements reflect action and a commitment to changing practice.
<b>Rationale/Explanation</b>	<p>Part of work of the Equity Audit, approved at Provincial Council in 2021 must be to look at how equity is reflected throughout The MTS including in the structure of standing committees, the scope of their work and what considerations are made in the recruitment of members on to those committees.</p> <p>The structure, scope, composition, function, and recruitment and appointment processes of standing committees, as it stands, has remained fixed for many years. Status quo can create barriers to participation from equity-seeking groups and hinders organizational opportunities to be responsive to the evolving landscape of education, including our responsibility for equity work and commitment to changing practice.</p>
<b>Actionable Items</b>	<p>Ensure a review of standing committee structure is include in the Equity Audit.</p> <p>Establish an Ad Hoc Committee of the membership to review Standing Committee structure, scope, composition, function, and recruitment and appointment processes through an equity lens.</p>
<b>Partnership</b>	None required.
<b>Evaluation/Outcomes</b>	Final Equity Audit report with recommendations.



# Focus Area: Queering Education

RECOMMENDATION #19	
<b>Recommendation</b>	Post vetted 2STLGBQIA+ resources and curriculum developed by third party sources on The MTS website.
<b>Rationale/Explanation</b>	<p>Empowering teachers to teach about and with the 2STLGBQIA+ community requires good resources from credible sources. This is particularly important within the current political climate where the definitions of “sensitive content” are expanding to include narrow definitions of sexuality, gender identity and family. This is further complicated by inconsistencies with the implementation of Diversity and Inclusion policies.</p> <p>The MTS has some capacity to develop resources as evidenced by projects such as the Secret Path. It is important that in the interim, properly vetted, respectful and reliable resources are made available to teachers, particularly when those resources have been developed by reputable organizations with the 2STLGBQIA+ community.</p>
<b>Actionable Items</b>	Use the 2STLGBQIA+ Advisory Circle to vet resources or gather together 2STLGBQIA+ members in the alternative.
<b>Partnership</b>	<p>ArQuives</p> <p>Egale Canada</p>
<b>Evaluation/Outcomes</b>	Increased availability of quality resources.

RECOMMENDATION #20	
<b>Recommendation</b>	Establish a working group to develop 2STLGBQIA+ resources specific to the Manitoba context.
<b>Rationale/Explanation</b>	Creating supplemental resources supports member engagement, creates a safe space within The MTS for representative voice, and ensures the inclusion of local context and story. The use of teacher groups to support resource development is well established within the Society and has been successfully used to develop Indigenous education materials.
<b>Actionable Items</b>	Identify resource gaps. Invite 2STLGBQIA+ members to resource development sessions. Work with communication department for graphic design work. Post resources on website and develop a promotional strategy.
<b>Partnership</b>	Potential partnership to be identified by The MTS staff officer in consultation with the teacher resource development group.
<b>Evaluation/Outcomes</b>	Resources developed. Website access tracking data.

RECOMMENDATION #21	
<b>Recommendation</b>	Advocate for the inclusion of Two Spirit and Indigiqueer experiences in the curriculum.
<b>Rationale/Explanation</b>	Creating supplemental resources supports member engagement, creates a safe space within The MTS for representative voice, and ensures the inclusion of local context and story.
<b>Actionable Items</b>	Develop a Public Relations campaign and advocacy strategy.
<b>Partnership</b>	Manitoba Association of School Superintendents.
<b>Evaluation/Outcomes</b>	Type of advocacy activities. Type and quality of partnerships developed.

# Focus Area: 2STLGBQIA+ Engagement and Mentoring

RECOMMENDATION #22	
<b>Recommendation</b>	Oral storytelling project with Queer/Trans members as well as members from other equity seeking groups to enhance representation, role modelling and voice within The MTS.
<b>Rationale/Explanation</b>	Representation and voice matter. 2STLGBQIA+ member and members of other equity seeking groups need to see themselves and their experiences with the organization and further to be provided with the opportunity to tell their stories using their lens.
<b>Actionable Items</b>	Work inter-departmentally within the MTS to develop oral story telling project to include: <ul style="list-style-type: none"> <li>• Identifying members to share stories.</li> <li>• Project time lines, scope of work, concept, and outcomes.</li> </ul>
<b>Partnership</b>	Partnerships identified by The MTS staff as required. University of Winnipeg Oral History Centre
<b>Evaluation/Outcomes</b>	Storytelling project highlighting the voices of members of equity seeking groups.

RECOMMENDATION #23	
<b>Recommendation</b>	Offer debriefing and networking circles for Queer and Trans teachers through targeted events in person and virtually at least four (4) times per year.
<b>Rationale/Explanation</b>	Providing affinity spaces for 2STLGBQIA+ members to network, learning and collaborate is imperative to creating a sense of belonging within The MTS and building relationships that encourage involvement in the union and in union work.
<b>Actionable Items</b>	Review evaluation forms from Qmmunity. Conduct survey with 2STLGBQIA+ to establish priority areas. Develop a promotional and outreach strategy.
<b>Partnership</b>	Partnerships identified by The MTS staff as required.
<b>Evaluation/Outcomes</b>	Networking and debriefing events. Participation rates. Participant evaluation forms.

RECOMMENDATION #24	
<b>Recommendation</b>	Create a representative video on the Union and Unionism.
<b>Rationale/Explanation</b>	2STLGBQIA+ member and members of other equity seeking groups need to see themselves and their experiences with the organization and further to be provided with the opportunity to tell their stories using their lens.
<b>Actionable Items</b>	Work inter-departmentally within the MTS to develop video project based on The MTS values and core pillars.
<b>Partnership</b>	Partnerships identified by The MTS staff as required.
<b>Evaluation/Outcomes</b>	Video on unionism that is reflective of all members of The MTS.

RECOMMENDATION #25	
<b>Recommendation</b>	Create space and provide support for a 2STLGBQIA+ Advisory Circle focused on peer support, advocacy and member voice to support organizational change.
<b>Rationale/Explanation</b>	Creating a 2STLGBQIA+ Advisory Circle is important to: <ul style="list-style-type: none"> <li>• Increase the number of 2STLGBQIA+ teachers involved in The MTS at levels.</li> <li>• Address the queer brain drain out of rural and northern communities.</li> <li>• Create a safe, inclusive, and representative spaces.</li> <li>• Providing guidance and advice with respect to the development and delivery of programs and services to and for 2STLGBQIA+ members.</li> </ul>
<b>Actionable Items</b>	Use current recruitment strategies including volunteer forms to identify 2STLGBQIA+ Advisory Circle members. Schedule meetings 4 times per year either virtually or in person. Establish terms of reference and define scope of work and consultation processes. Ensure that the 2STLGBQIA+ Advisory Circle reflects the diversity of the 2STLGBQIA+ community and includes urban, rural and northern folks.
<b>Partnership</b>	Partnerships identified by The MTS staff as required.
<b>Evaluation/Outcomes</b>	2STLGBQIA+ Advisory Circle established. 2STLGBQIA+ Advisory Circle reports.

<b>RECOMMENDATION #26</b>	
<b>Recommendation</b>	Ensure that there is equity representation on all Standing Committees to reflect demographics within the teaching and student populations.
<b>Rationale/Explanation</b>	<p>Equity representation on committees is important to:</p> <ul style="list-style-type: none"> <li>• Ensure multiple perspectives, voices and identities shape the strategic direction of the organization.</li> <li>• Support the engagement and inclusion of all members in all aspects of the organization.</li> <li>• Create pathways for anti-racist, anti-oppressive practices and the incorporation of union values.</li> <li>• Broaden the perspectives of The MTS as a learning organization.</li> </ul>
<b>Actionable Items</b>	<p>Include self-identification criteria on volunteer forms.</p> <p>Build in equity representation criteria into the committee selection process.</p> <p>Include equity representation reporting in annual General Secretary report.</p> <p>Given the historical underrepresentation of equity seeking members on committees and within leadership positions within the Society it is imperative that specific training and capacity building strategies are in place to support members from equity seeking groups.</p>
<b>Partnership</b>	None required.
<b>Evaluation/Outcomes</b>	<p>Representation from equity seeking groups on all standing committees.</p> <p>Annual Provincial Council report.</p>

<b>RECOMMENDATION #27</b>	
<b>Recommendation</b>	Support members in starting GSA's, particularly in communities with hostile political and social climates
<b>Rationale/Explanation</b>	While Manitoba has had legislation since 2013, there continues to be resistance to starting GSA's in some communities and schools. It is imperative that members, principals in particular, are supported in navigating difficult conversations and addressing social and political concerns.
<b>Actionable Items</b>	<p>Create a communication strategy to promote GSA's and assign a contact person within the Society to address questions and concerns.</p> <p>Provide a link to resources including the Manitoba Education Safe and Inclusive schools resource to support advocacy.</p>
<b>Partnership</b>	Potential partnerships to be identified by The MTS staff which may include Rainbow Resource Centre, Diversity Essentials and EGALE Canada.
<b>Evaluation/Outcomes</b>	<p>Quality and type of support provided.</p> <p>Communication strategy with supports for members.</p>

## Focus Area: Data Collection

RECOMMENDATION #28	
<b>Recommendation</b>	Collect Teacher Welfare tracking data related to the number of cases involving Queer/Trans members by type (bullying, benefits, etc...)
<b>Rationale/Explanation</b>	Teacher welfare already collects case management data but not specifically related to equity seeking groups. This data can be useful in understanding the working conditions and experiences of different member groups, providing targeted supports and developing proactive strategies to deal with employment related issues.
<b>Actionable Items</b>	Include an equity tab as part of Teacher Welfare data collection forms.
<b>Partnership</b>	None required.
<b>Evaluation/Outcomes</b>	Quantitative data related to specific employment experiences and treatment of 2STLGBQIA+ members. Monthly Teacher Welfare data reports.

RECOMMENDATION #29	
<b>Recommendation</b>	Establish a fund to support primary and partnership research around the experiences and realities of 2STLGBQIA+ members as well as members of other equity seeking groups.
<b>Rationale/Explanation</b>	Part of ensuring that The MTS is able to continually improve practice to meet the needs of 2STLGBQIA+ members requires ongoing research, either independently or in partnership with Universities.
<b>Actionable Items</b>	Establish a research fund to examine the experiences and realities of 2STLGBQIA+ members as well as members from other equity seeking groups with a focus on enhancing programming, policy and practice.
<b>Partnership</b>	Potential partnerships to be identified by The MTS staff as required.
<b>Evaluation/Outcomes</b>	Research informed policy and programming decisions and a focus on continually improving practice.

RECOMMENDATION #30	
<b>Recommendation</b>	Establish an Ad Hoc Committee to review and to support the operationalization of equity seeking recommendations.
<b>Rationale/Explanation</b>	Operationalizing recommendations will require ongoing feedback from members of the 2STLGBQIA+ community.
<b>Actionable Items</b>	Establish and Ad Hoc committee using existing budget and meeting formulas to over see the implementation of recommendations for a period of one year.
<b>Partnership</b>	None required.
<b>Evaluation/Outcomes</b>	Ad Hoc Committee established. Ad Hoc committee report.

RECOMMENDATION #31	
<b>Recommendation</b>	Establish a review and reporting process to support the implementation of recommendations on an ongoing basis.
<b>Rationale/Explanation</b>	Part of being accountable to the membership requires a commitment to revisit the recommendations to ensure that change can be systematically established so that policies, processes, and practices can add to, grow, and evolve as the 2STLGBQIA+ community and social contexts do.  Further, it ensures that the recommendations contained herein do not simply become a historical checkmark but part of ongoing action and an organizational commitment to equity.
<b>Actionable Items</b>	Develop a clear review and reporting process that is accessible by members.
<b>Partnership</b>	None required.
<b>Evaluation/Outcomes</b>	Review and reporting process.



# Focus Area: Advocacy

RECOMMENDATION #32	
<b>Recommendation</b>	(a) Examine the impact of School Resource Officers on 2STLGBQIA+ and BIPOC members and students.  (b) Develop position statement on the use of School Resource Officers based on impact assessment.
<b>Rationale/Explanation</b>	Studies have shown that as a result of a negative relationship with police the presence of School Resource Officers has a deleterious impact on the sense of safety among 2STLGBQIA+ and BIPOC populations. Further, the presence of police, particularly in schools in low income and racialized neighbourhoods has led to the increased criminalization of youth.
<b>Actionable Items</b>	Establish a working group to look at the issue of School Resource Officers in schools including the development of a position statement with recommendations for action.
<b>Partnership</b>	Potential partnerships to be identified by The MTS staff if required.
<b>Evaluation/Outcomes</b>	Report or briefing note on the impact of School Resource Officers with recommendations.

RECOMMENDATION #33	
<b>Recommendation</b>	Advocate for the consistent implementation of policy and administrative procedures to ensure they are uniformly applied to staff and students, align with human rights and other related legislation, and are meaningfully enforced.
<b>Rationale/Explanation</b>	School divisions are required to have policies that support the inclusion of 2STLGBQIA+ identities and the creation of school-based Gay-Straight Alliances (GSA's). Despite this requirement, the inconsistent application of policy has resulted in ongoing discrimination including classifying 2STLGBQIA+ identities as "sensitive content" and creating systemic barriers to establishing GSA's.
<b>Actionable Items</b>	Conduct a scan to identify information gaps that impact policy and procedure development and implementation specific to the inclusion of 2STLGBQIA+ members and realities.  Develop a multi-level advocacy strategy to promote awareness and create systemic change.  Use policy scan information to provide support to locals that want to enhance their equity focus.
<b>Partnership</b>	The MTS staff will identify partners if required.
<b>Evaluation/Outcomes</b>	Policy scan document to use for advocacy and planning.

<b>RECOMMENDATION #34</b>	
<b>Recommendation</b>	Work with Post-Secondary education programs to develop a mandatory course (s) on equity issues to include a focus on 2STLGBQIA+ issues and realities for pre-service teachers and optional courses for teachers pursuing their post-baccalaureate and/or Masters.
<b>Rationale/Explanation</b>	Teacher training is key to creating equity spaces.
<b>Actionable Items</b>	Leverage existing relationships with the Universities to advocate for additional course requirements. Work with 2STLGBQIA+ Professors to support advocacy in respect to course development and implementation.
<b>Partnership</b>	University of Manitoba University of Winnipeg Brandon University University College of the North
<b>Evaluation/Outcomes</b>	Equity courses at the post-secondary level.

<b>RECOMMENDATION #35</b>	
<b>Recommendation</b>	Work with the Manitoba High School Athletic Association and Sport Manitoba to address concerns around gender groupings as well as to increase the participation and safety of 2STLGBQIA+ students in sports.
<b>Rationale/Explanation</b>	The Trevor Project in their 2021 Nation Scan on LGBTQ Mental Health noted that only 32% of 2STLGBQIA+ participate in sports despite recognition of the benefits to mental health. Further, 18% heard negative or homophobic comments from sport leaders and coaches. Finally, locker rooms were seen as particularly stressful and unsafe places for 2STLGBQIA+ youth.
<b>Actionable Items</b>	Leverage and/or establish relationships with the Manitoba High School Athletic Association and Sport Manitoba. Advocate for the development an education and public relation strategy similar to the current Racism in campaign.
<b>Partnership</b>	Manitoba High School Athletic Association Sport Manitoba
<b>Evaluation/Outcomes</b>	Polices and practices that are respectful and honour 2STLGBQIA+ sports.



## References and Recommended Resources

*Why Are LGBTQ Youth Avoiding Sports In School? Fear Of Discrimination, Research Shows (forbes.com)*

*The Trevor Project | For Young LGBTQ Lives*

*Workplace Inclusion - Literature Review - Egale*

*2SLGBTQI Sports Inclusion: Playbook to breaking down barriers - Egale*

*Still In Every Class In Every School - Egale*

*Every Teacher Project - Egale*

*Sports Inclusion in Canada: Literature Review - Egale*



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