



MAKING SCHOOLS **SAFER** FOR TRANS AND GENDER DIVERSE YOUTH

InsideOUT

InsideOUT is a national organisation which works to make Aotearoa New Zealand a safer place for young people of diverse sexualities, sexes and genders to live and be in. We are passionate about being run for youth, by youth and apply this value to everything we do.

We aim to foster the building and provision of resources, education, information, hui and relevant tools which work to improve the health, wellbeing and safety of young people of diverse sexualities, sexes and genders. We work with youth, whānau, schools, community groups, youth services, government agencies and other relevant organisations to achieve these aims.

Some of our key projects include:

Support for Rainbow Diversity Groups/Queer Straight Alliances

We support young people and schools all over NZ in starting, strengthening, and sustaining rainbow diversity groups in their school to:

1. create a space where students can socialise in a safe environment.
2. provide support for students who might be facing issues such as bullying.
3. spread awareness about homophobia, biphobia, transphobia, gender identity and sexual orientation issues within the school.

Day of Silence

A national day of action in which students across New Zealand vow to take a form of silence to call attention to the silencing effect of homophobic, biphobic and transphobic bullying, name-calling and harassment in schools. See www.dayofsilence.org.nz

Shift Hui

A national youth hui for young people of diverse sexualities, sexes, genders and their friends! Learn more at <http://shift.insideout.org.nz>

Expression

A multi-media arts competition for youth aged 13-19 with themes of sexuality, sex and gender diversity. Submit your artwork, writing or film at <http://expression.insideout.org.nz>

Check out our website at www.insideout.org.nz or contact us for further information or support at hello@insideout.org.nz



FOREWORD

Kia ora koutou,

InsideOUT is proud to release this resource - the first of its kind in Aotearoa New Zealand - aimed at making our schools across the country safer environments for trans and gender divergent young people.

We know from the Youth '12 study by the University of Auckland that trans and gender diverse youth are facing a hard time in our schools - with over half fearing someone would hurt or bother them at school, 40% experiencing significant depressive symptoms, and 1 in 5 being bullied at school on a weekly basis.

Every young person has the right to be safe at school and it is every school's responsibility to provide an environment where all young people are supported and given the chance to flourish, free of discrimination. We hope this resource will give schools the tools to make changes and provide appropriate environments for trans and gender diverse youth going forward.

In 2015 the Ministry of Education released their updated Sexuality Education Guidelines, recommending that all schools provide gender neutral uniforms and toilets, ensure inclusive sports procedures, have health programmes that affirm sexuality and gender diversity and educate against and respond to incidents of bullying in relation to sexuality and gender diversity. These guidelines align with our suggestions in this resource and we believe it is vital to uphold them in order to create safer schools for trans and gender diverse youth.

InsideOUT would like to acknowledge and thank the many generous young trans and gender diverse people who shared their experiences and gave their time and knowledge to help create this resource. We hope this contribution strengthens the work being done in order for the next generation of trans and gender diverse youth in Aotearoa to be affirmed and supported to be their wonderful and honest selves.

Ngā mihi,
Tabby Besley

National Coordinator of InsideOUT

CONTENTS

What Is Trans.....	pg 5-6
What is Intersex.....	pg 7-8
The Numbers.....	pg 9-10
Bullying Prevention.....	pg 11
Bathrooms/Changing Rooms.....	pg 12
Gender Segregation.....	pg 13
Sports/Physical Education.....	pg 14
School Balls/Discos/Events.....	pg 15
School Camp and Gender Segregation.....	pg 16
Confidentiality and Coming Out.....	pg 17
Names and Gender Markers.....	pg 18
Sex and Gender Education.....	pg 19
Expectations of Students.....	pg 20
Tips for Counsellors.....	pg 21-22
Tips for Parents and Whānau.....	pg 23-24
Terminology.....	pg 25-28
Resources and Support.....	pg 29-30
Acknowledgements.....	pg 31

WHAT IS TRANS?

Trans is an umbrella term used to describe someone whose gender identity does not match their biological or physical sex, or the gender they were assigned at birth. A trans person may identify anywhere on the gender spectrum. Some wish to be known as a man or woman, while others' identities are in between or outside of the binary genders. Genders may be fixed or they may be more fluid. There are many terms to describe one's gender (see Terminology).

Gender diverse is another umbrella term to encompass people who do not necessarily identify with being transgender, but don't feel their gender fits into the binary of male and female.

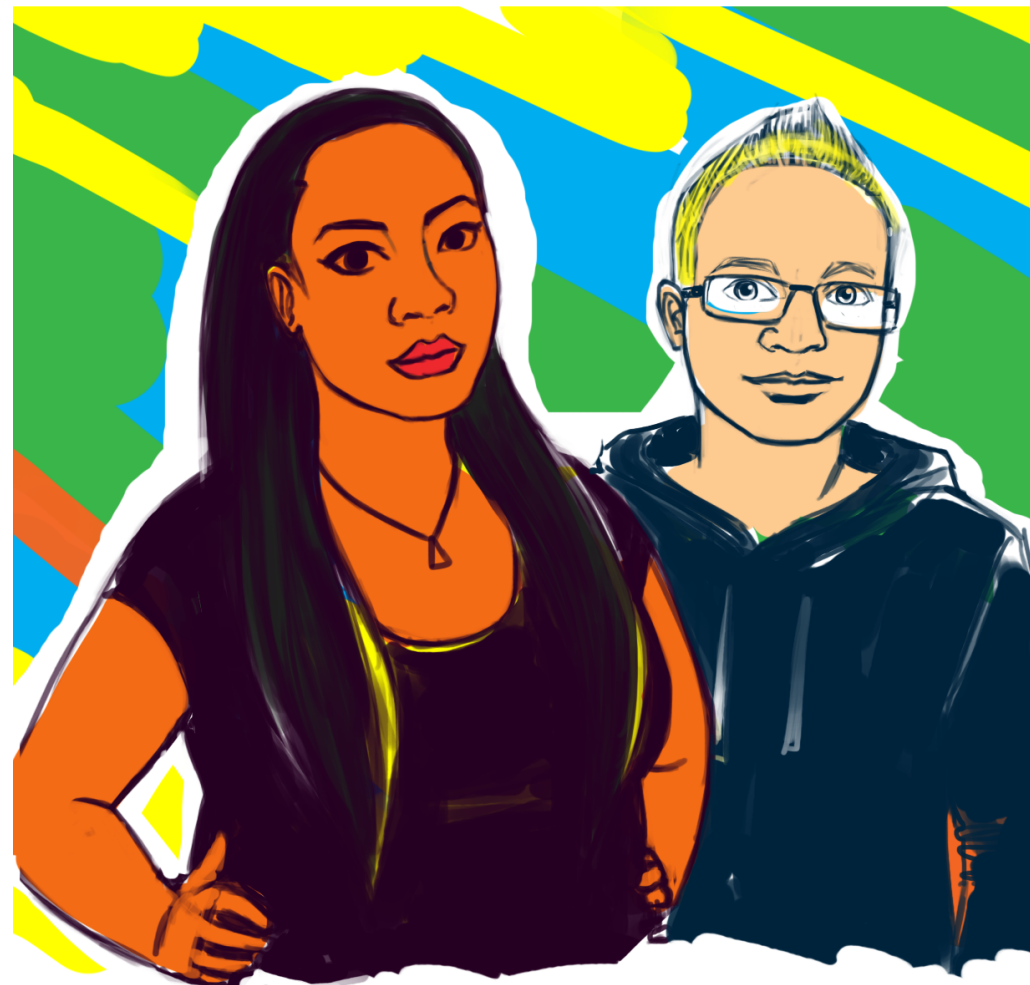
Māori and Pacific nations embrace trans and gender diverse people within their cultural contexts (see Resources) and have their own words to describe diverse genders, such as tangata ira tane or fa'afafine.

In this resource we will use the word 'trans' as shorthand to describe all of the identities of gender diverse people, but acknowledge that this may not be the preferred term for everybody.

There is no one way of being trans - every individual has a unique experience and faces different challenges. In some cases, a trans person may wish to transition, taking steps in order to feel at peace with their gender identity. A person socially transitioning may change their name and pronoun and express their gender outwardly through choice of clothes and haircut. Medical transition options include laser or other hair removal, puberty blockers, hormone replacement therapy (HRT) or undergoing gender reassignment surgeries in order to feel comfortable in their body.

There is no one right way or 'wrong' way to transition. For example, someone might feel it necessary to take hormones, but not undergo surgery, or they might change their name and clothes but decide not to take any steps to medically transition. Getting access to information and appropriate health care to medically transition can also be especially difficult for trans youth, due to factors such as parental consent and financial barriers.

It is important to remember that each journey is different; it is up to the individual to make decisions they feel most comfortable with. It is important not to make any assumptions about anyone's body or identity.



While acceptance of trans people is increasing in society, an alarmingly high number of trans youth are still subject to severe bullying and discrimination due to lack of awareness around trans issues in schools. However, schools can initiate positive change by incorporating sex and gender diversity education into the curriculum, encouraging trans students to comfortably express their gender by creating supportive social environments, and accommodating their needs.

Coming to understand their gender identity can be a very vulnerable time in a young person's life. It is the responsibility of the school to ensure students' safety during their education. With approximately 4 out of every 100 students identifying as trans (1.2%) or unsure of their gender (2.5%), it is vital that schools are prepared to support them, and do not wait for a trans student to come out before making the school a safe and welcome learning environment for trans students.

WHAT IS INTERSEX?

Intersex is an umbrella term that describes people born with variations of internal and/or external sex anatomy, resulting in bodies which fall outside of the binary classification system of ‘male’ or ‘female’.

Typically, an intersex infant will be classified as M or F, and those with ambiguous genitalia will often be operated upon to uphold this classification. There are many different conditions that fall under the intersex umbrella. As the public discussion on these variations is fairly recent, many falsely assume that this is not at all common. However, the statistics for how many intersex people exist ranges from 1 in every 2000 to 1 in every 100 people - this variation in numbers is partly around the different types of intersex conditions, and also largely because many people might not ever find out that they are intersex, or not until later in life.

There is a long history of shame and secrecy in the intersex community, largely because doctors or parents will often tell intersex people not to tell anyone about their conditions, or will perform unnecessary surgeries to try and ‘normalise’ them - often this is when they are young or newborn, so without their knowledge or permission. Due to these reasons, being intersex is not something we hear about very often.

How does intersex differ from transgender?

Sometimes people confuse intersex with trans, but they are actually very different things. Intersex is when a person’s biological sex (developed in the womb) doesn’t fit neatly into the male/female binary, whereas transgender is when they feel as if their assigned sex at birth does not match their gender identity.

Anyone can identify as transgender and some people might be both intersex and transgender. But not all intersex people are transgender, and the vast majority of transgender people do not have intersex medical conditions.

It is also important to note that not everyone who has an intersex body and has transitioned will identify as trans. For instance, when a baby is born with genitals that look different than what is considered ‘normal’ (which is the case with some intersex conditions), some parents and doctors may arbitrarily choose to raise the child as either a boy or a girl, but the child might feel strongly - when they are old enough to say so - that their gender identity is different than the choice made by the parents and doctor. Sometimes these children transition early on and may not want to be labelled or identify as transgender. Or they may. It is important for intersex people to self identify and for others to respect that.

It is important not to make any assumptions about an intersex person’s body or identity. Treat them with respect and don’t ask them personal questions about their bodies or medical history.



THE NUMBERS

We know from both local and international studies and hearing young people's experiences that acts of verbal, sexual and physical abuse towards young people of diverse sexualities, sexes and genders are common and experienced at a comparatively higher rate than their heterosexual and cisgender peers.

Young people in New Zealand face internationally recognised high rates of bullying. The University of Auckland's Youth '12 study tells us that 43.3% of LGBTQ youth had been hit or physically harmed on purpose at school in the previous year. One in five reported being bullied at school at least weekly, and of those who had been bullied, over eight times as many reported they were bullied because they were gay or thought to be gay. The Youth 2000 reports also show us that there has been no improvement in relation to the school bullying that LGBTQ youth face since 2001. That's over ten years - and we think it's time that changed.

In 2012, the University of Auckland did the first study on transgender youth in New Zealand as part of their Youth 2000 series. They discovered the following:

- Approximately **four** out of every **100** students reported that they were either transgender (**1.2%**) or that they were not sure of their gender (**2.5%**).



- Approximately half of the transgender students had wondered about being transgender before the age of 12, but only a third (**34.8%**) had disclosed that they were transgender to someone close to them.



- Approximately **40%** of transgender students had significant depressive symptoms and nearly half had self-harmed in the previous 12 months.



- One** in **five** transgender students had attempted suicide in the last year. They were five times more likely to attempt suicide than cisgender students.



- Nearly **40%** of transgender students had been unable to access healthcare when they needed it.



- Nearly **one** in **five** transgender students had experienced bullying at school on a weekly (or more frequent) basis – this was nearly five times higher than the proportion of students who were cisgender.



- More than half of transgender students were afraid someone at school would hurt or bother them.



- About three-quarters of transgender students reported that they had at least one parent who cared about them a lot, and the majority thought that their family got along.



- Despite these challenges, transgender students were generous and giving members of their communities, in that over **40%** did activities to help others at school and nearly half worked as volunteers.



BULLYING

Bullying Prevention

A disproportionate amount of trans young people are subject to bullying in New Zealand schools. Bullying has a huge effect on young people's self esteem and wellbeing and can often contribute to them experiencing depression and isolation.

All schools should specify transphobia or discrimination based on gender identity/gender diversity (as well as homophobia and biphobia) in their school bullying policies and programmes. This kind of bullying makes up a large percentage of the bullying that goes on in schools, so it is vital that it is specifically addressed.

If a staff member hears someone make a transphobic or homophobic comment, it is important for them to respond to this. When ignored this can lead to ongoing bullying and making students feel unsafe and uncomfortable.

The best way to respond to bullying is to let the person know that what they said is not okay and why, without shaming them. Let them know you don't want to hear it again, or there will be consequences.

If a comment or behaviour was directed towards an individual, it may be appropriate to ask them to apologise. If this bullying is an ongoing issue it may be necessary to speak to the person in more detail and pursue further action.

Rainbow Diversity Groups

A rainbow diversity group or queer straight alliance (QSA) is a group in a school open to all students. People might be part of it for different reasons - to seek support, meet like-minded people, learn how to support their friends/family or because they are passionate about human rights and equality. It's important never to assume someone's sexuality or gender when they join the group and not to force them to disclose this unless they want to.

Having a group like this in a school can send a powerful message to students of diverse sexualities, sexes and genders that their school accepts and celebrates their diversity and that there is support available. These groups can also be a powerful way of preventing and ending homo/bi/transphobic bullying by showing other students and parents the school's commitment to diversity.

Check out our website www.insideout.org.nz for more information and resources around setting up a group.

BATHROOMS/CHANGING ROOMS

Gender neutral facilities in schools are equally as important as having male and female facilities. If forced to use male or female facilities instead of gender neutral facilities, trans students may become victim to bullying or sexual violence in a space that everyone should have the right to use without hassle. As well as having gender neutral facilities available, trans students should be able to use the bathroom that corresponds with their gender identity if they wish to.

Gender neutral facilities need to be easily accessible, safe, and available for all students. It is recommended that they have bathroom stalls and not urinals. They should not require a key or be located in the staff room or an obscure area of the school. It is understandable that sometimes a temporary solution is necessary, but this should not be long-term.

It is important to have sanitary disposable bins in the bathroom stalls of gender neutral facilities as some trans students menstruate. They will need to dispose of their sanitary products in an environment where they feel comfortable and safe. Out of respect, a student should not be asked if they menstruate as it is a personal matter for any student.

Changing rooms are a place where transphobic bullying is common within schools. Undressing in front of your peers can be daunting for any student, regardless of gender. In a worst case scenario, they could be harassed or assaulted. A student should be able to change clothes safely in a changing room, no matter who they are. A private changing space should be available for this, whether it is within the changing room or a private space/bathroom nearby.

GENDER SEGREGATION



Some teachers think it is a good idea to separate their students by gender for educational exercises or for school assembly. Trans and gender diverse students can often be excluded when this occurs and being forced to sit in a certain section may make them feel uncomfortable or distressed. If splitting students up in some way is essential, perhaps grouping students by year groups would be a better alternative. Gender segregation can happen in numerous other ways in schools, such as creating gender specific roles and titles such as ‘Head Boy’ and ‘Head Girl’. For the inclusion and wellbeing of all students, it is best to avoid splitting anything up based on gender.

Uniforms

School uniforms are often split into a male and female uniform. Having strict gendered uniforms can make students feel uncomfortable or unsafe. Having all options explicitly available to every student is an easy, safe way of allowing any student to be comfortable in the clothes required for their school. Uniforms should be categorised by the type of clothing rather than by gender eg. ‘shorts’, ‘skirts’ rather than ‘boys’ uniform’ and ‘girls’ uniform’. It is important to enforce uniform standards equally, regardless of gender (eg. hair length, makeup, jewellery). It is good to raise these conversations and make changes when your uniform is being reviewed, even if you aren’t aware of any trans or gender diverse students currently attending the school. Gender neutral uniforms can benefit all students.

A student’s uniform does not affect their learning, and as long as they adhere to the reasonable rules around what they can (any items on the required uniform list) or can’t (excess jewellery, non-uniform clothing etc.) wear, there should be no issue. Alternatively, wearing a uniform a student does not feel comfortable in can increase their likelihood of leaving school early or being disengaged from learning. Ideally all schools should have the options of both pants and skirts, and a zero tolerance to the bullying of trans students with regard to the uniform they choose to wear.

CHOIRS AND KAPA HAKA/CULTURAL GROUPS

Trans students should always be able to participate in a choir, kapa haka or other cultural group as their chosen gender. If a student is transitioning and taking hormone replacement therapy, their voice and body will be undergoing changes. They should be given the same leeway that boys are given during puberty when taking part in vocal groups.

SPORTS

Sports in schools, whether during Physical Education or through a school sports team, can also be harmful environments for trans students. Many sports teams are gendered specifically to either male or female, and sports themselves are set into masculine and feminine roles. Rugby is most commonly played by males, with an occasional female team, and vice versa for stereotypically female sports such as netball. Having mixed teams available for as many sports as possible is a good option for trans students to be included. It is best if these aren’t organised by students, and instead put up by teachers at the start of the year or season like the rest of the sports teams. The mixed teams should be available to all students. As well as having mixed team options, trans students should be allowed to join the team that corresponds with the gender they identify as.

When entering competitive sports, trans students should be allowed to participate in sports as their chosen gender and the school should go into bat for them with the relevant sports association if required. If the student is on hormone blockers or undergoing hormone replacement therapy there is no reason why they should not be able to take part as their chosen gender. Ideally sports associations will allow trans students to participate regardless of whether or not they are having hormone treatment.

Gender diverse students who do not identify as either male or female should be able to sit out or be part of mixed sports teams, rather than being forced to commit to one gender or the other.

Physical Education classes are often segregated into gendered teams of male versus female. This can cause extreme distress for trans students, force them into a team they do not feel comfortable in, or make them feel like their gender is invalid, resulting in the avoidance of attending these activities. A more inclusive way of organising teams is to randomly number the students. If trans students do not feel comfortable participating in physical aspects of P.E they could be offered other roles such as officiating: scoring, coaching, refereeing or managing.

Schools that include swimming as part of their Physical Education programmes should be aware that this may be an extremely uncomfortable and distressing activity for trans students to participate in, as swimming costumes are often gendered or may be too revealing. Trans students should have the option of wearing loose-fitting swimwear and should be able to be excused from swimming if they do not feel comfortable participating.



SCHOOL BALLS



School events such as balls, discos, and dinners can be an exciting time for both students and teachers. These events can also become unnecessarily gendered. Some schools will not allow students of the same sex to attend these events together or will require a signed note from parents. In some cases, students of the same gender are not allowed to dance together, unless in large groups. At some events students are separated by gender, which is non-inclusive of trans and gender diverse students. For a more inclusive experience, students should not be segregated by gender and students should be allowed to dance with anyone.

Students should be allowed to wear what they feel comfortable in at these events. No gendered restrictions on clothing choice should be made by schools. For example, requiring female students to wear dresses and male students to wear suits is unnecessary.



SCHOOL CAMP

Clear communication between a trans student, teachers and parents is necessary on school camps. Everyone involved should ensure that there is a safe changing room, bathroom and sleeping area for trans students. Consultation should be made with the students before the camp to see what they would be most comfortable with, whether that is allowing them to sleep in an area with the gender they identify as, having a private sleeping area and bathroom, or sharing a space with close friends. It is important to follow through with the plan set in place in order for trans students to be comfortable and able to participate.

If there are concerns about safety for any of the students, consider having a staff member in the room.



CONFIDENTIALITY

Confidentiality is a crucial part of maintaining the safety of trans and other sexually and gender diverse youth. You may be the first or only person they have disclosed their identity to and your reaction could affect their decision on whether or not to come out to more people.

It's important that you affirm a young person that comes out to you and acknowledge that they have trusted you with this information. You don't need to make a big deal out of it, but thank them for telling you. Let them know you will keep this confidential - unless they want you to tell someone on their behalf. Check in and see if they have any support and if there is anything you can do for them (eg. let them know about a local support group, go with them to see the counsellor, arrange a gender neutral bathroom for them to use). They may want you to immediately start calling them by a new name and different pronouns, or they may not want this until they are out to other people in the school.

For some people coming out can be a continual process. They may still be finding the right identity and might go through several changes in the words they use to describe their gender or sexuality, or their name and pronouns. Devaluing their identity by holding onto their old terms and labels can be incredibly damaging.

Expectations of Students

Trans students should not be placed under any circumstances where they feel obliged or pressured to disclose any personal information regarding themselves or their transition. Focus should be placed on a student's wellbeing and how best to support them to feel safe at school.

Schools can often put pressure on trans students to be the individuals with the most knowledge on gender diversity, placing them in roles and situations where they are expected to educate others, act as an example of 'diversity,' or support all other LGBTQIA+ students. While some students may be happy and willing to help, no expectations should be made of them.

It is also important to make sure all teachers are educated on gender diversity and for them to understand that one trans student does not represent the entire trans community, or have all the answers. There may be a local organisation that could come and run professional development training for all staff on this.

The best ways to avoid putting pressure and expectations on trans students is to have a plan in place for when a trans/gender diverse child arrives at your school or comes out. It is also important to make sure all teachers are educated on gender diversity and for them to understand that trans student does not represent the entire trans community, or have all the answers.

NAMES

Where a student's name has been legally changed, all school records, (including past records) must be updated with their new name. If a student's name has yet to be legally changed, ask what name and pronouns they prefer. Use their preferred name and pronouns in all documents, regardless of what appears on their birth certificate. If dealing with a legal issue, be sure to keep the student's birth name private to avoid outing the student.

Pronouns

Using an individual's preferred pronouns (eg. he, she, they) is a matter of acknowledgement and respect. Ask a student what pronouns they prefer and use the correct pronoun when referring to them in any circumstance. A trans student may not have come out to everyone, and therefore they may want to use different pronouns depending on the situation, such as when communicating with parents. If you are unsure of which pronouns to use for a student, do not hesitate to ask them. It is always better to ask than to assume the student's gender identity. A gender diverse student will generally always respond positively when asked about their pronouns. Other people may not want to use pronouns at all, and might prefer you to only refer to them by their name.

Rolls

A student's preferred name should always be used on attendance rolls. If the appearance of a student's birth name on the school roll system cannot be altered, be sure to keep the roll as confidential as possible. This may involve switching the projector off before taking the roll or ensuring substitute teachers have the student's preferred name and gender marker on their attendance rolls. Making these small but significant changes will minimise the risk of a trans student being outed and discriminated against.

Forms

When asking students to fill out forms or surveys at school, consider whether you really need to collect data about their gender. If you do, the best way to do this is to either leave a blank space for students to write in their own gender identity, or to include an 'Other' write-in option alongside male and female boxes.

GENDER MARKER

Changing a young person's (under 18) legal sex on a birth certificate can only be done by their parents/legal guardian via an application to the Family Court.

If a student has not changed their gender marker legally, use their preferred gender marker where possible. However, if a birth certificate must be referred to in a legal situation, discretion is important. Schools should be able to change the gender field on their systems.

With some systems a student's name needs to be changed with the National Student Index Unit or NZQA in order for the school roll to be updated. At a school where this is the case, the student should be helped as much as possible to get their records changed. The process for this is for the student to send the National Student Index Unit or NZQA a statutory declaration with their request for the change. It is also possible to add a new name as an alternate name, if that is the student's preference. This system is in a process of being updated, so in the future it will be possible for students to select alternative gender options, but currently only male and female options are available.

Parents

Parents may be unaware or unsupportive of their child's gender identity. The school must avoid disclosing a student's gender identity to the student's parents or guardians without having first obtained the student's consent. The student's welfare could be at risk if this information is disclosed without them knowing.

However, some parents will be extremely supportive and will be willing to work with the school to make positive changes to ensure the safety and wellbeing of their child.

The school should support the student as much as possible to communicate to parents about their needs or wants. The student should be informed about what is discussed between teachers, counsellors and parents wherever possible.

If you are concerned for the wellbeing of the student and they have unsupportive parents, consider reaching out to rainbow community groups or other health professionals for advice. Learn about what support or interventions are available if the student is at risk at home.



SEX AND GENDER EDUCATION

Contrary to what we are told by the world around us, sex and gender are not binary concepts; they are more complex than just 'male' and 'female', 'man' and 'woman'. When educating on puberty and sexual health, it is important to acknowledge the diversity of gender and sex. Living in a society based on binary gender is difficult for trans, gender non-conforming and intersex people as their existence is rarely acknowledged by the mainstream. It is healthy to talk about gender and sex diversity openly and positively. For some students who are questioning their identity or experiencing gender dysphoria, talking about topics surrounding puberty and the body may be triggering. It is therefore important to create a safe, inclusive environment for students of all genders and sexes.

Here are some points to remember when teaching about gender and sex in a health class:

- Use gender-neutral language.

For example, refer to body parts by their names (eg. vulva, penis) rather than labelling them as 'male' or 'female'.

- Teach all topics to everyone.

It is unnecessary to split the class up according to binary genders. The whole class will benefit from learning about all aspects of gender and sex education.

- Use educational resources and lesson plans created by gender-diverse people.

You may feel informed enough to educate yourself, as there are various accessible internet resources including videos, personal stories and activities. Getting people from local gender diversity groups to come in and give talks is a good way of educating on these issues, as they will be equipped to answer any questions. If your school has a QSA, ask them if they would like to help teach some lessons.

- Make sure everybody feels included and comfortable.

If you know of a student in your class who may be questioning their gender identity or is transgender, do not single them out. Be mindful of how a student might feel when learning about gender and sex in a binary way. Our biological make-up does not determine our gender identity or expression, and this should be kept in mind when educating students on how the body develops.

www.insideout.ry.org.nz is a great educational video resource that can be used to teach sex, sexuality and gender education.

TIPS FOR COUNSELLORS

Everybody has an understanding or experience of identifying with their sex, gender or sexuality. How can this inform a clinical practice when working with gender diverse, sexuality diverse and intersex young people, and how can 'good practice' be established in the therapeutic relationship?

Youth 12' research shows that youth from the 'rainbow' community encounter many deficit health outcomes, and encounter considerable discrimination and stigma. Yet this also informs a person's ability to seek 'chosen' whānau, support groups and peer networks alongside the risks of suicide ideation, self harm, depression and anxiety that are an outcome of minority stress.

In considering 'good practice' in a therapeutic relationship with youth from the rainbow community you could consider the following tips as a starting guideline.

1. Often trans and gender diverse youth are not keen on labels or defining identity in ways that were common over the past 25 years of the LGBTI rights movement; this does not mean they are unaware of their history or intergenerational legacy. Youth today are understanding their fluid identities inform multiple influences in their lives along with multiplying identities. They are stepping out of the margins.
2. Be prepared to shift between expressions of identity and prepare yourself to neutralise pronoun usage till a person informs you of their preference. When making errors about identity terms practice flowing into the preferred terms within the next question or statement to reassure that person immediately. Apologising is okay, but ensure you are within the tone of the conversation.
3. Celebrate and acknowledge identity developments or differences. The skills of acknowledgement are under-recognised; practicing and modelling this skill can be very meaningful for the therapeutic relationship.
4. Be aware of the multiple discriminations trans and gender diverse young people face. Research names the multiple experiences of discrimination 'minority stress' but research also can fail to acknowledge that youth in general see discrimination as a myriad of experiences (ie family violence, mental distress, homophobia, transphobia, bi phobia, intersex phobia, racism, sexism etc).

5. Re-phrase any questions that are dualistic or binary about gender identity, sexuality, birth gender experiences or relationships.

6. Inform people of the limitations when they present for an assessment, ensure that you can clearly define the limitations of your assessment criteria in your service. Naming exclusive practices can reassure youth in the rainbow community of your awareness of sexuality normative and gender normative practices.

7. When presented with issues you are not able to answer or understand, be open with the person and ask if it is ok to make enquiries about the matter outside of the session; do not assume the person you are working with will be willing to educate you. Collaboration is not a form of education for the counsellor.

8. Work with your team of clinicians to link with local services (both health and social) that can support the youth who are utilising your service. Therefore, having possible referral to other clinicians and peer support services that can grow to be informed by your practice.

9. Seek a cultural supervisor who can help you or the team to manage cultural issues that fall out of your clinical knowledge. The expression of gender, sex and sexuality for indigenous youth who are part of the rainbow community requires de-colonising your practice. Often research and practices follow a Western model of sexuality, sex and gender. Ensure that this model relates to the person you are working with.

10. Consider ethical practices and policy within your team and service, are your policies up to date and based on current guidelines? Note some of the guidelines that will meet the needs of the rainbow community will be from overseas or engage a global perspective.

Tommy Hamilton is a counsellor who works with the team at OUTline NZ, he is registered as a provisional member of NZAC, he is also a life member of Rainbow Youth, the treasurer and project coordinator of ITANZ. If you have any questions you can contact Tommy at 0800 688 5463.

TIPS FOR WHĀNAU

These are just a few basic tips on how to support your child - we recommend doing your own research into this topic and connecting with other families going through similar things!

The best that you can do for your child is to be there, provide lots of love and support and be caring. Be a sounding board for your child. There is no right or wrong!

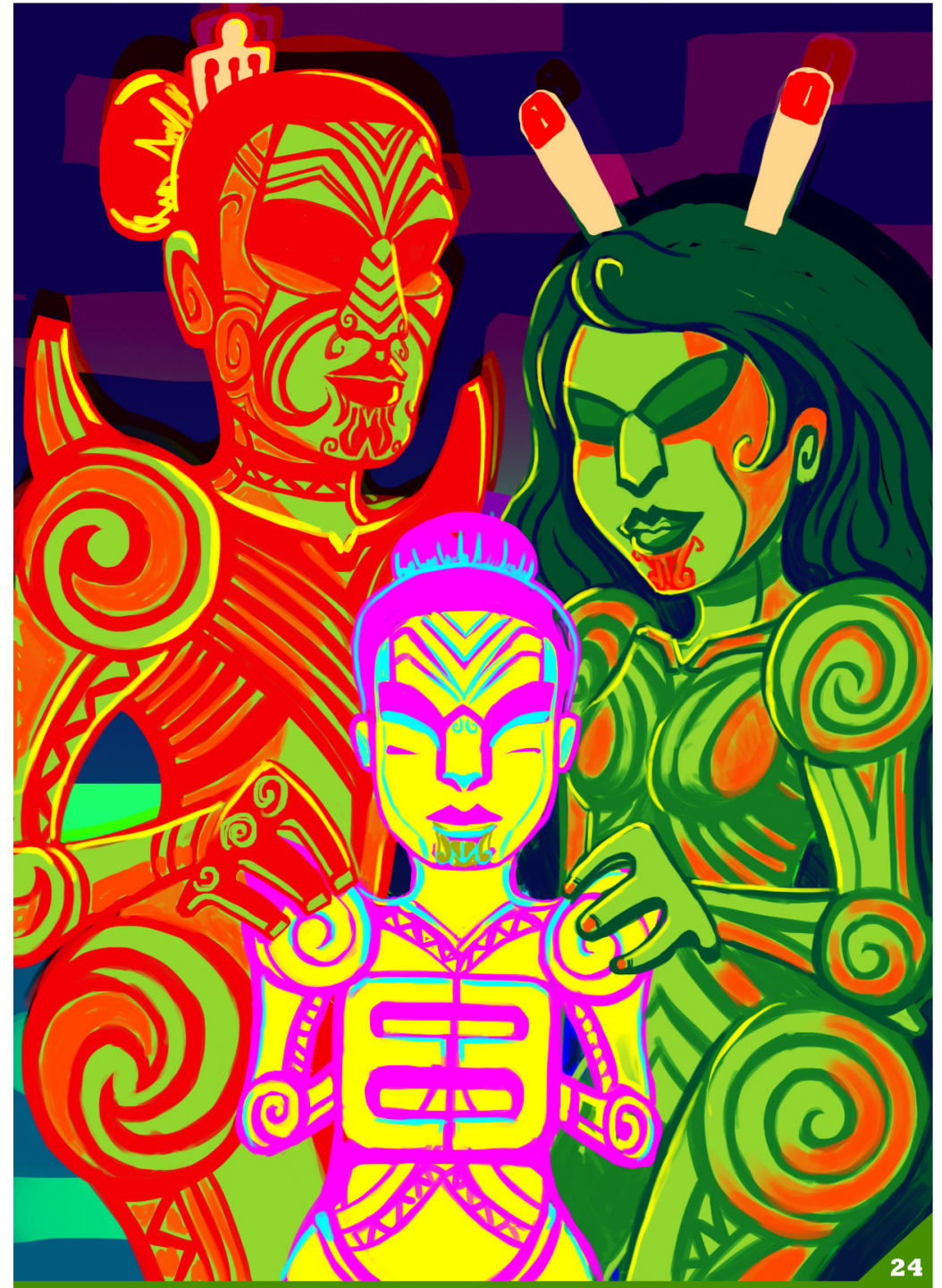
Chat with your child about what pronouns they would like you to use, along with what name they would like to use. It may take a while for you to get used to calling your child by a new name, and with new pronouns. These could change several times during their transition as they try to understand their identity. This information needs to be relayed to your close friends and family, but only when your child is ready. Avoid negative people until you are further through this journey as you do not want extra stress for you and your child.

There may be times when others accidentally use the wrong name and/or pronoun, and you may even do this yourself. It is important to politely correct those who use the wrong name or pronoun, or apologise if it is you who has made the mistake.

While there is not currently much support available for parents of LGBTQIA+ youth in New Zealand, there are some good Facebook groups and international resources online. It can be really helpful to have support from another parent who has gone through or is going through the same thing with their child.

If your child is okay with it, you should support and advocate for their rights to express their gender and be safe at school. In some situations they may wish to change to a school that is safer or more comfortable for them (eg. it is co-ed, has no uniform, has a queer straight alliance group) - this may be the best thing for their wellbeing and ability to stay engaged in education.

Let your child lead you on this journey rather than you trying to take control. They know who they want to be.



TERMINOLOGY

Here are the meanings for some of the terms used in this resource, as well as other identities that trans people may use to describe their genders. A term may mean something slightly different for everyone who identifies with it.



Agender: An identity that means ‘without’ gender. Agender individuals have no gender identity and/or no gender expression. They often identify as a person rather than a gender.



Bigender: A bigender person can identify as any two genders at the same time or go back and forth between the two. Some bigender individuals use different pronouns and/or names for each gender.



Biphobia: Intense hatred, fear or aversion towards bisexuals or bisexuality, which may include negative stereotyping or denial of the existence of bisexuals. People of any sexual orientation can experience such feelings of aversion.



Cisgender (cis for short): A term used to describe someone whose gender matches the sex they were assigned at birth. If you were born female and identify as female, you are cisgender.



Cisnormativity: A viewpoint based on the assumption that being cisgender is the ‘default’ or ‘normal’ gender identity, instead of being just one of many possibilities.



Cross-dresser: A person who sometimes wears clothing that is considered by society to correspond with the opposite (male/female) gender. This is not the same as being trans.



Demiboy: A term to describe someone who partially, but not wholly, identifies as male or masculine.



Demigirl: A term to describe someone who partially, but not wholly, identifies as female or feminine.



Drag: The act of dressing in gendered clothing as part of a performance. Drag Queens perform in highly feminine attire. Drag Kings perform in highly masculine attire. Drag performance does not indicate sexuality, gender identity, or sex identity.



Gender: A range of characteristics that a society or culture delineates to masculinity and femininity.



Gender dysphoria: Feeling that your body does not reflect your true gender can cause severe distress, anxiety, and depression. “Dysphoria” is a feeling of dissatisfaction, anxiety, and restlessness. With gender dysphoria, the discomfort with your body can be so intense that it can interfere with the way you function in normal life, for instance at school, work or during social activities.



Gender identity: A person’s internal, deeply felt sense of being male, female, neither or both. A person’s gender identity may or may not correspond with their sex.



Gender expression: How someone expresses their sense of masculinity and/or femininity externally.



Gender diverse: An umbrella term used to encompass people who do not necessarily identify with being transgender, but don’t feel their gender fits into the binary of male or female.



Genderfluid: Describes a person whose gender changes over time and can go back and forth. The frequency of this depends on the individual.



Genderqueer: An umbrella term used to describe those whose identity is non-normative (not male or female). It can also be used as a stand-alone gender identity, pertaining to feelings of being neither male or female, both, or somewhere in between.



Gender reassignment services: The full range of medical services that trans people may require in order to medically transition, including counselling, hormone treatment, electrolysis, initial surgeries such as a mastectomy, hysterectomy or orchidectomy, and a range of genital reconstruction surgeries.



Fa’afafine (Samoa and American Samoa), Mahu (Tahiti and Hawaii), Vaka sa lewa lewa (Fiji), Palopa (Papua New Guinea), Akava’ine (Cook Islands), Fakaleiti/Leiti (Tonga), Fakafifine (Niue): Terms that some Pasifika people may use to describe their gender. Their meanings are best understood within their cultural context and may mean something different to each individual. These terms do not have a Western equivalent, but are usually translated to mean ‘in the manner of a woman’.



Heteronormativity: A viewpoint that is based on the assumption that heterosexuality is the ‘default’ or ‘normal’ sexual orientation, instead of being just one of many possibilities.



Homophobia: An irrational negative response to lesbian, gay, bisexual, or other sexuality diverse people.



Intersex: Intersex is an umbrella term that describes people born with variations of internal and/or external sex anatomy, resulting in bodies that can’t be classified as the typical male or female. There are many different conditions that fall under the intersex umbrella.



LGBTQIA+: An acronym that stands for lesbian, gay, bisexual, transgender, queer, intersex, asexual and more sexuality and gender diverse identities.



Multisexual: An umbrella term for people who are attracted to multiple genders. E.g. bisexual, pansexual.



Non-binary: Usually an umbrella term for those who do not identify as strictly male or female (for example: gender variant, gender nonconforming, genderqueer). It can also be used as an individual identity.



Pronouns: The words that are used when referring to someone in place of their name. Examples of pronouns include: she/her/hers, he/him/his; and gender neutral ones such as: they/them/their, ze/hir/hirs.



Queer: A reclaimed word that is often used as an umbrella term encompassing diverse sexualities and gender identities. It may also be used as an individual identity for someone who is multisexual - they are attracted to people of multiple or all genders opposed to those who identify as lesbian, gay or heterosexual. Queer is used by many people, but it may not be the preferred term for everybody.



Sex: A person's sex refers to how someone's genitals, chromosomes, gonads and other sexual characteristics were developed when they were in the womb. People often confuse sex and gender as the same thing.



Sexual orientation: A person's sexual identity in relation to the gender or genders to which they are attracted to. Sexual orientation and gender identity are two different things.



Tangata ira tane: A Māori term describing someone who was assigned female at birth but has a male gender identity.



Takatāpui: Takatāpui is a traditional word that originally meant 'intimate friend of the same sex'. It has since been adapted to encompass all Māori who identify with diverse genders, sexes and sexualities such as whakawāhine, tangata ira tane, gay, lesbian, bisexual, transgender, intersex and queer. It denotes a spiritual and cultural connection to the past.



Trans: An umbrella term encompassing gender identities that are not cisgender, such as transgender, genderqueer, whakawāhine, tangata ira tane and others. A trans individual may identify with any gender identity (not only male or female), and may or may not have medically transitioned. Not all gender diverse people will identify with the word trans.



Transgender: A term used to describe someone whose gender does not align with the gender they were assigned at birth.



Transsexual: Usually used to describe someone who has had gender reassignment surgery. This term is rarely used now and the majority of trans youth would use the term 'transgender' instead, regardless of whether or not they have medically transitioned.



Transition: Steps taken over time by trans people to live true to their gender identity. Transition may include some or all of the following personal, medical, and legal steps: telling people in one's life, using a different name and new pronouns, dressing differently, changing one's name and/or sex on legal documents, hormone therapy, and possibly (though not always) one or more types of surgery. The exact steps involved in transition vary from person to person.



Transphobia: An irrational negative response to transgender and intersex people, as well as other gender identities. Transphobia often carries the assumption that gender is natural, rather than learned and conditioned.



Trans man: A transgender person who was assigned female at birth but identifies as male.



Trans woman: A transgender person who was assigned male at birth but identifies as female.



Transfeminine: A term used to describe trans people who were assigned male at birth but identify with femininity to a greater extent than masculinity.



Transmasculine: A term used to describe trans people who were assigned female at birth but identify with masculinity to a greater extent than femininity.



Whakawāhine, Hinechi, Hinehua: Some Māori terms describing someone who was assigned male at birth but has a female gender identity.

RESOURCES AND SUPPORT

Resources and Support

InsideOUT - making schools safer, support for QSAs
<http://www.insideout.org.nz>

Transgender and Intersex NZ - all ages facebook support group
<https://www.facebook.com/groups/1574586646110552/>

InterACT
<http://interactyouth.org/>

Intersex Youth Aotearoa
<https://intersexyouthaotearoa.wordpress.com/>

I'm Local - resources and groups across NZ
www.imlocal.co.nz

Equasian
<http://equasian.org.nz>

Takatāpui: Part of the Whānau Resource
<http://shop.mentalhealth.org.nz/product/758-takatapui>

You, Me, Us - Healthy Relationships Resource
<http://www.youmeus.co.nz>

Hohou Te Rongo Kahukura - Outing Violence
www.kahukura.co.nz

Day of Silence - Anti-Bullying Campaign
<http://www.dayofsilence.org.nz>

Inside Out - Sexuality and Gender Teaching Resource
<http://www.insideout.ry.org.nz>

PPTA Rainbow Taskforce
<http://www.ppta.org.nz/communities/glbti-teachers>

Ministry of Education Sexuality Guidelines
<http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>

Affirming Diversity of Sexualities and Gender Identities in the School Community
http://www.ppta.org.nz/resources/publications/doc_view/848-affirming-diversity-of-sexualities-and-gender-identities-in-the-school-community-2012

Youth '12 Transgender Report
<https://cdn.auckland.ac.nz/assets/central/about/news-events-notices/news/2014-news/1UOAYouth'12%20transgender%20young%20people%20fact%20sheet.pdf>

Regional Trans or Sexuality and Gender Diverse Support Groups

North Island

WhangaRainbow - Whangarei
<http://www.ry.org.nz/groups/whangareinbow>

Rainbow Collective - South Auckland
<http://villagecollective.org.nz/what-we-do/rainbow-collective>

Rainbow Youth - Auckland
<http://www.ry.org.nz>

WaQuY - Waikato Queer Youth - Waikato
<https://www.facebook.com/WaQuY-Waikato-Queer-Youth-253274271379320>

TaurangaPryde
<https://www.facebook.com/LGBTYouthTauranga>

QCentral - Rotorua
<https://www.facebook.com/qcentralyouthgroup>

BeUnique - Hawke's Bay
<https://www.facebook.com/hawkesbaylgbtqi>

Rainbow Taranaki
<https://www.facebook.com/RainbowTaranaki/>

Qmunity - Gisborne
qmunityyouth@gmail.com

Closet Space Whanganui
<https://www.facebook.com/Closet-Space-Whanganui-234994883202703>

Transcend - Palmerston North
<https://www.facebook.com/transcendpn/?fref=ts>

Tranzform - Wellington
<http://www.tranzform.org.nz>

South Island

Spectrum - Marlborough
<https://www.facebook.com/Marlborough-Girls-College-Spectrum-1643740005844243/>
<https://www.facebook.com/MBCSpectrum?fref=ts>

Q-Youth - Nelson
<https://www.facebook.com/groups/72311749717/>

Q-Topia and Phoenix - Christchurch
<http://www.qtopia.org.nz/>

Alphabet Soup - Dunedin
<https://www.facebook.com/alphabetsoupdunedin>

The Spectrum Club - Queenstown
<https://www.facebook.com/thespectrumclubqt/>

E14E - Everyone For Equality - Southland
<https://www.facebook.com/Number10Invercargill/>

Breaking Boundaries - NZ online youth forums
<http://www.breakingboundaries.org.nz>

I'm Local - resources and support near you
<http://imlocal.co.nz>

Naming New Zealand - helping trans youth to update their identity documents
<http://www.naming.nz>

TraNZgear - binders etc for trans youth
<http://www.tranzgear.com>

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If you have found this resource helpful and would like to help us keep circulating it, please consider making a donation to InsideOUT via our Givealittle page:

<https://givealittle.co.nz/org/insideout>

