LGBTQ K-12 Education

A select annotated bibliography

Originally compiled by Elizabeth Gartley; expanded by Peter Brunette

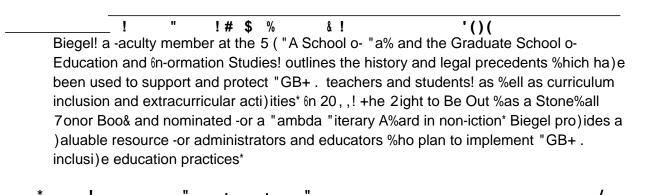
Overview

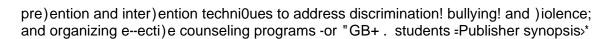
Since 200 ! G"SE# \$Gay! "esbian! and Straight Education #et%or&' has been conducting the #ational School (limate Sur)ey e)ery t%o years* +he 20, sur)ey -ound that less than hal-o-"GB+. students reported being able to -ind "GB+. resources in their school libraries; this number has changed little in the ten years the sur)ey has been administered* Although "GB+. issues ha)e gained much more)isibility in recent years! gender and sexual di)ersity o-ten remains a taboo topic in schools! %hether explicitly or implicitly* +he (ali-ornia Sa-e Schools (oalition has -ound that an "GB+./inclusi)e curriculum bene-its all students! but mo)ing to%ards a more inclusi)e curriculum school en)ironment can be challenging e)en -or teachers %ho are open to such e--orts*

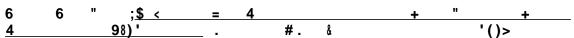
+his list is intended to pro)ide an introduction to "GB+. topics in schools -or school librarians! teachers! school administrators! and other educators* +he list is not exhausti)e! but represents a selection o- high/0uality resources accessible and use-ul -or educators already -amiliar %ith "GB+. studies and education! as %ell as those ne% to the subject* Some o- the texts are straight/-or%ard o)er)ie%s o- la% and policy! others represent research conducted by a single author! and others are collections o- essays or classroom)ignettes* 2esources include ,3 boo&s on 4/,2 education! eight on teacher education! t%o -ilms! and nine organizations %ith associated %ebsites*

Books

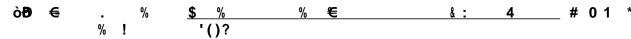
K-12 EDUCATION







In thisôbook! A chies postulates that he nouse begin exploring the culture o-educational en) ironments as they relate to sexual di--erence! in order to begin conceptualizing him hich he may begin to address homophobia and heteronormati) ity he that end! this book addresses how educators at all le)els must begin examining how their concepts about di--erent sexual identities are normalized through socializing processes and schooling he doing so! this book examines how indi) iduals construct meanings about homophobia and hate language through contextual oppositions! how educational en) ironments maintain a last tolerance he hen claiming to be tolerant o-di--erent sexual identities! how a hierarchy o- hate language exists in educational en) ironments! among other issues related to creating sa-e places -or all students

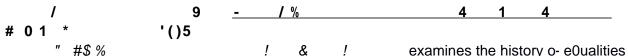


Since AEns o u

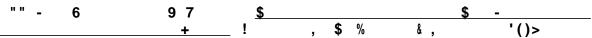
Since the ,B20s! 5S public schools ha)e -ocused on erasing Oueer identity* Crom teacher purges to)icious bullying o- Oueer youth! these actions ha)e been the norm -or nearly one hundred years / than&s to the interplay o- la%! policy! and politics* in light o-the recent Supreme (ourt decision in Oberge-ell)* 7 odges! "ugg uses this history to illuminate a possible %ay -or%ard to ma&e public schools places o- tolerance and e)en liberation -or both Oueer youth and Oueer adults =Publisher synopsis>*

exactly ho% to begin this important type o- school club that helps build positi)e relationships and promotes &no%ledge and tolerance* +his guide tells students %hat it ta&es to start a GSA at their school! teachers ho% best to %or& %ith GSAs! and helps principals and superintendents to understand the applicable la%s* Parents %ho read this boo& can disco)er -or themsel)es !ust ho% positi)e an in-luence the GSA may be in their child\(\)s li-e =Publisher synopsis\(\)*

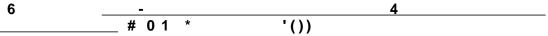
)olume examines teacher candidates experiences %ith gender and sexuality in the classroom! o--ering insight and strategies to better prepare teachers and teacher educators to support "GB+. youth and -amilies =Publisher synopsis>*



legislation and the di)ersity o--amilies %ith "GB+ members alongside pragmatic ad)ice to ensure that all children! -amilies and sta---eel %elcomed and celebrated in the early years setting* including case studies! reading lists and lin&s to use-ul %ebsites and organizations! this boo& is)aluable reading -or all early years practitioners and students that %ant to promote an inclusi)e en)ironment -or the children in their care*



+his series o- essays by 5*S* history pro-essors pro)ides insights into the opportunities -or "GB+ inclusion in existing social studies curricula! teaching strategies -or co)ering rele)ant "GB+ topics! and suggested resources* O)erall! the boo& approaches "GB+ themes as inter%o)en into the social and political currents throughout 5*S* history! and indi)idual essays co)er the challenges and opportunities in teaching "GB+ history! sur)eys o- time periods in 5*S* history! and other topics such as the role o- the Supreme (ourt in "GB+ history! "GB+ parenting! same/sex marriage! the role o- 76EFA6DS in 5*S* and "GB+ history! and teaching "GB+ history %ith -iction and media*



+his collection begins %ith a series o- essays by "GB+ youth -rom the 5nited States! Australia! #e% Gealand! ?apan! and (hina* Section +%o introduces 2esearch and Policy %ith chapters co)ering the experiences o- "GB+ youth and an o)er)ie% o- research* Section +hree! Programs and Practices! includes di)erse selection o- case studies* As a %hole! the)olume co)ers a)ariety o- "GB+ topics in education! %ith special attention to international and intersectional approaches*



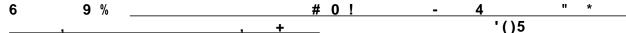
2ecent cases o- teen suicide lin&ed %ith homophobic bullying ha)e thrust the issue o-school sa-ety into the national spotlight* 6n '% (#)* Donn Short considers the e--ecti)eness o- sa-e/school legislation* Dra%ing on inter)ie%s %ith Oueer youth and their allies in the +oronto area! Short concludes that current legislation is more responsi)e

than proacti)e* 8 oreo)er! cultural in-luences and peer pressure may be more po%er-ul than legislation in shaping the school en)ironment* Exploring ho% students< o%n experiences! ideas! and de-initions o- sa-ety might be translated into policy re-orm! this boo& o--ers a -resh perspecti)e on a hotly debated issue*

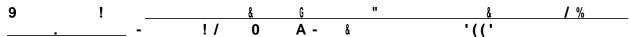
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K hat do %e mean %hen %e tal& about #Oueer teachers#L +he authors here grapple %ith %hat it means to be sexually or gender di)erse and to %or& as a school teacher %ithin -our national contexts# Australia! @reland! the 54 and the 5SA* +his ne%)olume o--ers academics! educators and students a pro)ocati)e exploration o- this pi)otal topic =Publisher synopsis>*



Collo%ing on t%o)olumes o- completely original stories published in ,BBH and 200H! the all/ne% third edition o- . \$ \$ brings together stories -rom around America / and around the %orld / o- teachers negotiating the challenge o- being "GB+ in the classroom* Eoices largely absent -rom the -irst t%o editions / including transgender people! people o- color! and educators -rom outside the 5S / -eature prominently in the ne% collection! gi)ing readers a richer and deeper understanding o- the di)erse experiences o- "GB+ educators =Publisher synopsis>*



+his collection o- research and essays is di)ided into three sections \$\(\gamma \) Sur) eying the "andscape!; %hich examines the state o- gender and sexual di)ersity in schools and teacher education* Part t%o! \$\(\gamma \) Add "GB+ and Stir \$\(\gamma \) 8 ulticulturalism and Sexual Di)ersity; discusses both the theory and practice o- multicultural and "GB+ inclusi)e education* Part three! \$\(\gamma \)+elling Our Stories; -eatures the stories o- "GB+ teachers! teacher candidates! and teacher educators* (ontributors include teachers and teacher educators -rom the 5 nited States! (anada! Australia! and the 54* (hapters include research and pro-essional papers! re-lections on practice! and personal essays* Getting 2 eady o--ers insight into combating homophobia! recognizing heterosexism! identi-ying barriers! challenging gender roles! and teaching -or inclusion*



materials and acti)ities -or -aculty de)elopment and teacher education* A companion %ebsite \$0ueerinclusion*com' pro)ides re-lection 0uestions and recommended resources -or each chapter*

Films

