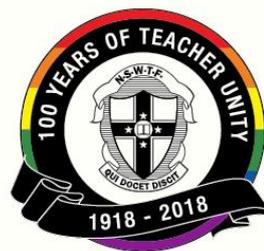




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**LGBTIQA+ TEACHERS' EXPERIENCES OF WORKPLACE
DISCRIMINATION AND DISADVANTAGE**

Jacqueline Ullman, Western Sydney University
Melissa Smith, New South Wales Teachers Federation
2018

LGBTIQA+ Teachers' Experiences of Workplace Discrimination and Disadvantage

Report to New South Wales Departmental Stakeholders

PROJECT REPORT

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TABLE OF CONTENTS

LIST OF TABLES.....	vii
LIST OF FIGURES	viii
LIST OF ACRONYMS.....	ix
ACKNOWLEDGEMENTS	x
EXECUTIVE SUMMARY.....	xi
Introduction.....	xi
Research aims	xi
Research design and method.....	xi
Key Findings.....	xi
Summative Recommendations.....	xii
CHAPTER 1 – INTRODUCTION.....	13
Previous Research.....	13
New South Wales Departmental Context.....	14
Aims and Key Questions of this Research.....	14
CHAPTER 2 – DESIGN AND METHODOLOGY	15
Research Design.....	15
Methodology.....	15
Recruitment.....	16
Ethical Requirements	16
Participants.....	17
Data Analysis	17
CHAPTER 3 – SURVEY RESULTS.....	18
Participant Demographics.....	18
<i>Gender Identity</i>	18
<i>Sexuality Identity</i>	19
<i>Employment Demographics</i>	20
Findings.....	22
<i>Visibility as LGBTIQ+</i>	22
<i>Experiences of Workplace LGBTIQ+ Discrimination/Disadvantage</i>	23
<i>Perpetrators of Workplace Discrimination/Disadvantage</i>	26
<i>Professional and Personal Impact of Workplace Discrimination/Disadvantage</i>	31
<i>Scale Measures: Wellbeing and Self-Efficacy for Teaching</i>	32

CHAPTER 4 – INTERVIEW RESULTS.....	38
Participants.....	38
Key Themes	38
<i>Educator Wellbeing.....</i>	<i>39</i>
<i>School-based Visibility of Gender and Sexuality Diversity</i>	<i>44</i>
<i>Student Peer Cultures and Inclusivity of Gender and Sexuality Diversity</i>	<i>44</i>
<i>Institutional Affirmation of LGBTIQ+ Identities</i>	<i>46</i>
CHAPTER 5 – FINDINGS AND RECOMMENDATIONS	49
Key Project Findings.....	49
<i>Identity and Visibility.....</i>	<i>49</i>
<i>Positive Workplace Experiences related to Gender and Sexuality Diversity</i>	<i>49</i>
<i>Experiences of Discrimination/Disadvantage related to Gender and Sexuality Diversity</i>	<i>50</i>
<i>Psychological Wellbeing and Workplace Discrimination.....</i>	<i>50</i>
<i>LGBTIQ+ Educators' Teaching Self-Beliefs</i>	<i>51</i>
Recommendations.....	52
Limitations of the current study.....	54
AUTHOR BIOGRAPHIES.....	55
REFERENCES.....	56
APPENDIX A – Recruitment Emails (Sept/Oct 2017).....	58
APPENDIX B – Online Survey.....	59
APPENDIX C – Ethics Approval Letters (WSU and NSW Department of Ed).....	69
APPENDIX D – Interview Schedule	71

LIST OF TABLES

Table 3.1: Transgender and Gender Diverse Identities (N=44)	19
Table 3.2: Number of years teaching (N=1036)	20
Table 3.3: School type (N=1036).....	21
Table 3.4: School location (N=1036).....	22
Table 3.5: School location (N=1036).....	22
Table 3.6: LGBTIQ+ discrimination or disadvantage by location (N=1025).....	23
Table 3.7: LGBTIQ+ discrimination or disadvantage by school type (N=437)	25
Table 3.8: Detailed information on included scale measures (WHO-5; TSES).....	33
Table 3.9: Mean score comparisons on WHO-5 and TSES measures; LGBTIQ+ vs Hetero/Cis cohorts	33
Table 3.10: Mean score comparisons on WHO-5 and TSES measures; Workplace discrimination (y/n); (N=1025)	33
Table 3.11: Bivariate Correlations (r): Forms of Discrimination; Wellbeing; Teacher Self- Efficacy (N=370)	36
Table 4.1: Interview Participants' Details (N=16)	39
Table 5.1: Project Recommendations	52

LIST OF FIGURES

Figure 3.1: Gender Identity (N=1036)	19
Figure 3.2: Sexuality Identity	20
Figure 3.3: Promotions position by years of teaching (N=1036)	21
Figure 3.4: Promotions position by years of teaching (N=1036)	22
Figure 3.5: Workplace LGBTIQ+ discrimination or disadvantage (N=1025).....	23
Figure 3.6: Workplace discrimination or disadvantage by school type (N=437)	24
Figure 3.7: Reporting of discrimination of disadvantage and satisfaction with result (N=141)	25
Figure 3.8: Frequency of reported verbal discrimination (N=370).....	28
Figure 3.9: Frequency of reported physical discrimination (N=370)	28
Figure 3.10: Frequency of reported psychological discrimination (N=370)	29
Figure 3.11: Frequency of reported employment discrimination (N=370).....	29
Figure 3.12: WHO-5 scores by category (N=1036).....	34
Figure 3.13: Percentage of Yes/No Respondents by WHO-5 Category (N=1025).....	34
Figure 3.14: WHO-5 mean score differences for reporting outcomes (n=141).....	35

LIST OF ACRONYMS

EAP	Employee Assistance Program
EM	Expectation-maximisation
GSA	Gay/Straight Alliance
GSD	Gender and Sexuality-Diverse (Diversity)
LGA	Local Government Authority
LGBTIQA	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual and additional gender and sexuality diverse identities, as indicated by the plus sign (+)
MCAR	Missing Completely at Random
NSWTF	New South Wales Teachers Federation
SPSS	Statistical Package for the Social Sciences
SSCA	Safe Schools Coalition Australia
TSES	Teachers' Sense of Efficacy Scale
WHO-5	World Health Organisation-5 (measure)

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This work would not have been possible without the generosity of the teachers themselves. In sharing their workplace experiences and, in many cases, exposing vulnerability, they have put their faith in the system – their state departmental representatives. They have highlighted the need for support of LGBTIQ+ teachers and visibility of gender and sexuality diversity at a system-wide leadership level as well as within their local schools. We look to you, reader, to assist us in responding to their call.

EXECUTIVE SUMMARY

Introduction

In New South Wales, where this study is based, public schools are the only educational sector required to adhere to sex based anti-discrimination legislation (including sex, sexuality and gender identity) in the area of employment and education (Griffith and Roth, 2013). However as recent work has found (Ferfolja and Stavrou, 2015), whilst public school teachers in Australia report being visible as gender and/or sexuality-diverse to colleagues at a higher rate, they are also more likely to personally experience homophobia in the workplace.

The impetus for the research investigations detailed in this report originated from the LGBTIQ Special Interest Group of the New South Wales Teachers Federation (NSWTF). From members' own experiences, and that of other gender and sexuality-diverse teachers they know, members of the Special Interest Group were aware of anecdotal accounts of discrimination and disadvantage experienced by this cohort of educators. Thus, this research was borne out of a desire to investigate how widespread these experiences might be and to better understand their character and effect.

Research aims

Accordingly, this project sought to examine the prevalence of LGBTIQ+ bias-based workplace discrimination – that is, experiences which were viewed as directly linked to one's known or suspected identity as LGBTIQ+ – in New South Wales government schools, as experienced by LGBTIQ+ educators across the sector. Furthermore, a key aim was to investigate which members of the school community were seen as primarily engaging in these discriminatory behaviours and to better understand the nature and impact of those incidences.

Research design and method

This project used a sequential mixed-methods approach combining a state-wide online survey with in-depth, semi-structured interviews in order to meet the research aims. The online survey, distributed to all members of the NSWTF, investigated frequency, perpetrator, and typology of discriminatory workplace experiences and included two previously-validated scales measuring psychological wellbeing and self-efficacy for teaching (N=1036). Selected educators (N=16) participated in interview sessions which explored their sense of their schools' overall support of LGBTIQ+ teachers and other community members and endeavoured to elicit a more nuanced understanding of workplace culture and experiences with regards to inclusivity and/or marginalisation of gender and sexuality diversity.

Key Findings

Survey responses showed discriminatory experiences to be relatively widespread, with 43% of participants indicating having experienced LGBTIQ+ bias-based harassment, discrimination or disadvantage. Verbal and psychological discrimination were the most commonly reported forms of discrimination, with students and staff colleagues respectively

reported as the most frequent perpetrators of such incidences. Participants indicated that they had also experienced discrimination with regards to being looked over for employment opportunities by Executive Staff at their schools.

Individuals who had experienced discrimination pointed to its impact on their psychological wellbeing, with many indicating that they sought external support to assist in coping. Those experiencing discrimination fared worse on the measure of psychological wellbeing, with psychological discrimination by Executive Staff members having the strongest relationship. Merely 8% of participants who reported experiencing workplace discrimination reported this to senior staff and were satisfied with the outcomes.

While the included measure of self-efficacy for teaching did not show noteworthy differences as related to educators' experiences of discrimination, interview participants in schools which engaged in overt support and visibility of LGBTIQ+ identities spoke of their heightened sense of confidence and belonging, with a flow-on effect to their classroom experiences. Conversely, interviewees in schooling environments where LGBTIQ+ discrimination proliferated, and in which their own LGBTIQ+ identities were viewed as a liability, spoke of the impact on their teaching self-beliefs, credibility and security.

Summative Recommendations

Recommendations offered by the 16 interview participants are aligned closely with recommendations generated by the mixed-method data analyses. In this way, the recommendations presented here are co-constructed and interwoven with voices of LGBTIQ+ educators from across the state.

- A clear **Departmental statement on inclusivity of gender and sexuality diversity across K-12 schooling** is necessary if universal LGBTIQ+ inclusions and visibility is to be accomplished. An inclusive, overtly supportive environment was linked to LGBTIQ+ educators' psychological wellbeing and continued employment.
- Generic teacher wellbeing policies do not sufficiently account for the specific needs of LGBTIQ+ staff. **Wellbeing policies should overtly acknowledge LGBTIQ+ identities** and include a clear set of actions for reporting discrimination and obtaining support. Consequences for LGBTIQ+ bias-based discrimination need to be clear, swift, and universally-implemented.
- **School leadership personnel require specific training in the area of gender and sexuality diversity** in order to facilitate understanding and support of their staff members. Such training must include transgender and gender-diverse identities. It is essential for leadership staff to regularly communicate their support for LGBTIQ+ staff (and students) as this sets behavioural expectations for the entire school community.

CHAPTER 1 – INTRODUCTION

Previous Research

A plethora of research has been conducted exploring the experiences of gender and sexuality-diverse students in Australian schools, with evidence consistently showing that, despite greater visibility in broader Australian culture, these young people continue to experience forms of social discrimination and erasure (Hillier et al, 2010; Robinson, Bansel, Denson, Ovenden and Davies, 2014; Ullman, 2015; 2017). Students report limited visibility of lesbian, gay, bisexual, transgender, intersex, queer and asexual (LGBTIQA+¹) identities in their schools and few targeted support/wellbeing systems in place. Reported school climate concerns, including the social marginalisation of gender and sexuality-diverse identities and silences surrounding related topics, have been definitively linked to the lack of training provided to teachers and school leaders on LGBTIQA+ perspectives (Hanckel and Morris, 2014; Hiller et al, 2010; Jones and Hillier, 2012; Robinson et al., 2014; Ullman, 2014). In other words, in lieu of formal training in this area of classroom diversity, unless teachers and school leaders are themselves involved with the LGBTIQA+ community, they may have little sense of the issues faced by this community and how they should or could address these topics in K-12 public schools.

Whilst there is a growing body of work exploring the schooling experiences of LGBTIQA+ young people, there remains a need for greater research on gender and sexuality-diverse educators' experiences in schools. In the limited work undertaken in this area there is an indication that LGBTIQA+ bias-based discrimination in Australian schools remains an issue affecting gender and sexuality-diverse teachers' identities and relationships, as well as their emotional and physical health, professional growth and career opportunities, and employment retention (Ferfolja, 1998, 2009; Ferfolja and Hopkins, 2013; Ferfolja and Stavrou, 2015; Gray, Harris and Jones, 2016; Jones, Gray and Harris, 2014; Sutherland, 2017). Ferfolja and Hopkins' (2013) research work with same-sex attracted teachers in Sydney, for instance, illustrates how dominant heteronormative discourses work to exclude teachers. Similarly Gray et al's (2016) research work with gender and sexuality-diverse teachers in Victoria show how heteronormative discourses work to marginalise these teachers across schools. Whilst this research indicates teachers create and find space/s to disrupt these discourses, as Ferfolja and Hopkins (2013) point out, this is often dependent on the context (or 'micro-cultures') within individual schools that enable or disable opportunities, including whether or not the school has a large religious community or whether or not there are school-based policies in place which include provisions for sexuality diversity. Whilst such provisions in school policy are reported to be low (Ferfolja and Stavrou, 2015; Jones et al., 2014), where these do exist, gender and sexuality-diverse teachers are less likely to experience homophobia (Ferfolja and Stavrou, 2015).

¹ A plus sign (+) is added to the acronym LGBTIQA to indicate that these identity descriptors are not exhaustive and continue to expand to make more visible the lived experiences of gender and sexuality-diverse individuals.

New South Wales Departmental Context

In New South Wales, where this study is based, public schools are the only educational sector required to adhere to sex based anti-discrimination legislation (including sex, sexuality and gender identity) in the area of employment and education (Griffith and Roth, 2013). However as recent work has found, whilst public school teachers in Australia report being out to colleagues at a higher rate, they are also more likely to personally experience homophobia in the workplace (Ferfolja and Stavrou, 2015). Indeed whilst state-based legislation can have an impact, as international research has shown (Connell, 2012; Rudoe, 2017), it must be situated in local contexts of the school and the ‘micro-cultures’ of the workplace/s that gender and sexuality-diverse teachers frequent in their everyday lives (Ferfolja and Hopkins, 2013).

The impetus for the research investigations detailed in this report originated from the LGBTIQ Special Interest Group of the New South Wales Teachers Federation (NSWTF), led by Mel Smith. The group consists of members with an interest in gender and sexuality diversity in education and membership is voluntary and open to all NSWTF members. The purpose of the LGBTIQ Special Interest Group is to provide advice to the NSWTF concerning policies related to gender and sexuality diversity. From members’ own experiences, and that of other gender and sexuality-diverse teachers they know, members of the Special Interest Group were aware of anecdotal accounts of discrimination and disadvantage experienced by gender and sexuality-diverse teachers, or those perceived to be LGBTIQ+. A desire to understand how wide-spread these issues were and some of the nature of their impact led to the co-development of the online survey materials used in this project. In her role as university partner and co-investigator, Jacqueline Ullman suggested a mixed-method project design, adding in-depth interviews to the mode of data collection to drill down into more nuanced experiences from a select group of participants.

Aims and Key Questions of this Research

This study extends the critical work in this field to examine how teachers negotiate school-based discrimination related to real or perceived gender/sexuality identity, and to identify gender and sexuality diversity-inclusive classroom and whole-school practices, where these are occurring. Understanding the space/s where inclusion and exclusion occur in schools is crucial for developing targeted and clear responses, and for understanding the needs of gender and sexuality-diverse teaching staff. Thus, this research aims to: 1) Further examine experiences of LGBTIQ+ bias-based discrimination reported by NSW public school teachers, and the spaces in which this occurs; and 2) Inform future efforts to enhance teaching practices and teaching institutions more broadly.

CHAPTER 2 – DESIGN AND METHODOLOGY

Research Design

This project employed a mixed-method research design, incorporating quantitative and qualitative methods in distinct project phases in order to ascertain both large-scale trend data as well as more personalised, nuanced narratives. In the first phase of this project, teachers were invited to complete an online survey (Survey Monkey) taking approximately 15-20 minutes to complete. In the second phase, volunteer participants identified via phase one participated in either face-to-face or online video interviews with the researchers. Interviews lasted between 40 min to 1 hr. 15 min. and were recorded in order to generate full transcriptions.

Methodology

In order to examine the reported frequency of LGBTIQ+ bias-based workplace discrimination in the state of New South Wales, as well as understand the nature of these incidences, an online survey was distributed to every member of the New South Wales Teachers Federation (NSWTF) via email. The survey included items ascertaining pertinent demographic details (e.g. number of years teaching; schooling environment/location; gender and sexuality identity and disclosure of that identity to their school community) as well as items specific to participants' experiences of personally-experienced LGBTIQ+ bias-based discrimination at their schools. A number of open-ended items asked participants for greater detail about these experiences as well as for any additional information they wished to share with the researchers. In order to examine links between experiences of discrimination and psycho-social outcomes, the survey also included two previously-validated measurement scales measuring participants' wellbeing/depression (WHO-5; Bech, 2004) and their sense of self-efficacy for teaching (TSES; Hoy and Woolfolk, 1993). The full online survey is included here as Appendix B.

A number of teachers were selected to participate in semi-structure interview sessions, in order to gain a more in-depth understanding of their experiences. Participants for this phase of data collection were solicited via the online survey, where the final page contained space for them to provide a contact email address and indicate their willingness to participate. While most of the interviews were conducted face to face with teachers working within the greater Sydney metropolitan region, a small number of interviews were conducted online using the ZOOM video chat platform, which allowed regional/rurally-located individuals to participate. Interview prompts extended the survey findings by asking participants to tell their own stories about being gender and sexuality-diverse in a schooling setting. For some, interviews focused on recounts of marginalising experiences, including both distinct incidences as well as the more mundane day-to-day social invisibility. For others, the focus was on the ways in which their schools strove for inclusivity of gender and sexuality diversity, both in terms of curriculum as well as internal institutional processes and documentation (e.g. policy, etc.). Accordingly, questions were structured around three key domains of participants' personal experiences within their workplaces: institutional support/affirmation of gender and sexuality

diversity; school-based visibility of gender and sexuality diversity; student peer culture and gender and sexuality diversity.

Recruitment

In September 2017, the NSWTF sent an email invitation from the union's General Secretary (John Dixon) to their full membership (N=65,073). The email invitation indicated that NSWTF was conducting a survey focussing on the incidence and impact of discrimination and harassment of LGBTIQ public school teachers and asked teachers who self-identify as LGBTIQ² to participate in the survey.

NSWTF members were informed that the survey explored the experience of teachers in encountering (including witnessing) LGBTIQ bias-based discrimination and bullying in their workplaces and the effect this has on the individual, the workplace (school culture) and the system. The email included a URL link for the online survey. A follow-up recruitment email was sent approximately one month later and the survey was closed in late October 2017. Recruitment documentation is included as Appendix A.

At the conclusion of the survey, participants could register their interest in participating in an email with the research team. Interested participants were asked to include their preferred name and an email contact address as the final two survey items in order to facilitate interview organisation.

Ethical Requirements

This project had formal ethical approval from both Western Sydney University as well as from the New South Wales Department of Education. Evidence of this approval is included as Appendix C.

In order to protect participant anonymity, no identifying information was collected via the online survey. During the online survey completion process, participants were provided with information about the study as the opening survey page, with an area for them to 'tick' a box indicating that they had read and understood the information and provided their consent to participate. Participants were provided with details of support services as the final page of the online survey, as well as within the participant information sheet at the survey opening page, and were able to withdraw their consent at any time by simply clicking away from the online survey site, with no negative impact.

Similarly, all interview participants were allocated pseudonyms to protect their identities and all school context identifying details such as school names or suburbs were removed or altered from any reporting. All interview participants were required to read the project information sheet and provide informed, signed consent prior to participation. For those interviews taking place on school grounds, consent was also required from the school

² It is important to note the distinction between public identification/visibility and self-identification. Participants were not required to be visible as gender and sexuality-diverse; rather, the invitation was extended to those who self-identified in this way. Further, while the initial documentation specified LGBTIQ individuals (e.g. lesbian, gay, bisexual, transgender, intersex and queer), participants who self-identified as asexual or as another category of gender and sexuality diversity were included as part of this cohort. Hence, the acronym LGBTIQ+ is used throughout this report.

principal or delegated authority. Interviewees could conclude the interview at any time and all participants were provided with contact details for local support organisations relevant to the LGBTIQ+ community.

Participants

While the invitation did clarify the nature of the research project in terms of its focus on LGBTIQ+ -specific harassment at school, a number of heterosexual, cisgender teachers completed the survey nonetheless. Since experiences of this demographic were not the focus of this investigation, the survey results presented below focus on the experiences of gender and sexuality-diverse participants, with results from the heterosexual, cisgender participants used as a point of comparison at various moments.

Data Analysis

Survey data was imported into the SPSS statistical software package where it was screened for duplicate and malicious responses, as well as for responses where explicit consent was not provided. Missing data analyses were conducted for the remaining cases and, since missing scale data was found to be missing completely at random (MCAR), expectation-maximisation (EM) techniques were employed to replace missing data where necessary on included scale items (Tabachnick and Fidell, 2007). SPSS was used to perform all further analyses on the survey data including obtaining frequency data, bivariate comparisons and multivariate analyses, as reported below.

Interviews were transcribed and a process of thematic coding (Saldana, 2009) was used to analyse transcriptions. Transcripts were annotated and coded as informed by key themes present in the body of literature from the field as discussed in Chapter 1. Through this process, codes were adjusted and refined, working from the individual descriptive level up through the macro/thematic level. These themes are outlined in depth in Chapter 4.

CHAPTER 3 – SURVEY RESULTS

Participant Demographics

The online survey was sent on two different occasions during the second half of 2017 to all active members of the New South Wales Teachers Federation (NSWTF) (N=65,073). As mentioned, while the survey was geared towards gender and sexuality-diverse educators, as evident through the invitation email as well as the project information at the survey start, a wide variety of individuals engaged with the survey, including those who self-identified as heterosexual and cisgender. In total, 3,044 survey attempts were recorded. However, following data cleansing protocols, duplicate surveys (n=296), survey responses which did not provide explicit consent (n=35), surveys with extensive missing data (n=254), and surveys with overt malicious content (n=25) were removed, leaving 2,423 usable surveys remaining.

The remaining survey participants were grouped into two demographic categories based on gender and sexuality identities: those who self-identified as gender and sexuality-diverse via a series of demographic survey items (n=1036), and those who self-identified as (solely)³ heterosexual in terms of their sexuality identity as well as (solely) cisgender in terms of their gender identity (n=1387). While this report employs this latter sample for some relevant comparative points, the main research focus is limited to the workplace experiences of gender and sexuality-diverse participants. Thus, the final sample size of LGBTIQ+ participants reported for the duration of the report is 1,036.

Gender Identity

In terms of gender identity, participants were able to indicate both their current gender identity and their gender identity assigned at birth. In terms of the former, as can be seen in Figure 3.1, the majority of participants described themselves as either female (n=578) or male (n=427), with a smaller number indicating non-binary gender identity. Of those who chose “a different identity”, participants described themselves as “genderfluid”, “andro” or, in one case, as “closeted trans”.

Comparing participants’ current gender identity and their gender identity assigned at birth revealed that some participants’ gender identity had transitioned over the course of their lives in various ways (see Table 3.1). Participants were also asked to identify whether or not they had intersex biological sex characteristics, with 11 participants self-identifying as having intersex characteristics.

³ This distinction is important as participants were able to select multiple sexuality identity categories. Several participants selected “heterosexual/straight” in addition to another sexuality identity descriptor, pointing to the realities of participants’ multiple and/or contextually-shifting identities.

Figure 3.1: Gender Identity (N=1036)

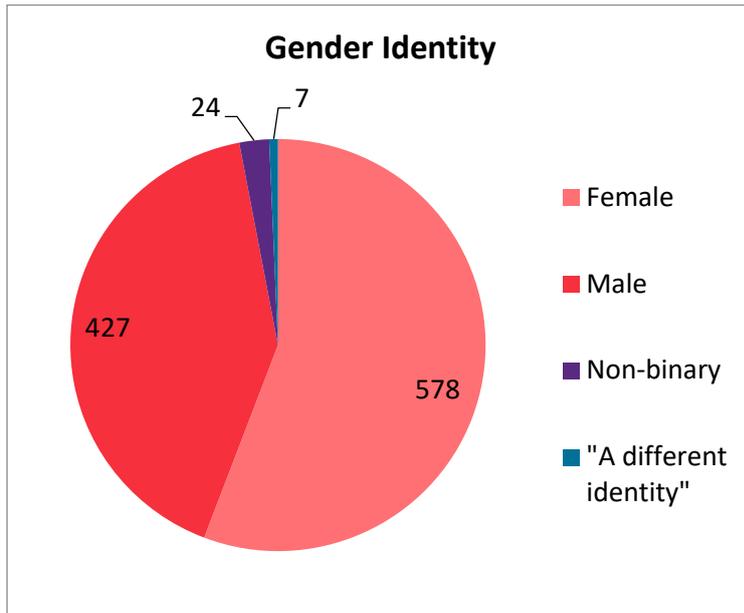


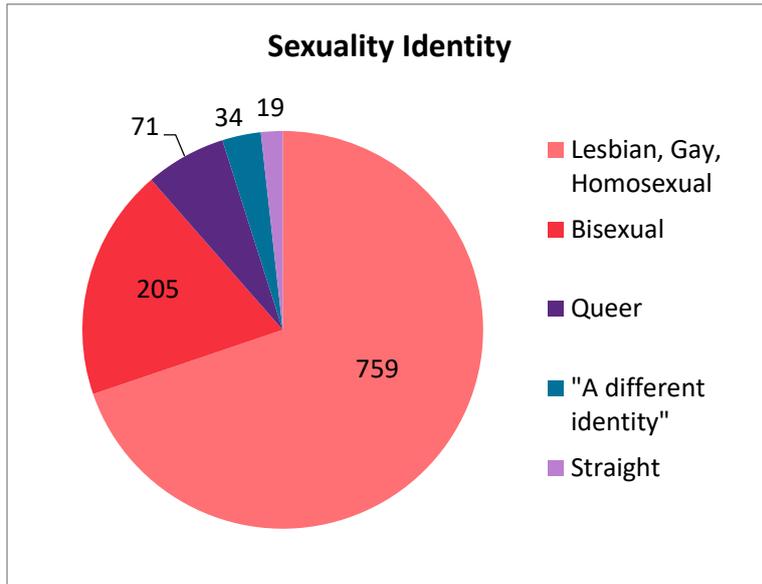
Table 3.1: Transgender and Gender Diverse Identities (N=44)

Gender Identity (transition):	Frequency:
Transgender (female to male)	n=6
Transgender (male to female)	n=7
Gender-Diverse (male to non-binary)	n=13
Gender-Diverse (female to non-binary)	n=11
Gender-Diverse (male to "a different identity")	n=3
Gender-Diverse (female to "a different identity")	n=4

Sexuality Identity

Participants were asked to indicate which terms they might use to describe their sexuality. A range of options were offered and participants were able to select more than one term. As can be seen in Figure 3.2, the majority of participants identified as “lesbian, gay or homosexual”. A substantial amount of participants indicated that they used “a different identity” to describe themselves and, when prompted, offered terms such as “pansexual”, “asexual”, “omnisexual” and “demisexual”, illustrating the array of identities that are present within the community. As can be seen, 19 individuals selected “straight” as a term used to describe themselves; however, these responses were kept within the gender and sexuality-diverse participant cohort as they either had selected additional sexuality identities and/or identified as gender-diverse.

Figure 3.2: Sexuality Identity



NB: As participants could select more than one term, total figures are larger than the number of total participants.

Employment Demographics

In terms of teaching experience, while a variety of teaching experiences were reported, the sample skewed towards having less teaching experience overall, with the largest sample cohort (30%) having taught for 5 years or less (Table 3.2).

Table 3.2: Number of years teaching (N=1036)

Numbers of Yrs. Teaching:	Frequency (%):
5 or less	n=310 (29.9%)
6-10 years	n=215 (20.8%)
11-20 years	n=256 (24.7%)
21-30 years	n=164 (15.8%)
31-40 years	n=70 (6.8%)
41 years +	n=21 (2.0%)

Participants worked across a number of state-governed schooling environments, with the majority of participants from the primary and secondary schooling sectors (Table 3.3). Compared to the heterosexual/cisgender participants (N=1387) whose distribution across the primary and secondary sectors was relatively even (45% in infants/primary vs. 48% in secondary), LGBTIQ+ participants were more likely to report teaching in secondary schooling environments (39% in infants/primary vs. 55% in secondary).

Table 3.3: School type (N=1036)

School Type	Frequency (%)
Infants	n=20 (1.9%)
Primary	n=380 (36.7%)
Secondary	n=567 (54.7%)
Central	n=16 (1.5%)
SSP	n=26 (2.5%)
TAFE	n=27 (2.6%)

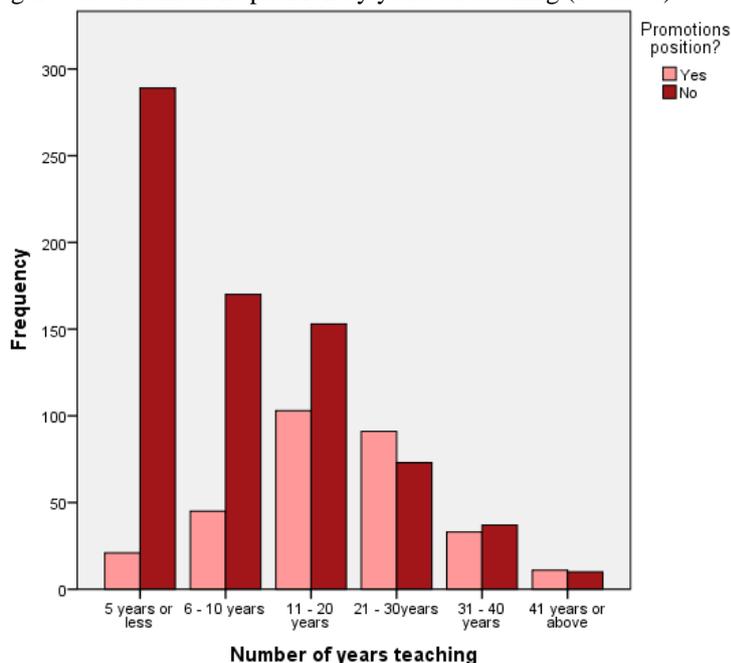
Table 3.4: School location (N=1036)

School Location	Frequency (%)
Metropolitan	n=588 (56.8%)
Regional	n=299 (28.9%)
Rural	n=134 (12.9%)
Remote	n=15 (1.4%)

As seen in Table 3.4, when asked to describe the location of their school or college, the majority of LGBTIQ+ participants selected “metropolitan” (57%), with the next largest group located in a regional area (29%). It is noteworthy that, when compared to the heterosexual/cisgender survey participants (N=1387), larger numbers of LGBTIQ+ participants indicated that they were located in metropolitan locations across the state (57% vs. 46%).

As an additional indicator of status and position at their schools, participants were asked whether or not they were in a “promotions position” at the time of survey completion with approximately 30% indicating yes and 70% indicating no. As can be seen in Figure 3.3, mid-to late-career educators (those teaching between 11-30 years) were the most likely to indicate being in a promotions position.

Figure 3.3: Promotions position by years of teaching (N=1036)

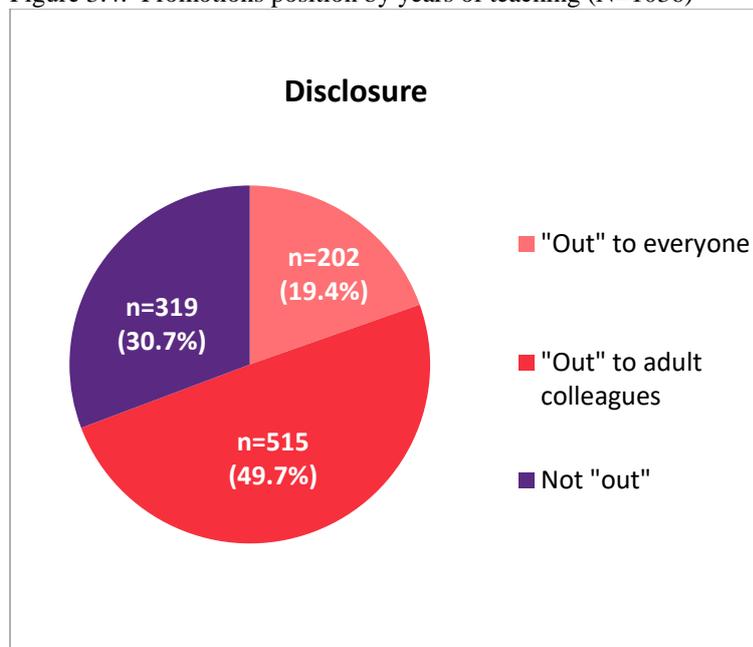


Findings

Visibility as LGBTQIA+

In order to get a sense of participants' visibility as gender and sexuality-diverse within their workplaces, they were asked whether or not they were "out" in their school community. As Figure 3.4 shows, the majority of participants were "out" to their adult colleagues but not to everyone (e.g., students and their families).

Figure 3.4: Promotions position by years of teaching (N=1036)



Of further interest was how school location might be related to participants' visibility. Looking across the rows in Table 3.5, while the majority of teachers in metropolitan locations were "out" to their colleagues or to everyone at school (72% of metro-located participants), visibility as gender and sexuality-diverse dropped and eventually reversed as participants' location moved further away from metropolitan areas. It is noteworthy that only 7% of remote participants indicated that they were "out" to everyone in the school community, with the majority (53%) indicating they were not "out" to anyone at school.

Table 3.5: School location (N=1036)

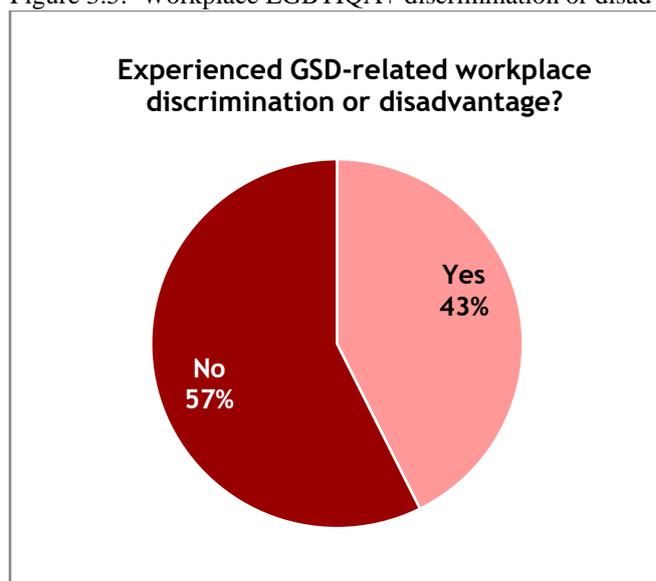
Location:		Yes (everyone)	Yes (colleagues)	No
Metro		n=105	n=318	n=165
	% w/in location	17.9%	54.1%	28.1%
Regional		n=61	n=146	n=92
	% w/in location	20.4%	48.8%	30.8%
Rural		n=35	n=45	n=54
	% w/in location	26.1%	33.6%	40.3%
Remote		n=1	n=6	n=8
	% w/in location	6.7%	40.0%	53.3%

Experiences of Workplace LGBTQIA+ Discrimination/Disadvantage

As documenting participants’ reported exposure to workplace discrimination and disadvantage was a key aim of this project, the survey asked a series of items regarding experiences and perpetrators of these behaviours.

Figures 3.5 shows the frequency of reported discrimination and disadvantage based on participants’ “perceived or actual sexual orientation, gender identity or intersex status”, with 43% of the sample (n=437) indicating that they had been the victim of such behaviours.

Figure 3.5: Workplace LGBTQIA+ discrimination or disadvantage (N=1025)



NB: 11 participants had missing data for this item

Looking more closely, at Table 3.6, it can be seen that teachers in metropolitan locations were less likely to report experiencing bias-based discrimination or disadvantage at their schools, with the majority (61% of participant from this location) reporting that they had not experienced this behaviour. It can be seen that, while in metropolitan locations percentages of participants reporting discrimination was split approximately 60/40 “no” to “yes”, as participants moved further away from city locations, this trend began to reverse, with those in remote locations reporting a 40/60 split “no” to “yes”.

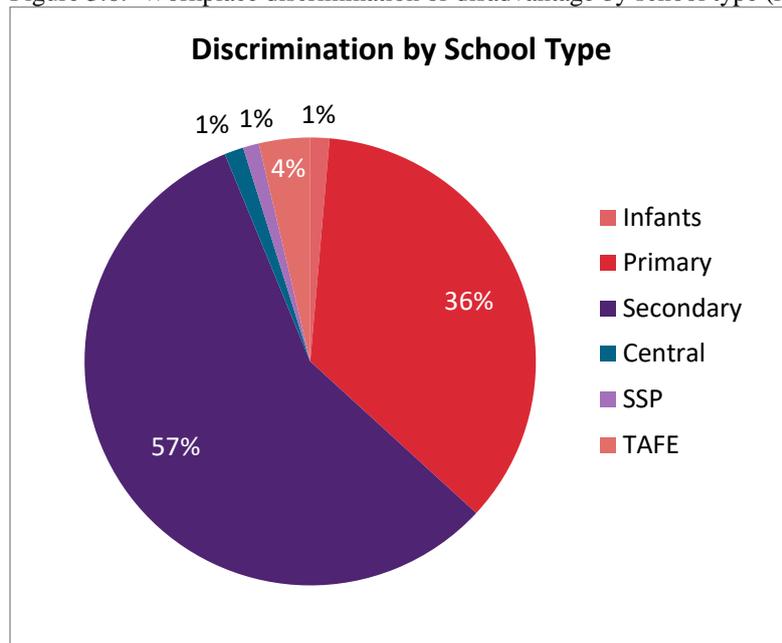
Table 3.6: LGBTQIA+ discrimination or disadvantage by location (N=1025)

Location:		Yes	No
Metro		n=226	n=355
	% w/in location	38.9%	61.1%
Regional		n=139	n=156
	% w/in location	47.1%	52.9%
Rural		n=62	n=72
	% w/in location	46.3%	53.7%
Remote		n=10	n=5
	% w/in location	66.7%	33.3%

NB: 11 participants had missing data for this item

With regards to educators' current placement school type (e.g., primary, secondary, etc.), at first glance, percentages of reported workplace discrimination corresponded roughly with participant distributions by school type (Figure 3.6). However, upon closer examination within the total numbers of participants by school type, actual percentages varied, with participants working with older populations of students more likely to report discrimination (Table 3.7). As can be seen, LGBTIQ+ teachers working in the TAFE sector were most likely to have experienced bias-based discrimination, with nearly 60% of that cohort indicating those experiences.

Figure 3.6: Workplace discrimination or disadvantage by school type (N=437)



Participants were also asked about whether or not they had sought support as a result of their experiences of discrimination or disadvantage. It is noteworthy that only a third of educators (33%, n=144) who experienced discrimination or disadvantage sought support. Table 3.7 outlines this distribution by school type, showing that educators in primary schools were least likely to seek support for their experiences.

An open-ended item allowed for the educators to describe the various support they sought. While a number of participants sought support from school-based leaders including their Principal or School Executives (22% of cohort who sought support), the largest group of respondents outlined seeking support from external medical providers, many of whom provided psychological therapeutic support (44% of cohort who sought support). These findings point to the psychological impact of bias-based discrimination or disadvantage within the workplace. Approximately 15% of this cohort reported seeking support from the teachers' union and another 7% sought support from other educators, specifically highlighting the importance of other gender and sexuality-diverse educators as a source of strength.

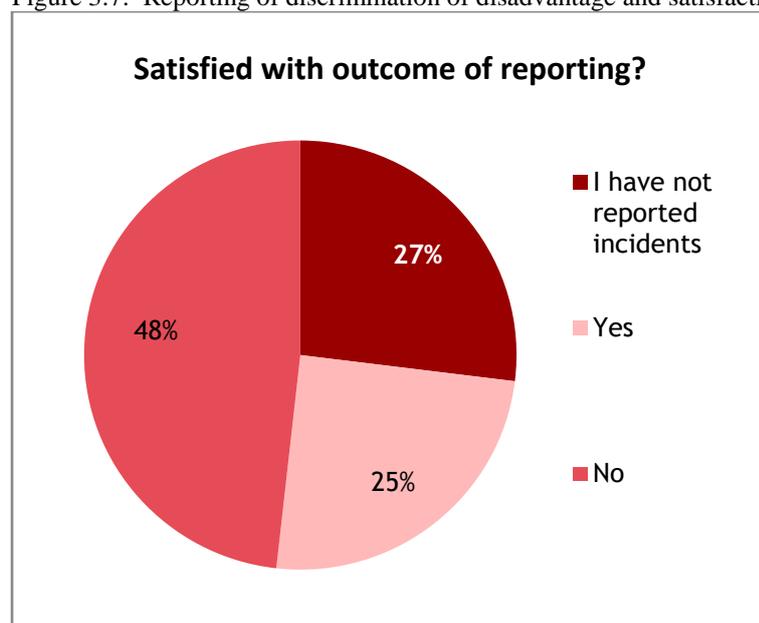
A separate item directed solely toward the cohort of individuals who indicated support-seeking behaviours (n=144) asked if they had a) formally reported their experiences and b) if so, whether or not they were satisfied with the outcomes of having done so. Of the n=141 individuals who responded to this item, only a quarter (n=35) indicated that they had both

reported incidents of workplace discrimination or disadvantage and were satisfied with the results (Figure 3.7). It is noteworthy that this figure represents only 8% of the total n=437 LGBTIQ+ educators who indicated experiencing discrimination or disadvantage within their schools.

Table 3.7: LGBTIQ+ discrimination or disadvantage by school type (N=437)

	Percentage w/in school type who <i>experienced</i> discrimination	Percentage w/in those who <i>reported</i> discrimination
Infants	30.0% (n=6)	50% (n=3)
Primary	41.3% (n=155)	27.1% (n=42)
Secondary	44.4% (n=249)	35.3% (n=88)
Central	37.5% (n=6)	50.0% (n=3)
SSP	19.2% (n=5)	40.0% (n=2)
TAFE	59.3% (n=16)	37.5% (n=6)
Total	n=437	n=144

Figure 3.7: Reporting of discrimination of disadvantage and satisfaction with result (N=141)



Individuals who indicated that they were not satisfied with the results of reporting their experiences were asked to provide additional detail in an open-ended item which asked them to, “please explain what could have been done to satisfactorily resolve the matter”. Participants’ suggestions ranged from straightforward requests for an apology and the communication of the outcomes of their formal complaints, to more complex requests for support from the Department of Education.

The largest cohort of open-ended responses (42%) specifically called on school leadership personnel (Principal/Executive) to acknowledge and help to put a stop to the discriminatory behaviours. Participants here highlighted an overall lack of overt communication around

gender and sexuality diversity, including as an area for which bias-based discrimination would not be tolerated. As one teacher wrote,

The executive staff could have shared a post in our school newsletter to say we have a zero tolerance to discrimination. I asked to have conflict resolutions meetings...and it was swept under the carpet

(female-identifying, Primary teacher, regional location).

Participants here also wrote about feeling as if discrimination towards gender and sexuality diversity was somehow ‘less-than’ or not as harmful or concerning as other forms of bias-based discrimination. Another participant suggested,

I don't think some staff seem to perceive discrimination against LGBTIQ people to be the same as any other type of discrimination and don't treat it as seriously. I would have liked to be offered some more support from staff and acknowledgment that it was discrimination

(female-identifying, Secondary teacher, metropolitan location)

A follow-up item asked participants to describe whether or not they found the support options open to them to be “useful/beneficial”. Of the total responses to this item, textual responses were split approximately 50/50, yes/no. Of those who indicated yes, 39% named specific structural supports that they found helpful including the New South Wales Teachers Federation, counselling available through the Department’s Employee Assistance Program (EAP), and individual support personnel at their schools. Other yes responses (36%) mentioned seeking their own forms of formal support outside of the available structures, mostly referencing therapeutic and medical support networks.

Of those who did not find support useful, approximately one-third of responses specified a lack of support within their workplaces/schools, with several responses suggestive of ‘thin’ (e.g. verbal) supportive messages in lieu of more substantive supportive actions. As one teacher wrote, *“You have no real support. People would verbally support me but never do anything about it if they were in a position of power to do something”* (female-identifying, Secondary teacher, rural location). A significant portion of individuals who did not find the support options useful discussed Departmental options (including EAP) in a similar light: indicating that, while support was theoretically available, its substance was of little utility in this circumstance. As another stressed, *“I found the most immediate outreach fruitless, as many of these people could not empathise with my ordeal, if only because they had not experienced these things first-hand”* (male-identifying, Primary teacher, metropolitan location). Still others resented the focus and burden placed on the reporting individual during instances of LGBTIQ+ discrimination at school, rather than a focus on the schooling ethos or environment itself: *The suggestion of counselling did nothing to address the root of the problem and was insulting.*

Perpetrators of Workplace Discrimination/Disadvantage

A series of items asked participants to detail the cohorts who had perpetrated workplace discrimination or disadvantage at their schools as well as the type of discrimination they had experienced. These experiences were specifically framed as based on participants’ “perceived or actual sexual orientation, gender identity or intersex status” and are thus described throughout this section as ‘bias-based’. Participants could indicate the following

cohorts as perpetrators of these LGBTIQ+ bias-based discriminatory experiences: (1) students; (2) staff; (3) executive staff; and (4) parents or community members.

In terms of typology of discrimination, the following four options and descriptions were provided, with participants asked to indicate the frequency of each ranging from “never” to “often”:

1. Verbal: Includes name calling, insults, teasing, intimidation, homophobic/transphobic or racist remarks;
2. Physical: Could include hitting, pushing, shoulder clipping, blocking or damaging property;
3. Psychological: Designed to harm someone’s social reputation and/or cause humiliation;
4. Employment opportunities: May include being looked over for particular subjects or positions.

Figures 3.8 – 3.11 below outline the frequency of all four reported types of discrimination or disadvantage. While n=437 individuals did indicate having experienced bias-based discrimination or disadvantage at school, n=370 provided data for the more specific items described here. Of these responses, verbal and psychological discriminatory experiences were the most commonly reported across all four typologies (e.g. highest reported “often” responses across the four).

As can be seen in Figure 3.8, while majority numbers of Executive staff and parents were described as “never” engaging in verbal discrimination, students and school staff members were described as perpetrators of verbal discrimination related to the perceived or actual gender and sexuality diversity of the participant with relative frequency. Looking specifically at “sometimes” or “often” responses, it is noteworthy that 42% of item responders (n=156) indicated that this form of discrimination was directed at them by students, with approximately 38% (n=140) indicating that this form of discrimination was directed at them by their staff colleagues.

Figure 3.9 outlines the reported frequency of physical discrimination experienced by participants perceived as related to their gender and sexuality diversity. While most participants indicated that they had “never” experienced this at school, a small cohort of participants did report being the victim of such behaviours. As with verbal discrimination, students were described perpetuating such abuse with the greatest frequency, with 22% of item respondents (n=80) selecting “rarely”, “sometimes” or “often”. Reports across other school community members were very low overall; nevertheless, a minority number of participants did indicate experiencing this form of bias-based discrimination from staff members and parents, however infrequently.

Figure 3.8: Frequency of reported verbal discrimination (N=370)

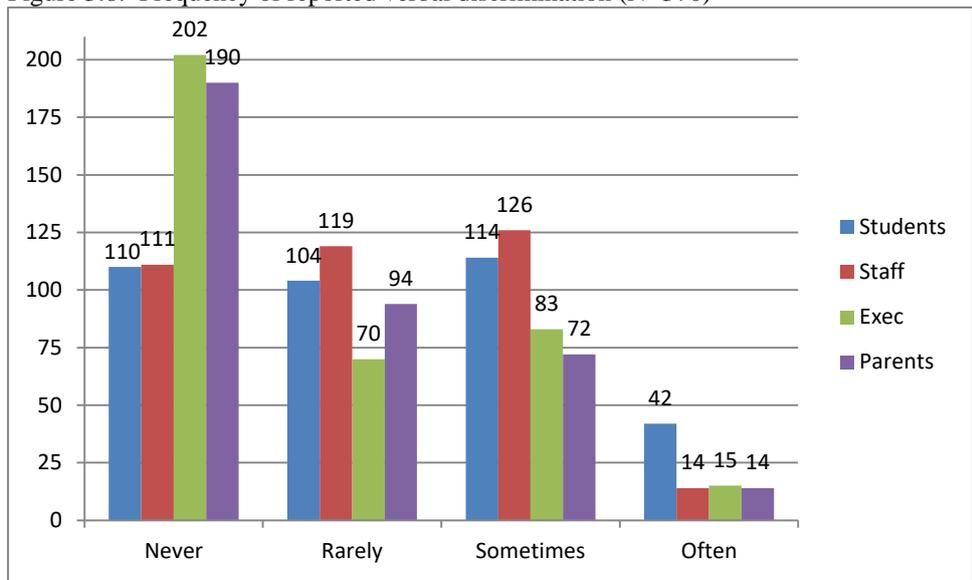
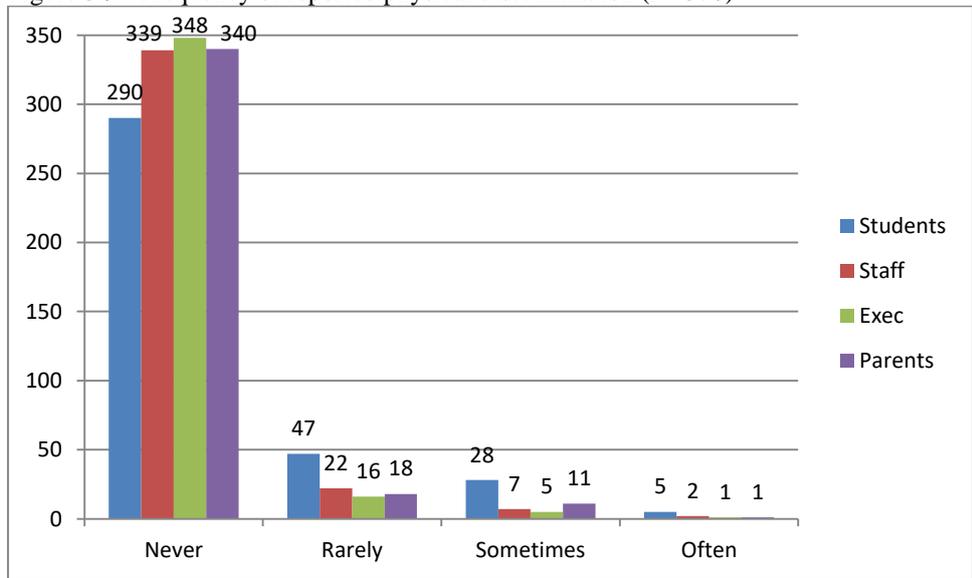


Figure 3.9: Frequency of reported physical discrimination (N=370)



As shown in Figure 3.10, gender and sexuality-diverse teachers indicated experiencing bias-based psychological discrimination and disadvantage at school with relative frequency. When compared to “never” responses, higher numbers of participants indicated that such experiences happened either “rarely”, “sometimes” or “often” across every perpetrator cohort with the exception of parents. Workplace teaching colleagues (“staff”) were the most commonly-reported perpetrators of bias-based psychological discrimination against gender and sexuality-diverse educators with 36% (n=136) of item responders reporting this as occurring “sometimes” or “often”.

Figure 3.11 outlines the reported frequency of employment discrimination perceived as related to educators’ gender and sexuality diversity. As might be expected, of the four cohorts, Executive staff members were reported to engage in these behaviours with the greatest overall frequency, with 41% (n=152) of item respondents indicating that they had experienced this form of discrimination or disadvantage either “sometimes” or “often”.

School staff colleagues were described as perpetrators of bias-based employment discrimination with the second-highest frequency, with 27% (n=99) of item respondents indicating that they had experienced this form of discrimination or disadvantage either “sometimes” or “often”. Responses also indicated that parents were viewed having influence over employment opportunities, with 20% (n=74) of the cohort responding that this occurred with some frequency (e.g., “rarely”, “sometimes” or “often”).

Figure 3.10: Frequency of reported psychological discrimination (N=370)

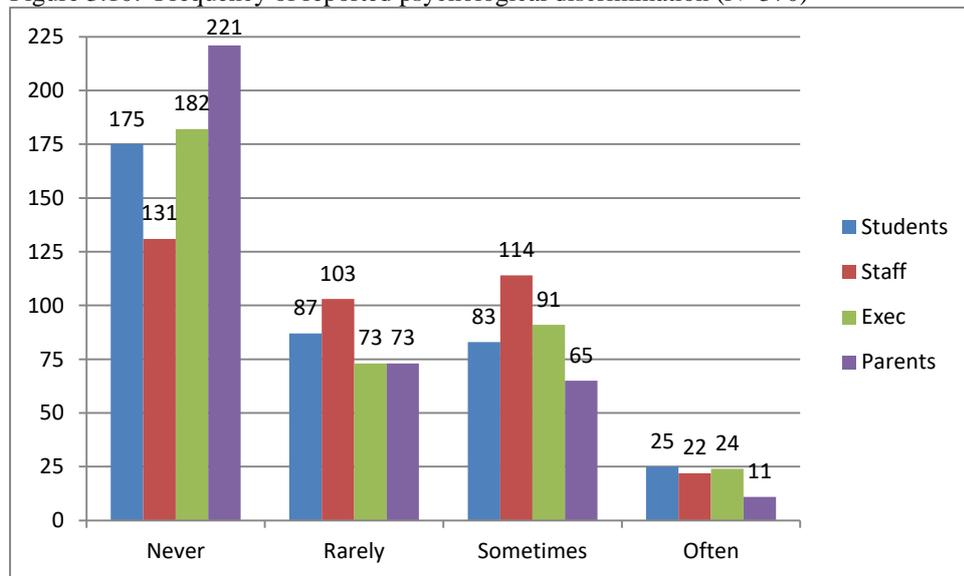
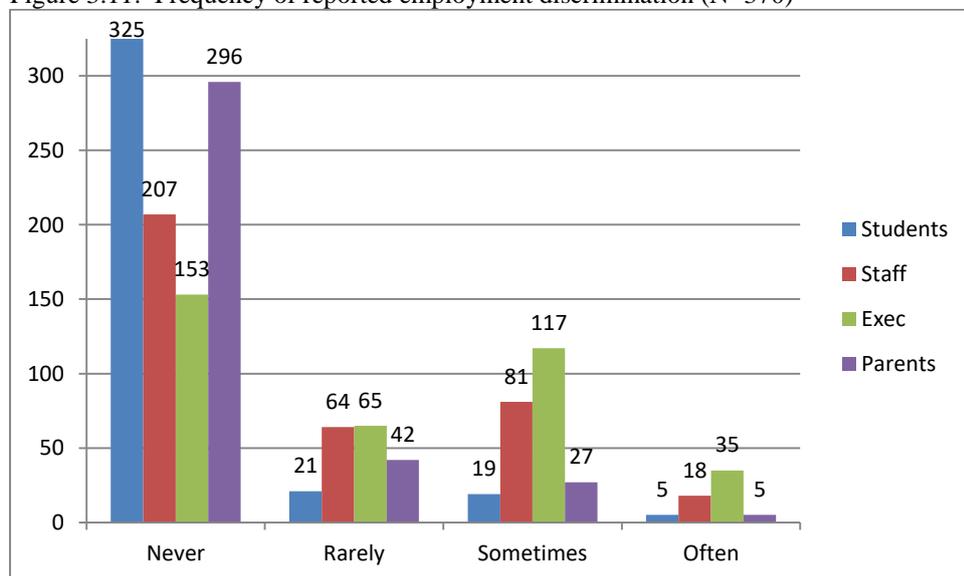


Figure 3.11: Frequency of reported employment discrimination (N=370)



An open-ended follow up item asked participants to provide additional detail regarding instances of workplace discrimination and/or disadvantage that they had experienced with n=339 individual responses provided. Content analysis of these revealed four main categories which accounted for just over 80% of written responses: verbal comments (42%), bullying (17%), denial of professional opportunities (13%) and lack of school support (11%). In terms of verbal comments, participants wrote about various forms of name-calling and verbal abuse

including homophobic, sexist or stereotypical comments and misgendering. As mirrored in the closed-ended items, students were frequently, although not exclusively, described as the perpetrators. As one teacher wrote,

Students using the words “gay” or “faggots” or “homosexual” as a put down. I hear it many, many times in a day & ask students to use another word, then they argue. It's sad & depressing & makes me feel ashamed & unsafe in the workplace.
(male-identifying, Secondary teacher, metropolitan location).

Responses were coded as bullying if participants described specific acts of identified bullying or intimidation which went beyond verbal. Here, teachers told stories of things being thrown at them, being repeatedly physically and psychologically harassed and being excluded from specific events. As one highly experienced female Secondary teacher described, *“Was intimidated, harassed and bullied because of my sexuality by staff and executive at one school setting. Finally was forced to transfer.”*

Several participants described being overlooked for various professional advancement opportunities, including promotion and professional development, or movement across classes or cohorts due to their gender and sexuality diversity. A theme across these responses was that this identity characteristic was viewed as a liability or as a threat to their workplaces. Experiences here included the following:

I found out that I was moved off Kindergarten because two people from the executive wanted a ‘real man’ on Kindergarten
(male-identifying, Primary teacher, metropolitan location).

My position...was not extended. I had a meeting with the principal and ... she told me that ‘my lifestyle did not align with the culture of the school’ and thus there was no position available for me the following year
(male-identifying, Secondary teacher, metropolitan location).

Other open-ended responses outlined stories related to overall lack of support, including overt instruction for participants not to engage with LGBTIQ-related topics within their classrooms, as well as general lack of engagement with participants’ experiences of discrimination and harassment by leadership staff. More specifically, a number of participants outlined incidences perpetuated by students, other staff members and parents which they took to leadership staff in their schools and which resulted in no consequences for the perpetrators.

In terms of other, less common yet still important themes, several participants were told to self-censor with regards to having a same-sex partner. As one new teacher put it, *“I have been told that ‘if you have career aspirations, you need to be careful who you let know about your personal life’”*. This is a theme that is not just apparent with classroom teachers, but also those in promotions positions, as some Principals responded that they had been told to censor their identity with families and communities, or with staff. Still others referred to themes of heteronormativity within the workplace (e.g. the assumption that all teachers identified as heterosexual/cisgender) and social exclusion by workmates. A minority number of both male and female-identifying participants outlined incidences which referred to assumed links between same-sex attraction and paedophilia: *“Treated as an inappropriate person with regards to supervision of students in some more sensitive social environments – on excursions or swimming carnivals with female students.”*

Professional and Personal Impact of Workplace Discrimination/Disadvantage

Two additional open-ended items asked participants to discuss the perceived impact of workplace experiences of gender and sexuality diversity bias-based discrimination and disadvantage on aspects of their professional personal lives. Looking specifically at professional impact, n=428 individuals provided an open-ended response, representing 41% of the total sample of gender and sexuality-diverse participants. Of these, almost a third (30%) wrote about a negative impact on their career progression or career opportunities. Here many participants discussed being passed up for promotion or other activities which would have advanced their teaching careers. Others discussed issues with contractual positions, namely the ease with which these could be cancelled/not renewed if school leadership held homophobic/transphobic beliefs. As one new teacher wrote,

I am still working as a temporary teacher. I have had a contract cancelled in one of the most homophobic schools I have ever worked in. I am struggling in the progression of my career

(male-identifying, Secondary teacher, metropolitan location).

The second largest cohort of responses spoke to the professional ramifications of being emotionally affected by bias-based discriminatory experiences (27%). Here, participants spoke of the ongoing impact on their professional sense of self, sense of security and confidence in the workplace, with ramifications on wellbeing. One teacher of more than 30 years wrote, *“I know one thing is that I don't take myself seriously as a promotion or leadership candidate”*. Another teacher of more than 10 years echoed,

Being afraid of how I am perceived and judged by others is stressful and impacts my performance, discourages me from taking on leadership roles and applying for promotion

(male-identifying, Primary teacher, regional location).

Other notable themes included impaired relationships with colleagues (12% of item responses), considerations of leaving the profession (9%), direct impact on participants' ability to teach (8%) and a sense that they cannot be themselves within the workplace (6%).

In terms of open-ended responses regarding the personal impact of workplace discrimination and disadvantage, the overwhelming majority of responses (n=294 individual responses, 67%) detailed an impact on participants' emotional health and wellbeing. People spoke about experiencing depression, anxiety, a sense of fearfulness or dread within the workplace, and, in a minority number of cases, suicide attempts. Many of these responses mentioned engagement with professional support, such as therapists, counsellors and psychologists to assist with management of their emotional wellbeing.

Entire holiday periods spent in tears dreading school and leaving the house at times. I go home some days and just cry, other days I wake up crying or in a terrible anxious state having been unable to sleep well the night before. Even innocuous comments from students can be painful and that hurts - let alone when they're mean actively

(gender-diverse, male-identifying, Secondary teacher, metropolitan location).

It's detrimental to my mental health to know that some of my colleagues think what happens in private affects my ability to teach, and that my queer cultural history is somehow damaging to students

(male-identifying, Secondary teacher, regional location).

A smaller number of participants also described physical manifestations of stress including teeth-grinding, nausea, stress-eating (weight gain) and interrupted sleep/insomnia.

I feel physically sick when I go to attend school events such as graduations where the dress is 'formal', as I wear a suit and tie. In rural communities it's difficult to gauge what the reaction might be

(gender-diverse, non-binary-identifying, Secondary teacher, remote location).

Other important themes included a sense of needing to hide and remain guarded about participants' gender and sexuality diversity, with several describing feeling the need to police their own behaviours, conversation, appearance and general self-presentation. As one individual wrote, *"You hide in plain sight, always holding yourself in a way that you expect to be discriminated against. This means you develop a new baseline of stress."*

Many individuals described the subsequent impact of their emotional stresses on their family/home lives. Several described the pressures to remain 'closeted' as they moved throughout their local communities during non-working hours for fear of exposure to members of their school communities and the stress this placed on their personal relationships. A minority number of participants identified a loss of income as an impact of workplace discrimination, with ripple effects within their home lives.

Scale Measures: Wellbeing and Self-Efficacy for Teaching

In order to explore (potential) impact from a quantitative lens, the survey contained two previously-validated measurement scales measuring participants' (1) wellbeing/depression (WHO-5; Bech, 2004) and their (2) sense of self-efficacy for teaching (TSES; Hoy & Woolfolk, 1993). The first of these is a standard, five-item measure of individual wellbeing developed by the World Health Organisation, measured on a 6-point Likert scale. The *Teachers' Sense of Efficacy Scale* (TSES) contains two sub-scales measuring teachers' sense of both their personal ability to influence student outcomes and the general sense that teachers are able to influence student outcomes above and beyond the influence of the home. All three scales were recoded so that higher scores were indicative of more positive outcomes for ease of interpretation. Table 3.8 provides detailed information for each of these.

When compared with the heterosexual, cisgender group of survey participants (n=1387), it is noteworthy that LGBTIQ+ participants (n=1036) exhibited statistically-significantly better outcomes at the cohort level across the two subscales of the TSES. However, this trend was reversed on the measure of psychological wellbeing, with the LGBTIQ+ cohort reporting statistically-significantly lower mean scores on the WHO-5 measure. Table 3.9 outlines these mean comparisons, showing mean differences and providing a measure of effect size (Cohen's d), showing the effect size for the WHO-5 and TSES-General scales to be 'small', and 'moderate', respectively.

Table 3.8: Detailed information on included scale measures (WHO-5; TSES)

Scale Name	# of items	Measurement Scale	Sample Item	Reported/Current Reliability Score
WHO-5	5	6-point scale: 1=at no time; 6=all of the time	"I have felt cheerful and in good spirits"	$\alpha = 0.82/0.92$
TSES-Personal	5	6-point scale: 1=strongly disagree; 6=strongly agree	"If I really try hard, I can get through to even the most difficult or unmotivated students."	$\alpha = 0.77/0.77$
TSES-General	5	6-point scale: 1=strongly agree; 6=strongly disagree	"The amount a student can learn is primarily related to family background."	$\alpha = 0.72/0.83$

Table 3.9: Mean score comparisons on WHO-5 and TSES measures; LGBTIQ+ vs Hetero/Cis cohorts

	LGBTIQ+ (n = 1036)	Hetero/Cis (n = 1387)	<i>t</i>	<i>df</i>	<i>p</i> -value	Effect size (Cohen's <i>d</i>)
WHO-5	4.00 (1.04)	4.22 (1.00)	-5.31	2179.20	0.000	0.22 (small)
TSES-Personal	5.13 (0.60)	5.05 (0.61)	3.05	2421	0.002	0.13 (trivial)
TSES-General	3.64 (1.06)	3.33 (1.02)	7.40	2421	0.000	0.30 (moderate)

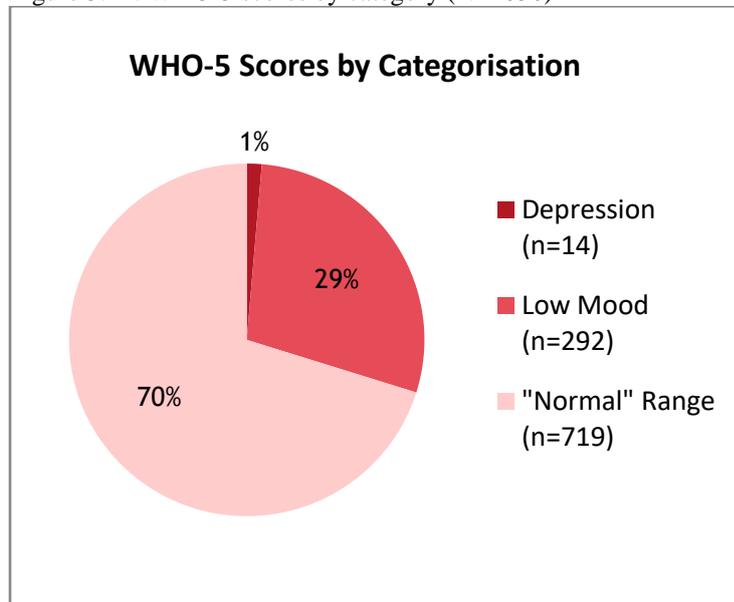
Within the sample of LGBTIQ+ participants, mean score comparisons were conducted across these three measures for individuals who reported that they had (n=437), or had not (n=588), experienced bias-based workplace discrimination. As illustrated in Table 3.10, WHO-5 mean scores were statistically-significantly lower in the cohort who reported experiencing discrimination, with a 'medium' effect size. Scores on the TSES-Personal subscale were marginally higher for the group who reported experiencing discrimination, with a 'trivial' effect size. No statistically-significant difference was apparent for the TSES-General scale.

Table 3.10: Mean score comparisons on WHO-5 and TSES measures; Workplace discrimination (y/n); (N=1025)

	Reported discrimination (n=437)	No reported discrimination (n=588)	<i>t</i>	<i>df</i>	<i>p</i> -value	Effect size (Cohen's <i>d</i>)
WHO-5	3.75 (1.04)	4.18 (1.00)	-6.77	1023	0.000	0.43 (medium)
TSES-Personal	5.19 (0.56)	5.08 (0.63)	3.04	1023	0.002	0.18 (trivial)
TSES-General	3.65 (1.09)	3.64 (1.06)	0.21	1023	0.831	0.01 (no effect)

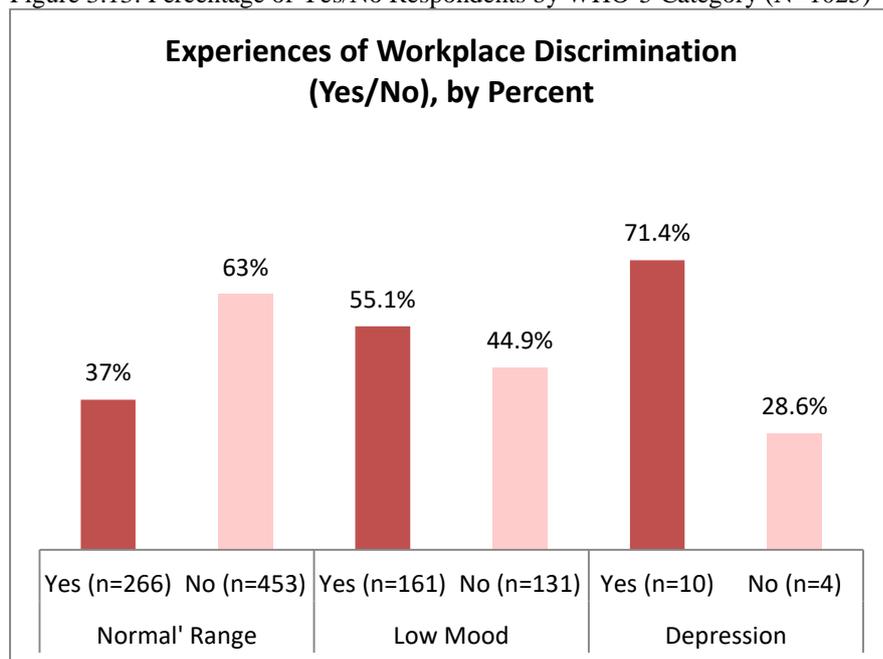
Further examination of the WHO-5 results for the LGBTIQ+ sample revealed that, using published scoring guidelines (Snoek, 2006), approximately 29% of the sample responded in such a way that indicated 'low mood', with another 1.4% responding in such a way that indicated depressive symptoms. Figure 3.12 outlines this distribution.

Figure 3.12: WHO-5 scores by category (N=1036)



Gender and sexuality-diverse teachers reporting scores consistent with low or depressed mood on the WHO-5 measure were more likely to indicate that they had experienced bias-based discrimination in their schools, as can be seen in Figure 3.13.

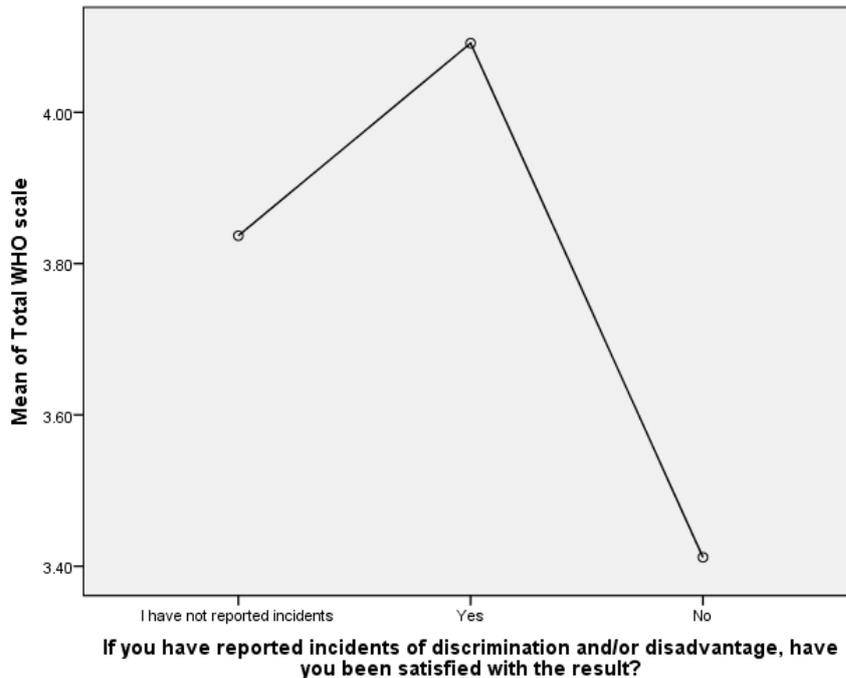
Figure 3.13: Percentage of Yes/No Respondents by WHO-5 Category (N=1025)



NB: Reported yes/no frequencies were statistically significantly different across these three subcohorts [$\chi^2(2) = 32.76, p < .000$; Cramer's $V = 0.18$]

Looking specifically at the smaller cohort of individuals who indicated having sought some form of support after experiencing workplace discrimination and disadvantage, mean scores on the WHO-5 measure were seen to be statistically-significantly different across those who 1) had not reported; 2) reported and were satisfied with the result; and 3) reported and were not satisfied with the result ($F_{(2, 138)} = 6.05, p = 0.003$). Post-hoc tests revealed the location of statistically-significant difference to be between those who were satisfied ($n=35$) and those who were not ($n=68$). Figure 3.14 plots these differences.

Figure 3.14: WHO-5 mean score differences for reporting outcomes (n=141)



Bivariate correlations were conducted to ascertain the degree and nature of the relationship between each of the three included scale measures and LGBTIQ+ educators' reported experiences of cohort-specific discrimination or disadvantage (e.g. students, staff, parents and executive staff). These analyses revealed, for several pairs of variables, as the reported frequency of such experiences increased, reported scores on the scale measures decreased as indicated by the negative value sign (-). Several of these pairs showed statistically-significant relationships of moderate strength, indicated by bolded text in Table 3.11. As can be seen, the WHO-5 measure was statistically-significantly correlated with over half (9/16) of the included 'typologies' of discrimination, including all four forms of discrimination from Executive Staff. The strongest relationship was found to be between educators' reported wellbeing and their reported experiences of psychological discrimination from their Executive Staff colleagues ($r = -.27, p < 0.000$).

Table 3.11: Bivariate Correlations (r): Forms of Discrimination; Wellbeing; Teacher Self-Efficacy (N=370)

		WHO-5	TSES- General	TSES- Personal
Students - Verbal	Pearson Correlation	-0.091	-.145**	-.130*
	Sig. (2-tailed)	0.081	0.005	0.012
Students - Physical	Pearson Correlation	-0.070	-.168**	-0.074
	Sig. (2-tailed)	0.178	0.001	0.155
Students - Psychological	Pearson Correlation	-.124*	-.222**	-.157**
	Sig. (2-tailed)	0.017	0.000	0.002
Students – Employment Opportunities	Pearson Correlation	-0.056	-.129*	-0.055
	Sig. (2-tailed)	0.283	0.013	0.287
Staff - Verbal	Pearson Correlation	-.193**	-0.072	-0.036
	Sig. (2-tailed)	0.000	0.166	0.495
Staff - Physical	Pearson Correlation	-0.054	-0.016	-0.006
	Sig. (2-tailed)	0.304	0.766	0.908
Staff - Psychological	Pearson Correlation	-.180**	-0.007	0.053
	Sig. (2-tailed)	0.000	0.895	0.305
Staff – Employment Opportunities	Pearson Correlation	-0.077	-.130*	-0.010
	Sig. (2-tailed)	0.138	0.013	0.849
Executive Staff - Verbal	Pearson Correlation	-.174**	-.105*	0.022
	Sig. (2-tailed)	0.001	0.043	0.668
Executive Staff - Physical	Pearson Correlation	-.126*	-0.018	-0.029
	Sig. (2-tailed)	0.015	0.727	0.577
Executive Staff - Psychological	Pearson Correlation	-.269**	-0.051	0.016
	Sig. (2-tailed)	0.000	0.329	0.756
Executive Staff – Employment Opportunities	Pearson Correlation	-.181**	-0.096	0.021
	Sig. (2-tailed)	0.000	0.066	0.690
Parents - Verbal	Pearson Correlation	-0.102	-0.026	-0.042
	Sig. (2-tailed)	0.051	0.619	0.423
Parents - Physical	Pearson Correlation	-.127*	-.170**	-0.083
	Sig. (2-tailed)	0.014	0.001	0.112
Parents - Psychological	Pearson Correlation	-.116*	-0.024	0.003
	Sig. (2-tailed)	0.026	0.650	0.961
Parents – Employment Opportunities	Pearson Correlation	-0.046	-0.044	-0.024
	Sig. (2-tailed)	0.376	0.399	0.652

NB: **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Participants' scores on the TSES-General subscale were statistically-significantly correlated with 7/16 typologies, including all four forms of discrimination from the student body. For this subscale, the strongest relationship was found to be between teachers' reported general self-efficacy for teaching and their reported experiences of psychological discrimination from their students ($r = -.22, p < 0.000$).

Participants' scores on the TSES-Personal subscale were statistically-significantly correlated with only two of the 16 typologies of discrimination. Here the strongest pairing was, again, with reported experiences of psychological discrimination from students ($r = -.16, p < 0.01$). It is worthwhile to note that this particular form of discrimination (psychological

discrimination from students) was the sole variable to be statistically-significantly correlated with all three measures (Table 3.11).

CHAPTER 4 – INTERVIEW RESULTS

Participants

At the conclusion of the online survey, participants were invited to share their email address and preferred name if they were interested in participating in an interview with the research team. In total, 314 LGBTIQ+ -identified people volunteered to participate and the 297 individuals who included a valid email address received a follow-up personalised invitation. While initially, interviews were restricted to those within a two-hour driving radius of the Sydney metropolitan area, towards the end of the data collection period participation was opened up to individuals further afield in order to further diversify the sample. The majority of individuals were interviewed face to face in a semi-private location at their schools, with a minority number of regionally- or rurally-located individuals participating in online video interviews. Interviews took place over a four-month period between November 2017 and February 2018. Table 4.1 details the 16 participants by their regional location in NSW, sexuality and gender identification, school type, number of years teaching and their response to a single item which asked whether or not they had experienced workplace discrimination/disadvantage related to their sexual orientation, gender identity or intersex status.

Key Themes

Selection of the above 16 participants took into account diversity of participant gender identity, sexuality, classroom experience, school type and reported experiences of LGBTIQ+ -related school-based discrimination. Additionally, the 16 individuals interviewed for this project taught or otherwise served as educators (school leadership personnel or school counsellors) at public schools serving an array of demographic areas across the larger Sydney metropolitan region (n=14) and beyond (n=2). Particularly useful for the purposes of this research was representation from educators in culturally and linguistically-diverse areas of western and south-western Sydney, as well as those from areas serving Indigenous communities.

As an important contextual factor, interviews explored individuals' sense of visibility of gender and sexuality diversity (GSD) at their schools and the felt support from leadership and senior staff around these topics. As a key focus of this work was on individuals' sense of wellbeing as specifically related to their own identities as LGBTIQ+, a line of questioning investigated school-based policies and school community culture around GSD more broadly. Participants were also given an opportunity to make suggestions for where their schools or broader institutional supports could be leveraged for improvements in this area, specifically addressing the wellbeing of LGBTIQ+ educators. The approved Interview Schedule is included as Appendix D, although it is important to note that interviews were semi-structured in nature, allowing conversations to take natural turns as related to the key focus areas of the project.

Table 4.1: Interview Participants' Details (N=16)

	Regional Area	Sexuality Identity	Gender Identity	(Current) School Type	Years Teaching	Exp. Discrim.?
1.	Northern Suburbs (Sydney)	Gay	Male	Primary	11-20 Years	No
2.	Sydney Surrounds (inland)	Lesbian	Female	Secondary	6-10 Years	No
3.	Inner West (Sydney)	Lesbian	Female	Primary	21-30 Years	No
4.	Lower North Shore (Sydney)	Gay	Male	Secondary	11-20 Years	No
5.	South-West (Sydney)	Gay	Male	Secondary	11-20 Years	No
6.	Western (Sydney)	Gay	Male	Primary	5 Years or less	No
7.	Sydney Surrounds (coastal)	Bisexual	Female	Secondary	11-20 Years	No
8.	Northern Suburbs (Sydney)	Gay	Male	Primary	11-20 Years	No
9.	Central West NSW (Regional NSW)	Bisexual	Female	Secondary	5 Years or less	No
10.	South-West (Sydney)	Lesbian	Female	Secondary	6-10 Years	Yes
11.	Inner West (Sydney)	Same-sex attracted	Non-binary	SSP	21-30 Years	Yes
12.	Canterbury-Bankstown (Sydney)	Bisexual	Female	Primary	21-30 Years	Yes
13.	Macarthur (Sydney)	Gay	Male	Primary	6-10 Years	Yes
14.	North Western NSW (Rural NSW)	Queer	Non-binary	Secondary	6-10 Years	Yes
15.	Canterbury-Bankstown (Sydney)	Queer	Trans-female	Secondary	5 Years or less	Yes
16.	Central Business District (Sydney)	Gay	Male	Secondary	21-30 Years	Yes

Thematic analysis uncovered the following key themes as addressed below. These are organised, broadly, by (1) educator wellbeing considerations; (2) school-based visibility of GSD; (3) student peer culture and GSD; and (4) institutional support and affirmation of GSD, including perceived barriers to support. Participants also were asked for their recommendations for actions which could be taken to support and improve LGBTIQ+ teacher wellbeing; these feature in the “Recommendations” section of the concluding chapter. Given the nature of the topic area, some overlap exists across these thematic areas. Where quotations are used or where identity is central to understanding of the reported experiences, participants’ numbers are used as indicated in Table 4.1.

Educator Wellbeing

A goal of this portion of the data collection was to gain a better understanding of LGBTIQ+ educators’ wellbeing, specifically as related to GSD topics and inclusivity within their

workplaces. Such discussions turned repeatedly to three key areas which were viewed as directly impacting their sense of support, safety and inclusion or, conversely, their experiences of workplace discrimination and harassment. These areas included: their visibility within their school communities as LGBTIQ+ and the perceived supports, barriers and implications of being “out”; the informal staff communities at their schools and their personal sense of in/exclusion; and the media climate surrounding GSD issues during the months prior to- and during project data collection.

Visibility as LGBTIQ+

Educators repeatedly discussed their own visibility as LGBTIQ+ as a critical wellbeing concern or, at the very least, a location of some emotional investment. Of the 16 individuals interviewed, just two participants - female secondary school teachers - described themselves as “out” or visible as gender and sexuality-diverse to the entirety of their school communities (#2; #9), with an additional female Assistant Principal (#3) indicating that she was out as a lesbian to her own class – the oldest cohort at Primary school (Year 6). The remaining 13 participants indicated that they were visible as LGBTIQ+ to select colleagues but not to the student body or to the parent community.

The subsequent issue around identity management and the daily emotional labour associated with this was a topic of much conversation. Participants spoke about being told by their leadership staff that their personal life was not relevant to classroom activities and, thus, there was no need to be visible (#9; #11); however several spoke of a sense that their visibility as LGBTIQ+ within the school community, either overt or assumed, made a worthwhile, positive impact.

There were gay students in the school at the time who didn't have any kind of support and I thought maybe having that – I guess an actual visual representation of gay life – might be beneficial. (#2)

I used to wear ties to school. I don't here because I don't want to be run out of town. But, I had an ex-student say to me that, 'I can just remember you and your ties and I was so grateful that there was somebody there who I knew – that you – you were like me.' (#14)

Furthermore, one of the out female participants spoke about the benefits to her emotional wellbeing of being visible within her workplace.

I didn't want to be leading two different lives. It takes such a weight off when you are your authentic self all the time, in every environment that you step into. (#2)

On the contrary, several participants spoke about the importance of non-disclosure as a protective factor, specifically with regards to maintaining a sense of professionalism (#1; #5; #12; #13). More specifically, these individuals spoke about how being LGBTIQ+ might discredit their teaching and/or leadership capabilities in the eyes of their students or the families at their school, expressing a clear sense of vulnerability.

I guess you make judgements a little bit with your teaching practice about what is going to diminish your authority...opening up about your sexuality, that becomes a very defining feature of you as a teacher rather than how good you are as a

teacher...It's also about establishing yourself and your authority...Unfortunately, I feel like that [identifying as gay] does diminish it a little bit. (#5)

But the only reason why I don't consider myself vulnerable because it's not widely known. I think it would make me more vulnerable with the parents. (#7)

Several spoke candidly about the emotional work of active concealment and a persistent sense of dread around their sexual orientation or gender identities being discovered (#12; #13; #15). For a few of the male teachers, a sense that being visible as LGBTIQ+ might associate them with paedophilia (#13; #16) was a particularly stressful fear. For casual or staff on temporary engagements, there was a sense that being visible as LGBTIQ+ could be used as (unofficial) grounds for their engagements not to be renewed. These issues were compounded for the transgender female participant (#15), whose students had done some detective work to locate her birth name, using this to taunt and intimidate her.

A few of the participants talked about the link between one's ability to 'pass' (e.g. to be viewed as heterosexual and cisgender) and one's ability to conform to traditional gender roles of either masculinity or femininity (#1; #2; #9; #10; #12). These individuals sensed additional pressures working in particular communities (culturally-diverse; regional/rural) in which they viewed gender roles as more defined and narrower, as well as being particularly limiting for males.

I've never felt unsafe. I have a feeling that, if there was sort of a 'camp' or feminine gay man in the area – that might be a much more unsafe thing. It seems to be the boundaries of masculinity are quite strong. (#9)

Informal Staff Community

As participants discussed their school communities, conversations turned to relationships with other staff members and the importance of staff camaraderie and relationships for their sense of workplace security and wellbeing. Participants spoke about the informal, everyday ways that their colleagues made them feel welcome and affirmed their gender and sexuality diversity. Such incidences appeared critical to positivity within the workplace. At the same time, many spoke about being one of a very small number of LGBTIQ+ employees at the school (in some cases, the sole known LGBTIQ+ staff member), and, in line with this alluded to the various ways in which a heteronormative schooling environment contributed to a sense of exclusion or disconnect for them.

In particular, individuals referenced informal staffroom conversations about partners, families and weekend activities and a feeling of resentment stemming from a felt sense of exclusion – the feeling that their own contributions to these conversations might not be welcome. As one individual put it, *"I always make it comfortable for heterosexual people"* (#3), expressing resentment that the same considerations were not made for her and her family.

Furthermore, participants here expressed their sense that these informal social commonalities were important as well for various workplace affordances. If colleagues were not accepting of gender and sexuality diversity, or regarded LGBTIQ+ as different, participants viewed this as having ramifications on professional considerations in addition to informal workplace life. As one rurally-located participant expressed:

I call them the 'straight couple club' – they kind of run the school. You don't want to get more than three members of the 'straight couple club' in a room together...the women end up talking about flowers and the men end up talking about motorbikes. (#14)

Media Climate

At the time of data collection for this project, two large-scale stories related to GSD had been receiving considerable media attention: (1) investigations surrounding the Safe Schools Coalition Australia (SSCA) initiative, a federally-endorsed and funded national program designed to support GSD visibility and GSD students in K-12 schooling and (2) a postal survey to obtain Australian national public opinion on same-sex marriage⁴. Both of these issues were divisive and media sources leveraged this for maximum reader/viewer interest. Accordingly, sentiments which many would view as homophobic and/or transphobic received significant attention as the nation debated the merits and appropriateness of GSD-inclusive education for young people as well as the legal legitimacy of same-sex romantic relationships.

As would be expected, these topics featured prominently in interviews focused on LGBTIQ+ educators' experiences of workplace discrimination and wellbeing. Many specifically named this as an emotionally-challenging time for them and for other LGBTIQ+ educators (#2; #3; #7; #12; #13; #14; #15; #16), given both their personal investment in GSD visibility and legal recognition as well as their specific exposure to negative public sentiment and judgement as LGBTIQ+ individuals.

I noticed my own vulnerability. I've never really felt that before. I've definitely noticed that I felt it was strange when people were discussing the "yes" vote [postal survey] in the staffroom and stuff and everyone just feels very comfortable with the classic teacher approaches – everyone has a right to their opinion. (#3)

Like people talking about it constantly, but talking about it as if it's [same-sex attracted people] an entire race of people that aren't in Australia at all or just aren't these human beings. I just felt un-human or inhuman. (#14)

It felt like all the students felt like they had permission to say whatever things they wanted without repercussion. That it was okay to have opinions in any sense and that they felt justified in airing those however they wanted because that was the purpose of the plebiscite – homophobic people aired [their opinions] and so of course they can and of course its fine! (#15)

A number of participants talked about the frequency with which related conversations were occurring within school social spaces and how conversations revealed their colleagues' homophobic and transphobic sentiments (#13; #15; #16). Several educators mentioned that they would rather not know if their colleagues were opposed to SSCA or had voted "no" in the postal vote in the interests of maintaining a positive workplace relationship with those

⁴ Many interview excerpts refer to this as either the "yes" or the "no" vote, referring to allowable responses to the single item on the postal ballot: *Should the law be changed to allow same-sex couples to marry?*

individuals. As one individual outlined, divisive viewpoints could feel particularly problematic if there was a power differential present:

I'm afraid that I'm going to meet one of those people – the 44% of people that voted “no”I'm worried that person is in the higher seat at school, so I'm not going to say anything [about GSD-specific needs/issues]. (#14)

Additionally, participants discussed getting a very tangible sense of where their local parent communities were positioned on these topics during this time (#5; #10; #13; #15), with a number indicating that their communities contained majority numbers of “no” voters. As might be expected, this knowledge created an additional layer of tension for these educators, one which impacted their workplace wellbeing and security and increased fears about their own visibility as a member of the LGBTIQ+ community.

Given the prevalence of these topics in the media, participants almost universally commented on students wanting to discuss them during class time. While a number of individuals felt that they could accommodate this and were supported to weave relevant discussions into their classroom curriculum focus areas (#2; #4; #7), they nevertheless noted the challenges of doing this in such a way that felt safe for them. More specifically, this cohort commented on the tensions between discussing these very personal issues surrounding visibility, validity and legal recognition at a time of intense politicisation and increased surveillance.

We're not supposed to get involved in political things. But it's not just political – it's your life! (#2)

As a teacher, we're expected not to present a political bias. Very hard not to on this matter. (#7)

Several participants specifically mentioned a perceived absence of official, overt Departmental support for LGBTIQ+ teachers during this time of public debate and the impact this had on their workplace experiences. Educators commented on the impact positive support could have had on their sense of security, specifically in terms of sending a message of protection to the larger community.

The Department didn't come out and say, 'We support our gay, lesbian teachers'... 'We support marriage equality'...I thought that would have been a good opportunity to let parents know...[For the Department] To say, well we're not going to make a comment - that can be just as effective as making a comment. (#13)

As another teacher commented, members of the Department's lack of public support for the SSCA initiative (e.g. GSD-affirming curriculum) was seen as derailing efforts to create a welcoming, safe workplace and schooling environment for LGBTIQ+ individuals:

I think particularly when all that Safe Schools stuff happened, it was a really hard time. It was really upsetting. I didn't know how to explain it to anyone. It was the first time in my teaching career I'd felt like – not an outcast – but that support wasn't there. It wasn't there from the top down. As much as our school, internally, was amazing, when you need bigger help than what you can provide - And it's not that they're just not helping you. They're actively working against you. (#2)

School-based Visibility of Gender and Sexuality Diversity

In order to gain a more complete picture of the schooling environment for participants and how this might be linked to perceptions of workplace support and/or discrimination, educators were asked to comment on ways in which their schools engaged in overt, visible support of gender and sexuality diversity (GSD). While these initiatives were intended for the student community (e.g. GSD students, students from diverse families and, the larger student body more broadly in interests of diversity awareness), many educators spoke about the benefits for their own emotional and workplace wellbeing and the relationship between GSD visibility and a positive work culture. In terms of specific initiatives, participants identified the following:

- GSD-inclusive signage around the school, indicating “allies” (#4; #9; #11);
- School staff participation in special days of visibility (e.g. “Wear it Purple”, “IDAHOT”) (#2; #8; #12);
- Some mention of GSD topics within classroom curriculum activities (#3; #4; #7; #8; #9; #12);
- GSD-inclusive books within their school library (#12);
- School participation in Sydney Pride parade (via delegate of teachers) (#2);
- School-based Gay/Straight Alliance (GSA) (#2);
- School’s screening of the film “Gayby Baby” (#3)

As can be seen, these initiatives were not commonly-reported by participants; furthermore, these initiatives were more likely to be reported by individuals who indicated that they had not experienced LGBTIQ+ bias-based workplace discrimination or disadvantage in the single survey item. As can be seen, environments which were described as more GSD-inclusive by educators tended to engage with multiple methods of GSD visibility. Specifically, the school represented by participant #2 was a SSCA member school where professional development and training supported staff in rolling out various initiatives around GSD visibility. It is also worth noting that educators located in low-SES schools with highly diverse student communities, including larger populations of religiously-identifying families, were less likely to report any of the above initiatives within their schools.

Student Peer Cultures and Inclusivity of Gender and Sexuality Diversity

Across the interviews, educators repeatedly came back to discussions about the informal student peer cultures at their schools, viewed as either facilitating or obstructing inclusions related to gender and sexuality diversity. While these elements of the interview did not directly focus on educators’ own sense of workplace wellbeing or harassment, student peer cultures were presented as almost an explanatory baseline with regards to receptivity to GSD and educators’ sense of safety and welcome within the environment.

Several of the educators interviewed described the students in their schools as aware of diversity more generally as a societal concept and as having some understanding of the importance of visibility for general inclusion, wellbeing and positive social change (#1; #2; #4; #8; #12; #15). That said, a minority number of educators described their student body as interested in GSD-visibility as part of this more social justice/diversity-aware mindset (#2;

#4). Several others specifically identified this incongruence, and discussed the ways that the messages about multicultural diversity and respect for difference at their (highly culturally-diverse) schools would dovetail quite easily with GSD-visibility, and yet this area of diversity is not specifically highlighted and/or intentionally avoided (#1; #8; #9; #12; #15).

We do Harmony Day, we do anti-racism stuff and stuff like that. Just general, mainly cultural stuff we do already. So just include sexuality, include other diversity. (#8)

As educators from these culturally-diverse schools continued to speculate about this in their interviews, several spoke about a sense that gender norms were more ‘traditional’ in their schooling environments. Many individuals felt that heteronormative boundaries of acceptable gender expression which appeared to be operating in their schooling communities, particularly if coupled with limited exposure to LGBTIQ+ individuals in students’ day to day lives, presented challenges to educators attempting GSD-inclusivity (#5; #9; #10; #14; #15; #16). Still, several argued the catch-22 that this presented: while school leadership appeared to feel a need to be silent on these topics in various multicultural enclaves, such schools would likely be locations where positive exposure could make the most valuable difference for social cohesion and LGBTIQ+ students. As one teacher stressed,

School has even more of an important role in the affirmation of their [LGBTIQ+ teens] identity and their sense of belonging and all that stuff because other environments they may be in outside of school can be hostile to that. So I think it's even more important here, but also more difficult. (#5)

In many of the interviews, educators addressed students’ use of homophobic and/or transphobic language as an important element of student peer culture with regards to GSD-inclusivity. While a few participants spoke about staff members as generally, if not universally, on board with working to address such language (#11; #13), others lamented about such language as near-ubiquitous in their schools, chiefly amongst male students as a particularly scathing put-down. Such language was not solely described as limited to peer social group interactions; rather, many participants had either experienced personally, or knew of a colleague who had experienced, LGBTIQ+ bias-based harassment, including physical intimidation and abuse (#10; #13; #14; #15; #16).

For the first six months roughly of my time there, I was terrified, let's say. There was a strong sense that there was a lot of homophobia in the school. I was constantly getting the sense of transphobia as well. (#15)

Whether or not that's to do with my sexuality or just my gender or a bit of both – because I'm not ‘traditional female’ – but, oh, I mean good grief, yeah. I've been spat at; I've been locked in rooms; I've been egged. (#10).

In some schooling locations, the student peer cultures were viewed as so hostile to GSD inclusion that even talking about why homophobic or transphobic language is wrong would be a risky manoeuvre for staff; to be invested in any positivity around GSD would mark the individual as a target and call their own sexuality into question (#10; #13; #14; #16). Furthermore, in schools where behaviour challenges and other key academic challenges (e.g.

literacy; numeracy; attendance) were seen to present the most urgent issues for staff, GSD-inclusivity was described as being viewed as a comparatively low priority (#14).

I've finally gotten over 'survival mode.' So last year I didn't care what they called me, as long as they didn't hit me. This year, I'm just – I'm just kind of like, well, no – I'm going to say something now. (#14)

Institutional Affirmation of LGBTIQ+ Identities

A key focus of this project was to understand the ways in which the institutions in which educators are located (e.g. their individual schools as well as the Department of Education, more broadly) make their affirmation of gender and sexuality diversity apparent and the impact of this on LGBTIQ+ educators' workplace experiences. Participants universally noted the power of school and Departmental leadership in setting a tone around GSD-inclusivity and the direct impact this has on community members' behaviours with regards to this issue – both at a social and a curricular level.

In terms of identified supports, as previously mentioned, a few of the participants described their school's participation in Wear It Purple Day; however, an interesting distinction became apparent between schools where this was a public, student-inclusive activity (#2) versus a private, teacher-only activity where neither students, nor families, were informed (#8; #12). Several educators spoke of senior leadership staff supporting professional development initiatives around GSD-inclusivity (#2; #3; #7; #12) and noted the positive personal impact this had in instances where their colleagues appeared genuinely interested in the training. While not all educators reported that such training occurred in their schools, a few specifically highlighted the overt support of their Principal and/or school leadership colleagues to be open and visible with students as LGBTIQ+ (#1; #8; #15), which likewise had positive flow-on effect for workplace wellbeing and collegiality. In two of these same locations (#1; #8), participants directly communicated the sense that senior staff would be on their side and supportive in instances of confrontation related to their gender and sexuality diversity. Several educators discussed specific school leadership endorsement of school-based supports for gender-diverse/transgender students and students from same-sex headed households (#3; #7; #8; #11; #12), inclusive of curricular visibility, uniform considerations, facilities considerations and affirmation of preferred names.

Participants likewise identified problematic messaging from their school leadership and/or Departmental bodies with regards to GSD-inclusivity which they identified as impacting their own wellbeing as well as their school culture with regards to GSD-related discriminatory practices. In contrast to the supports described above, several educators made it clear during their interviews that there were no leadership-suggested/endorsed GSD-inclusions in their schooling environment and, thus, GSD topics were either not discussed at all or not framed in a positive or educative manner (#1; #5, #6, #10, #13, #14, #16). Many had the sense that community sentiment about GSD topics or LGBTIQ+ educators was taken more seriously by school leadership than these educators' own complaints about homophobic or transphobic instances (#6; #10; #14; #15).

As a result of no formal leadership direction around GSD-inclusivity, several educators commented that inclusions were ad-hoc and instigated by specific, amenable – and in many

cases LGBTIQ+ -identifying – educators (#3; #5; #9). Many were aware that the current New South Wales syllabus documentation left room for GSD-relevant inclusions; however, in lieu of overt direction on the topic, educators pointed out colleagues' uncertainties and censorship.

I think reassuring primary principals and primary teachers that the resources that are available [on same-sex headed families] are not confrontational really. Well, they are for some parents, but that they're within the syllabus. (#3)

A bisexual student wanted to do some – integrate some gender and sexual diversity activities into Acceptance Week and was knocked back by the person who was running it, on the basis of – that it's still a 'controversial issue' in our community. (#9)

Others acknowledged the ways in which no formal guidance on GSD inclusions allowed for homophobic and transphobic teaching colleagues' sentiments to set the scene for how related topics would or would not be addressed, particularly as related to students' wellbeing considerations.

Some staff were very vehemently opposed to the idea of same [sex couples] - yeah, yeah. For example, we have in our staffroom here, we have a teacher who used to be a missionary and is very against it, and a few other people [against it] on religious grounds. So you think, well, if they're not very supportive of that as a concept, then how...protective are they going to be of [LGBTIQ+] students? That was a big concern and a bit upsetting actually, thinking about that. I think the leadership in the school, I don't think it's a priority of theirs either, unfortunately. (#5).

The question of teachers' uncertainties or personal biases determining student exposure to GSD topics or support was identified as particularly relevant in primary school environments, where educators communicated their experiences being told that GSD-inclusivity was not germane to their stages of study (#3; #8; #9). These discussions, in particular, conveyed a definite sense that it was possible for educators to misstep in lieu of formal instruction.

Everyone feels very edgy about, you know – staff always go, 'but they're so young'. (#3)

Some things that are on the lower scales of discrimination but are just really irritating, like the stuff like the 'Oh, are you sure? You're too young!' [to be LGBTIQ+/for GSD-inclusivity], 'Surely they're too young to know this'. (#9)

For the gender-diverse (#14) and transgender (#15) participants, a lack of formal leadership direction and expectation around gender diversity and/or professional development opportunities for staff left individuals feeling as if they needed to be responsible for educating their own colleagues. One spoke about the anxiety around requesting access to gender-neutral facilities, which should have been a workplace right.

I'm sure if I told them [I needed to use the gender neutral bathroom], they would be open to it...but it's always the fear, I guess, which is something that other – I guess I'm going to use the term 'cis[gender]/het[erosexual]' – the other people, the

'normies', they don't have this fear. They could just ask for something and it would be fine. (#14)

Several educators in schools described as lacking formal leadership around these topics communicated instances where GSD-related bias-based harassment of school staff had occurred and normal school protocols were not followed (#10; #12; #13; #14; #16). In these instances, the students engaging in these behaviours were empowered and the educators left vulnerable to further attack. As one teacher described,

Every time I see him...I'm thinking, 'Are you going to say it again?' ['poofter']...Then at the same time again, what can I do about it?...Normally if a kid was to swear at you in the playground, you deal with it then and there. But if he was to say something like that [homophobic slurs] to me, the directive in a way is like, 'Oh, walk away'. (#13)

Many educators knew of other LGBTIQ+ staff who left the profession after experiencing GSD-related bias-based abuse or discrimination at their schools with no felt leadership support (#2; #10; #15), and commented on broader ramifications of removing GSD identities from the schooling environment.

Unfortunately, I do know too many teachers – and even in very recent times – who were not supported by their school, were not supported by their fellow teachers in their faculties. They quit teaching. That's really unfortunate because now the students within those schools don't have those gay mentors. (#2)

As previously mentioned, many educators were deeply impacted by the media climate surrounding LGBTIQ+ issues during the month preceding and during the data collection period. Further probing with many of these individuals revealed silence on the part of school-leadership around addressing security, belonging and general wellbeing issues for LGBTIQ+ teachers (and students) during this critical time (#1; #5; #6; #9; #10; #12; #13; #16). This group of educators spoke of the positive affordances such outreach could have for LGBTIQ+ staff members' sense of workplace security and stability and overall emotional wellbeing.

CHAPTER 5 – FINDINGS AND RECOMMENDATIONS

Key Project Findings

This mixed-method investigation of the workplace experiences of 1,036 LGBTIQ+ government sector educators located in areas across the state of New South Wales resulted in a set of key project findings, organised by thematic area below.

Identity and Visibility

Consistent with shifts and growth more broadly, survey data revealed an expansion of gender and sexuality identities beyond categories of lesbian, gay, bisexual and transgender. In terms of gender, 2.3% of participants described themselves as non-binary with an additional 7 people offering an array of additional gender identities. For sexuality identity, 6.8% identified as queer and 3.2% identified as a “different identity” (to what had been included in the list of options), offering several additional sexuality identities. Interview data with gender-diverse participants in particular highlighted the need for education of school senior leadership staff around considerations for staff with diverse gender expression. Specifically, educators discussed the benefits of leadership staff’s empathetic understanding of these identities alongside knowledge of legal expectations and gender-diverse staff members’ workplace rights.

Nearly half of the survey participants indicated that they were visible to staff as a member of the LGBTIQ+ community. An additional 31% indicated that they were not visible as LGBTIQ+ to any members of the school community. As might be expected, educators in metropolitan environments were more likely to be visible within their school communities. Interview data offered a more nuanced understanding of educators’ decision-making processes around questions of visibility. While the decision to be visible was an agentic one for some, for others it was a question of self-preservation and a felt necessity in terms of protection of their professional credibility and career progression. Identity management presented its own set of stresses, particularly at the time of data collection (2017), where divisive media coverage of the Safe School Coalition Australia initiative and the marriage equality postal vote dominated Australian news and in/formal school community conversation. Related identity management stresses were magnified for individuals teaching in areas where homophobic and transphobic discourses were perceived to circulate widely and where marriage equality postal votes trended to a “no” majority.

Positive Workplace Experiences related to Gender and Sexuality Diversity

Fifty-seven percent (57%) of survey participants did not report experiencing discrimination or disadvantage at their schools. While the survey data was unable to provide any additional information on these participants’ positive workplace experiences, several individuals who did not report discrimination were interviewed as part of a targeted recruitment approach for this phase of data collection. Of these, several detailed experiences of school support for gender and sexuality diversity, both in the form of intentional visibility (posters, ‘special days’ of acknowledgment, curriculum inclusion) as well as via informal, felt support from colleagues. In particular, participants noted the impact of feeling supported by their school

leadership staff on their sense of security and workplace community belonging. However, these experiences were by no means universal across this cohort and it was notable that many of the nine individuals who indicated in the survey that they had not experienced discrimination did, in fact, relate significant experiences of workplace, LGBTIQ+ bias-based discrimination during their interviews.

Experiences of Discrimination/Disadvantage related to Gender and Sexuality Diversity

Forty-three percent (43%) of the LGBTIQ+ survey cohort reported experiencing discrimination or disadvantage at school which they felt was directly related to their gender and sexuality diversity. These experiences were more prevalent in regional, rural and remote locations and with those working with older populations of students. Interview data offered additional complexity, highlighting the challenges of working with a diverse student body whose faith communities or cultures may hold negative attitudes towards same-sex attraction and gender diversity. As mentioned, the marriage equality vote brought these attitudes to the surface and LGBTIQ+ teachers found themselves particularly vulnerable in “no” voting locations.

Only 1/3 of individuals who indicated that they had experienced discrimination sought support and, of these, many sought independent, psychological/wellbeing support as opposed to formal support from leadership staff or Departmental bodies. Only 8% of individuals who experienced workplace discrimination both (1) reported their experiences in an official capacity and (2) indicated that they were satisfied with the outcomes of that process. The large majority of individuals who reported experiences of discrimination were not satisfied with formal processes or the subsequent actions taken by their school leadership staff.

In terms of specific forms of LGBTIQ+ bias-based discrimination or disadvantage, verbal abuse and psychological discrimination from students and staff colleagues were the most prevalent; however physical abuse and disadvantage related to employment opportunities were also reported by some. While a very small minority number of survey participants detailed stories of some positive outcomes associated with their experiences of discrimination (e.g. starting a conversation; serving as a catalyst for professional development in the area), open-ended survey items investigating the perceived impact of these experiences highlighted many participants’ sense that homophobic and transphobic discrimination could occur without consequence in their schools. Most outlined the negative emotional and psychological impact of such experiences.

These experiences were reflected within the interview data, where, for many participants, homophobic remarks were framed as more of an ‘everyday’ occurrence. In the more challenging environments, interviewees spoke about being physically threatened and feeling socially excluded from colleagues. Given both personal experiences and advice from teacher colleagues, a number of interviewees felt that their gender and/or sexuality diversity was a barrier to their career advancement in the eyes of school leadership staff.

Psychological Wellbeing and Workplace Discrimination

When compared to the cohort of heterosexual/cisgender educators who completed the survey, the LGBTIQ+ cohort had a lower mean score on a measure of psychological wellbeing (WHO-5), differing by ¼ point on a 6-point measurement scale. Individuals who reported

experiences of workplace discrimination were more likely to score within the “low mood” and “depression” ranges of the WHO-5 measure. Frequency of discrimination, as perpetrated by various members of the school community, was inversely related to participant scores on the WHO-5. Accordingly, as reported frequency of various forms/perpetrators of discrimination increased, participant scores on the WHO-5 measure decreased, with psychological discrimination from Executive Staff members having the strongest relationship with individuals’ psychological wellbeing. Perhaps unsurprisingly, individuals who reported their experiences of discrimination in a formal capacity and were satisfied with the result had higher mean scores on this measure of wellbeing than those who formally reported experiences and were not satisfied with the results, with just over ½ point difference on a 6-point measurement scale.

An open-ended item investigating the impact of workplace discriminatory experiences highlighted participants’ reported depression, anxiety and fearfulness. Others described physical manifestations of psychological stress as a result of workplace discrimination including teeth-grinding, nausea, stress-eating (weight gain) and interrupted sleep/insomnia. Interview participants who described experiencing LGBTIQ+ bias-based workplace discrimination or disadvantage likewise outlined its impact on their psychological wellbeing. Several of these educators described moving through their schools with a sense of dread or unease, particularly in workplaces where school leadership staff were viewed as unsupportive or ineffective.

LGBTIQ+ Educators’ Teaching Self-Beliefs

Interestingly, LGBTIQ+ participants scored higher on both measures of teacher self-efficacy than their heterosexual/cisgender colleagues: (1) teachers’ general ability to impact student outcomes above and beyond the impact of the home (general) and (2) teachers’ personal ability to meet the needs of individual students (personal). With regards to the measure of general self-efficacy, mean scores differed by 1/3 of a point on a 6-point measurement scale. Given the focus of this measure on the magnitude of influence of the home above and beyond the school, this mean difference could potentially be explained by LGBTIQ+ educators’ unique awareness of young people as a site of social change, particularly related to gender and sexuality diversity.

Looking more closely at the LGBTIQ+ cohort, both teacher self-efficacy measures were inversely related to individuals’ experiences of discrimination as perpetrated by their students, with the strongest relationship between the measure of general teacher self-efficacy and experiences of psychological harassment by students. This finding is consistent with interview data outlining teachers’ sense that students’ discriminatory attitudes come from the home and may convey the felt challenges of countering such attitudes, particularly when doing so may be framed by school leaders as inappropriate or unduly political.

Interview participants located in schooling environments where GSD inclusivity was viewed as important and visibility as LGBTIQ+ was encouraged and supported tended to discuss the ways that their classroom instruction, as well as simply their presence in schools, could positively influence students’ attitudes towards diversity. Such perspectives linked elements of both personal and general teacher self-efficacy to a supportive GSD-inclusive school. Conversely, teachers in schools where LGBTIQ+ individuals were marginalised or invisible

detailed the challenges of being viewed as simultaneously professionally credible and as a member of the LGBTIQ+ community, highlighting the relationship between workplace discrimination on teaching self-beliefs.

Recommendations

As previously outlined, the interview portion of the data collection concluded with a participants' recommendations for ways in which schooling environments might better cater for LGBTIQ+ educators' positive wellbeing and sense of workplace security and belonging. The recommendations offered by the 16 interview participants aligned closely with recommendations as generated by the mixed-method data analyses. In this way, the recommendations presented here are co-constructed and interwoven with voices of LGBTIQ+ educators from across the state (Table 5.1).

Table 5.1: Project Recommendations

<p>Generic teacher wellbeing policies do not sufficiently account for the specific needs of LGBTIQ+ staff. Wellbeing policies should overtly acknowledge LGBTIQ+ identities.</p> <p>Such policies should not only offer (1) a clear set of actions for reporting homophobic/transphobic discrimination and obtaining support, but also (2) explicitly acknowledge LGBTIQ+ educators' right to be as visible as they wish with respect to this element of their identity.</p> <p>Accordingly, induction for new school leaders must include policy awareness and responsibilities with regards to this cohort supporting clear, swift, and universally-implemented consequences for LGBTIQ+ bias-based discrimination.</p>	<p><i>It would have been so much nicer to have known that they understood that [about trans/gender-diverse identities] when hiring me and that – and to have brought it up in the context of, if I needed any support, to come in and get support. (#15)</i></p> <p><i>I think maybe something a bit more explicit about 'We support you and we support your right to be out and open about who you are' and that's like explicitly saying that even though bisexual has the word 'sex' in it, you're not talking about sex if you tell your students you're bisexual and that's not inappropriate. (#9)</i></p>
<p>School leadership personnel require specific training in the area of gender and sexuality diversity in order to facilitate understanding and support of their staff members. Training must include sufficient background on gender and sexuality to best support gender-diverse and transgender educators (as well as students).</p> <p>It is essential for leadership staff to regularly communicate their support for LGBTIQ+</p>	<p><i>It would be good if Executive and Principals used the word 'gay' and [discussed] broad sexuality and acceptance of it. If they actually initiated [these conversations], whether they have gays on their staff or not, just so that their radar and their politic is mentioned. It's like a Principal never mentioning racism. It's weird. They should. Sexism, they should.... It's only by things coming up that you can deal with what that is and so I think it's about having words for it</i></p>

<p>staff (and students) as this sets behavioural expectations for the entire school community.</p> <p>Were proactive anti-homophobia/transphobia education and affirming curricular inclusions to be framed as a whole school endeavor, wellbeing support for LGBTIQ+ educators (and students) could shift from procedural accountability to school cultural growth.</p> <p>Accordingly, a clear Departmental statement on inclusivity of gender and sexuality diversity across K-12 schooling is necessary if universal LGBTIQ+ inclusions and visibility is to be accomplished. An inclusive, overtly supportive environment was linked to LGBTIQ+ educators' psychological wellbeing and continued employment within the sector.</p>	<p><i>and naming it. (#3)</i></p> <p><i>If the Department made it a priority for schools – if the Department gave Principals clear guidelines that they have to be supportive when it [LGBTIQ+] comes up. Not only to just not be actively discriminatory but to be actively supporting. (#15)</i></p>
<p>Curricular inclusions related to gender and sexuality diversity should not continue to be framed as optional or opt-in, since exposure to LGBTIQ+ identities is critical for social cohesion.</p> <p>Without positive, educational exposure to gender and sexuality diversity, these topics remain taboo for young people and LGBTIQ+ individuals are inevitably framed as 'other'. In order to best support the wellbeing of LGBTIQ+ educators, particularly in schooling environments where such topics and individuals have traditionally been invisible, affirming, mandatory inclusions are necessary for real cultural shift.</p> <p>Conducting this research at this particular point in time highlighted the fact that schools do not and cannot operate outside of dominant media discourses and foci. Regardless of whether participants were located in schools which made gender and</p>	<p><i>There's been things about freedom of parents to withdraw their kids from those kind of lessons [lessons acknowledging gender and sexuality diversity], which I don't agree with... parents and families - they can teach whatever views they want, from religious places or otherwise, but I just think regardless of what school a kid goes go, it's education and that means educating them about society. Because they're going to go to TAFE, they're going to go to the workforce, they're going to be working with people from all different walks of life...That's what kids come for - an education, not pick and choose education. (#8)</i></p>

sexuality diversity visible in terms of curriculum content or community membership, these topics circulated outside of schooling spaces – on the television, the radio, online and, subsequently, across student peer cohorts. This research highlighted the importance of a clear, universal set of guidelines for schools’ framing of these topics as a move beyond blanket invisibility or inaction, which was shown here to serve as a breeding ground for marginalising, discriminatory sentiments and behaviours.

Limitations of the current study

While the current study enquired about participants’ experiences of workplace discrimination or disadvantage, it should be noted that no efforts were made to cross-check these with any formal records of complaints. Participants’ reported experiences of discrimination and support were treated as their personal impressions and memories of events.

Several interview participants who had indicated that they had not experienced LGBTIQ+ bias-based workplace discrimination or disadvantage while taking the online survey spoke during the interviews about discriminatory experiences. Given that various definitions of ‘typologies’ of discrimination (e.g. verbal, psychological, etc.) came later in the survey and were only visible to those who had already indicated having had a discriminatory experience, it is possible that participants’ own understandings of exactly what constituted a discriminatory experience were not commensurate with those of the researchers’. Individuals who may be used to ‘downplaying’ such workplace experiences, particularly those who may be conscious of their own visibility as LGBTIQ+, could have underreported these experiences.

While survey participants represented an array of locations across the state, interview participants primarily represented the greater Sydney metropolitan region. While this is a region of exceptional diversity, additional interview participants from rural and remote locations could have offered further nuance to this investigation. While survey/interview data did include limited perspectives from these cohorts, additional investigation into the experiences and perspectives of (1) LGBTIQ+ school leadership personnel and (2) gender-diverse/transgender educators as two cohorts of interest would have offered critical perspective into their negotiation of the schooling environment. It is hoped that future research in this area will endeavour to work with these specific cohorts.

AUTHOR BIOGRAPHIES

Dr. Jacqueline Ullman is a Senior Researcher in the Centre for Educational Research and a Senior Lecturer in Western Sydney University's School of Education where she lectures in the Masters of Teaching (Secondary) program. Dr. Ullman's research focuses on issues of inclusivity, diversity and school climate across K-12 education and includes investigations of school community belonging and wellbeing, self-beliefs and motivation. She has a strong track record of collaboration with key research stakeholders on tendered consultancies in the area, including the *Foundation for Young Australians*, *International Baccalaureate Organisation*, *Social Ventures Australia*, *Aids Council of New South Wales* and, most recently, with the *New South Wales Teachers Federation*. Dr. Ullman has won numerous competitive research grants, including a 2018 Australian Research Council Discovery Project alongside A/P Tania Ferfolja and Prof. Tara Goldstein investigating parental attitudes towards gender and sexuality diversity-inclusive education. Dr. Ullman's publications can be found in the journals *Teaching Education*, *Journal of Youth Studies*, *Sex Education* and the *Australian Journal of Teacher Education*, amongst others. Her co-edited text *Understanding Sociological Theory for Educational Practices* (Cambridge University Press) is currently in its second edition and is used in preservice teacher education courses in five universities across Australia.

Ms. Melissa Smith is an Officer for the New South Wales Teachers Federation (NSWTF) where she is currently the Trade Union Training Officer. She also has responsibility for the union's LGBTIQ Special Interest Group and Restricted Committee, which entails working with New South Wales (NSW) public school teachers to address matters affecting LGBTIQ teachers and young people. Mel is a Human Society and Its Environment (HSIE) secondary teacher, and has taught for the NSW Department of Education in the Newcastle and Central Coast areas before working for the NSWTF as an Organiser for the union in the North West and Hunter coast regions. Mel currently writes the NSWTF's quarterly LGBTIQ newsletter and frequently contributes to the union's journal on topics related to diversity of gender and sexualities and/or training matters.

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APPENDIX A – Recruitment Emails (Sept/Oct 2017)

From: [REDACTED] Sent: Mon 18/09/2017 4:50 PM
To: Alert
Cc:
Subject: LGBTIQ Survey



New South Wales Teachers Federation
Representing over 70,000 public education teachers in NSW

Dear Colleague,

The NSW Teachers Federation is [conducting a survey](#) focussing on the incidence and impact of discrimination and harassment of LGBTIQ public school teachers.

The Federation is asking teachers who identify as LGBTIQ to participate in the survey. The anonymity and confidentiality of the survey responses is of the highest priority and neither you nor your school will be identified in the research report.

[The survey](#) explores the experience of teachers in encountering (including witnessing) LGBTIQ based discrimination and bullying in their workplaces and the effect this has on the individual, the workplace (school culture) and the system.

The results of the survey will be used in a larger campaign to address ongoing discrimination and harassment experienced (and/or witnessed) by LGBTIQ teachers in their workplaces.

The survey can be accessed here: <https://www.surveymonkey.com/r/lgbtiq-survey>

Thank you for your support and assistance with the survey.

Yours sincerely,
John Dixon
General Secretary

From: NSWTF - General Correspondence <mail@nswtf.org.au> Sent: Wed 18/10/2017 10:09 AM
To: Mel Smith
Cc:
Subject: LGBTIQ Survey closes Sunday 22 October



New South Wales Teachers Federation
Representing over 70,000 public education teachers in NSW

Dear Colleague,

We wrote to you last term about the survey Federation is conducting to examine the incidence and impact of discrimination and harassment of LGBTIQ public school teachers.

This survey will close on Sunday 22 October. If you identify as LGBTIQ please take some time to fill out the survey before it close, by visiting <https://www.surveymonkey.com/r/lgbtiq-survey>

Thank you to all those who have already completed this survey. The results of the survey will be used in a larger campaign to address ongoing discrimination and harassment experienced (and/or witnessed) by LGBTIQ teachers in their workplaces.

Thank you for your support and assistance with the survey,

Regards,
David Wynne
Acting General Secretary

APPENDIX B – Online Survey

Participant Information Sheet – Online Survey

Project Title:

Inclusivity in practice: Exploring how NSW teachers' perceptions of their school climate influences LGBTIQ-inclusive practices

Project Summary:

You are invited to participate in a research study being conducted by Ms. Mel Smith from the NSW Teachers Federation and Dr Jacqueline Ullman within the School of Education at Western Sydney University. The research is examining the experiences of public school teachers encounters with LGBTIQ-based discrimination and bullying in public schools, and the effect this has.

How is the study being paid for?

This study is being funded for by the NSW Teachers Federation and Western Sydney University.

What will I be asked to do?

You are asked to complete an online survey which will take approximately 15 minutes to complete. The survey will ask about your experiences and perceptions of inclusion in NSW public schools. Clicking on the 'Continue' button below constitutes your consent to participate in this phase of data collection.

How much of my time will I need to give?

The survey will take approximately 15 minutes to complete, and is completely anonymous.

What benefits will I, and/or the broader community, receive for participating?

This information will be reported back to schools and across the sector to help inform stronger, more impactful school practices.

Will the study involve any risk or discomfort for me? If so, what will be done to rectify it?

While there are no risks inherent in the research process as designed, it is possible that questions/topics surrounding sexual identity and health may invoke distress. In the event of any unforeseen adverse reactions, we have access to a range of free supported services, including Lifeline: 13 11 144, beyondblue: 1300 22 46 36, QLife (3pm – midnight): 1800 184 527, NSW Teachers Federation, Professional Support: 1300 654 367

How do you intend to publish or disseminate the results?

Only the researchers will have access to the raw data you provide. However, the findings of the research may be published in conference papers, peer-reviewed journal articles, and/or academic books.

Will the data and information that I have provided be disposed of?

Please be assured that only the researchers will have access to the raw data you provide. However, your data may be used in other related projects for an extended period of time. Over the next five years if the researchers publish articles about LGBTIQ teachers, students or curriculum inclusions, your anonymous data may be used in these publications.

Please note that minimum retention period for data collection is five years post publication. The data and information you have provided will be securely disposed of.

Can I withdraw from the study?

Participation is entirely voluntary and you are not obliged to be involved. If you do participate you can withdraw at any time without giving reason, which will not have an impact on your involvement with Western Sydney University and will not negatively impact your job in any way. To withdraw from the study, you simply close your browser window or navigate to another URL.

If you choose to withdraw, any data collected from you will not be used in the data analysis. Any information that you have supplied will be kept securely until such a time as it is destroyed.

What if I require further information?

Please contact Dr Jacqueline Ullman at J.Ullman@westernsydney.edu.au or on (02) 47360 270 should you wish to discuss the research further before deciding whether or not to participate.

What if I have a complaint?

This study has been approved by the Western Sydney University Human Research Ethics Committee. The Approval number is **H12843**. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Research, Engagement, Development and Innovation office on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

1. Please select "Yes" if you have read the information above and are happy to continue to the survey. If you select "No", you will no longer be eligible to participate in this element of the research.

- Yes, I am happy to continue.
- No thanks, I do not want to be involved.

LGBTIQ Survey

* 2. Number of years teaching

- 5 years or less
- 6 - 10 years
- 11 - 20 years
- 21 - 30years
- 31 - 40 years
- 41 years or above

* 3. Type of school or college in which you work?

- Infants
- Primary
- Secondary
- Central
- SSP
- TAFE

* 4. How would you describe the location of your school or college?

- Metropolitan
- Regional
- Rural
- Remote

* 5. Are you in a promotions position?

- Yes
- No

* 6. What is your current gender identity?

- Female
- Male
- Non-binary
- Different identity (please state)

* 7. What gender were you assigned at birth?

- Male
- Female

* 8. Intersex is a term for people born with atypical physical sex characteristics. There are many different intersex traits or variations. Do you have an intersex variation?

- Yes
- No
- I don't know
- Prefer not to say

* 9. Which term would you use to describe your sexuality?

- Lesbian, Gay or homosexual
- Straight (heterosexual)
- Bisexual
- Queer
- Different identity (please state)

* 10. Are you "out" in your school community

- Yes, to everyone (colleagues and students)
- Yes, to colleagues only
- No

* 11. The next questions are about how you have felt in your life more generally over the last month

	All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	no time
I have felt cheerful and in good spirits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt calm and relaxed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt active and vigorous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I woke up feeling fresh and rested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My daily life has been filled with things that interest me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next set of items will ask you about your experience of discrimination at school.

* 12. Have you experienced discrimination or disadvantage in your workplace based on your perceived or actual sexual orientation, gender identity or intersex status?

Yes

No

* 13. Who has discriminated against or disadvantaged you at work based on your perceived or actual sexual orientation, gender identity or intersex status, and how often does this occur?

	Verbal - Includes name calling, insults, teasing, intimidation, homophobic or racist remarks.	Physical - Could include hitting, pushing, shoulder clipping, blocking or damaging property.	Psychological - Designed to harm someone's social reputation and/or cause humiliation.	Employment opportunities - May include being looked over for particular subjects or positions.
Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parents or community members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

14. Can you please provide more detail regarding instances of workplace discrimination and/or disadvantage that you have experienced?

15. What impact has workplace discrimination and/or disadvantage had on you *professionally*?

16. What impact has workplace discrimination and/or disadvantage had on you *personally*?

* 17. Have you sought support as a result of the discrimination?

Yes

No

18. What support have you sought as a result of the discrimination and/or disadvantage you have experienced?

* 19. If you have reported incidents of discrimination and/or disadvantage, have you been satisfied with the result

- I have not reported incidents
- Yes
- No

If no, please explain what could have been done to satisfactorily resolve the matter.

20. Can you say a bit more about whether or not you found the support options open to you to be useful/beneficial?

21. Can you please provide more detail regarding instances of workplace discrimination and/or disadvantage that you have experienced?

In this section (Part A and B below) we will ask a series of items which give us a sense of how you think about your teaching ability. Please indicate your personal option by ticking the appropriate response to the right of each statement.

* 22. Part A

	Strongly Agree	Moderately Agree	Agree slightly more than disagree	Disagree slightly more than agree	Moderately Disagree	Strongly disagree
The amount a student can learn is primarily related to family background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If students aren't disciplined at home, they aren't likely to accept any discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I really try, I can get through to most difficult students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A teacher is very limited in what he/she can achieve because a student's house environment is a large influence on his/her achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If parents would do more for their children I could do more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 23. Part B

	Strongly Agree	Moderately Agree	Agree slightly more than disagree	Disagree slightly more than agree	Moderately Disagree	Strongly disagree
If a student did not remember information I gave in a previous lesson I would know how to increase his/her retention in the next lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I really try hard, I can get through to even the most difficult or unmotivated students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Is there anything you would like to add that may assist Federation in developing further support and resources for members?

* 25. Are you willing to be contacted to participate in a follow-up interview with the research team to discuss your workplace experiences?

Yes

No

26. If you are willing to be contacted, please provide your details below. You do not need to use your departmental email address or your real name. This information will not be associated with your responses from previous questions.

First name/Nick-name

Email Address

Thank you for your participation.

If this survey has brought up any issues for you and you would like to access support please consider the following options:

Lifeline: 13 11 14

- beyondblue: 1300 22 46 36
- CLife (3pm – midnight): 1800 184 527
- NSW Teachers Federation, Professional Support: 1300 654 367
-

APPENDIX C – Ethics Approval Letters (WSU and NSW Department of Ed)

Locked Bag 1797
Penrith NSW 2751 Australia
Research Engagement, Development and Innovation (REDI)



REDI Reference: H12343
Risk Rating: Low 2 - HREC

HUMAN RESEARCH ETHICS COMMITTEE

23 August 2017

Doctor Jacqueline Ullman
School of Education

Dear Jacqueline,

I wish to formally advise you that the Human Research Ethics Committee has approved your research proposal H12343 "Inclusivity in practice: Exploring how NSW teachers' perceptions of their school climate influences LGBTIQ-inclusive practices", until 23 April 2018 with the provision of a progress report annually if over 12 months and a final report on completion.
In providing this approval the HREC determined that the proposal meets the requirements of the National Statement on Ethical Conduct in Human Research.

This protocol covers the following researchers:

Jacqueline Ullman, Melanie Smith

Conditions of Approval

1. A progress report will be due annually on the anniversary of the approval date.
2. A final report will be due at the expiration of the approval period.
3. Any amendments to the project must be approved by the Human Research Ethics Committee prior to being implemented. Amendments must be requested using the HREC Amendment Request Form:
https://www.westernsydney.edu.au/data/assets/word_doc/0012/1096995/FORM_Amendment_Request.docx
4. Any serious or unexpected adverse events on participants must be reported to the Human Research Ethics Committee via the Human Ethics Officer as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the Committee as a matter of priority.
6. Consent forms are to be retained within the archives of the School or Research Institute and made available to the Committee upon request.
7. Project specific conditions:
There are no specific conditions applicable.

Please quote the registration number and title as indicated above in the subject line on all future correspondence related to this project. All correspondence should be sent to the e-mail address humanethics@westernsydney.edu.au as this e-mail address is closely monitored.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Elizabeth Deane'.

Professor Elizabeth Deane
Presiding Member,
Western Sydney University Human Research Ethics Committee

Dr Jacqueline Ullman
[Redacted]

DOC17/1042565
SERAP 2017455

Dear Dr Ullman

I refer to your application to conduct a research project in NSW government schools entitled *Inclusivity in practice: Exploring how NSW teachers' perceptions of their school climate influences LGBTIQ-inclusive practices*. I am pleased to inform you that your application has been approved.

You may contact principals of the nominated schools to seek their participation. **You should include a copy of this letter with the documents you send to principals.**

This approval will remain valid until 23-Apr-2018.

The following researchers or research assistants have fulfilled the Working with Children screening requirements to interact with or observe children for the purposes of this research for the period indicated:

Researcher name	WWCC	WWCC expires
Jacqueline Ullman	WWC0803990E	08-Sep-2020
Mel Smith	WWC0872909E	04-Jan-2021

I draw your attention to the following requirements for all researchers in NSW government schools:

- The privacy of participants is to be protected as per the NSW Privacy and Personal Information Protection Act 1998.
- School principals have the right to withdraw the school from the study at any time. The approval of the principal for the specific method of gathering information must also be sought.
- The privacy of the school and the students is to be protected.
- The participation of teachers and students must be voluntary and must be at the school's convenience.
- Any proposal to publish the outcomes of the study should be discussed with the research approvals officer before publication proceeds.
- All conditions attached to the approval must be complied with.

When your study is completed please email your report to: serap@det.nsw.edu.au
You may also be asked to present on the findings of your research.

I wish you every success with your research

Yours sincerely



Dr Robert Stevens
Manager, Research
9 October 2017

School Policy and Information Management
NSW Department of Education
Level 1, 1 Oxford Street, Darlinghurst NSW 2010 – Locked Bag 53, Darlinghurst NSW 1300
Telephone: 02 9244 5060 – Email: serap@det.nsw.edu.au



APPENDIX D – Interview Schedule

Do you think your school is inclusive of gender and sexuality-diverse teachers? Why? Why not?

How, if at all, are gender and sexuality diversity issues included or addressed in school meetings/processes?

Have you experienced/witnessed/perceived/heard about any kinds of discrimination against gender and sexuality-diverse individuals at your school?

Could you please take us for a walk through your school - In doing so please describe places where:

- You have experienced/witnessed/perceived/heard about discrimination
- Places where you think it would be safe/unsafe for gender and sexuality-diverse staff

What measures – if any - have been taken by your school to address the security and/or feelings of belonging of gender and sexuality-diverse teachers?

What kinds of things do you think your school needs to do, if anything, to improve the experience for gender and sexuality-diverse staff?