

THE SITUATION OF LGBTI IN SCHOOL: WHAT MAKES TEACHERS TAKE RESPONSIBILITY?

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THE SITUATION OF LGBTI IN SCHOOL

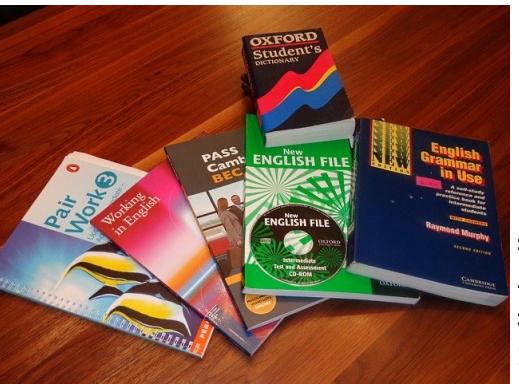
- Considerably higher risk of depression and suicide
 (Clark et al., 2014; Marshal et al., 2011; Plöderl & Tremblay, 2015; Schützmann, et al., 2009)
- “Gay” or “fag” used as swearword by 62% of 6th graders in Berlin, “lesbian” by 40% (random sample, peer reports on the past 12 months, Klocke, 2012)
- 16- to 30-year-old German residents (random sample, Küpper, Klocke & Hoffmann, 2017)
 - 64%: Teachers never used teaching examples or materials including LGB
 - 74%: No openly LGB teachers
 - 50%: No openly LGB students



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TEACHERS CAN IMPROVE THE SITUATION

- Increase visibility of sexual orientation and gender diversity
 - by providing opportunities for **intergroup contact** (meta analyses of Pettigrew & Tropp, 2006, and Smith, Axelton, & Saucier, 2009; on transgender: e. g. Walch et al., 2012)
 - **by using inclusive curricula** (Klocke, 2012; McKibban & Anderson, 2021)
- Intervene against discrimination of **LGBTI** (Czopp & Ashburn-Nardo, 2012)



BUT: What makes teachers take responsibility?

TWO ONLINE SURVEY STUDIES

1. Teachers in Germany 2014

- Convenience sample: Unions, schools ... ($N = 1,102$)
- All school types
- $M = 43$ years old ($SD = 11$)
- 67% ♀, 32% ♂, 1% other
- 84% straight, 11% lesbian/gay, 4% bisexual, 1% other
- Self reports on behavior (intervention against discrimination and addressing sex. orient. & gender diversity) and predictors

Klocke, U., Latz, S. & Scharmacher, J. (2019). Schule unterm Regenbogen? Einflüsse auf die Berücksichtigung sexueller und geschlechtlicher Vielfalt durch Lehrkräfte. *Psychologie in Erziehung und Unterricht*, 66(2), 131-156. doi:10.2378/peu2019.art12d

2. Educational professionals at Berlin schools 2017

- Random sample of 43 schools, all school types (response rate = 42%)
- $N = 534$ educational professionals (82% teachers, response rate = 20%)
- $M = 45$ years old ($SD = 11$)
- 69% ♀, 30% ♂, 1% other
- 86% straight, 9% lesbian/gay, 3% bisexual, 1% other
- Self reports on 11 LGBTI supportive behavior dimensions and their predictors (based on four focus groups with experts and 11 interviews with educational professionals)

Klocke, U., Salden, S. & Watzlawik, M. (2020). *Lsbt* Jugendliche in Berlin: Wie nehmen pädagogische Fachkräfte ihre Situation wahr und was bewegt sie zum Handeln?* Berlin: Senatsverwaltung für Bildung, Jugend und Familie. Verfügbar unter <https://bit.ly/3eLe0Iu>

RESULTS OF MULTIPLE REGRESSION AND MULTILEVEL ANALYSES: EFFECTS ON LGBTI SUPPORTIVE BEHAVIOR

Positive effects (number of significant effects, Study 1: 2 DVs, Study 2: 11 DVs)

- LGBTI was issue in education/studies (8)
- Access to suitable teaching materials (8)
- Teaching biology, ethics, religion, politics, or languages (8)
- Personal contact to LGBTI (8)
- Number of advanced trainings on LGBTI issues (5)

- Assumption: own behavior can improve situation (5)
- Assumption: know how to intervene against discrimination (5)
- Assumption: Several dimensions in school anti-discrimination policies (4)
- Assumption: LGBTI among own students (3)
- Assumption: LGBTI contact person at own school (2)
- Female gender (3)

No/inconsistent effects, e. g.

Sexual orientation, age, school type, own experiences of discrimination, school antidiscrimination policy (objective), open LGBTI at own school

CONCLUSION: WHAT MAKES TEACHERS TAKE RESPONSIBILITY?

1. Qualify in LGBTI inclusion
2. Train strategies to intervene against discrimination
3. Provide inclusive teaching materials for each school subject
4. Have inclusive school anti-discrimination policies and ensure that they are well-known
5. Have person responsible for LGBTI at each school

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Thank you very much
for your attention!

Questions?
Comments?