Towards a trans pedagogy of solidarity: creating trauma-informed, anti-oppressive learning environments to support gender diverse learners

Abstract
This Master of Education equips educators and school administrators who wish to better support trans and gender diverse students in the classroom and throughout the education system. This work introduces the historical and ongoing legacies of institutionalized transphobia, cissexism, compulsory heterosexuality, and binarism inherent within the colonial education system, which not only impedes the learning of trans and gender diverse students, but also contributes significantly to the discrimination and suicidality that they face on a daily basis. My literature review, as one piece of this portfolio, surveys contemporary gender identity and inclusion policies, contextualized by recent government attacks against such curriculum, in order to highlight the ongoing youth activism advocating for sexual and gender justice within the school system. The main task of this portfolio was to create two workshops that can be easily tailored for any educator who wishes to engage with the topic of gender as a social, political, and contextual project, as well as a deeply personal experience requiring self-reflection and safer conditions within which to consider its functionality in one's life. With the goal of serving as a toolkit, this portfolio offers up a theoretical paradigm in which an anti-colonial, anti-fascist trans pedagogy can be used to teach critical gender studies during times of rising bigotry against oppressed peoples, trans people among them.

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Ashburn, Jude

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Trans*-ing Classrooms: The Pedagogy of Refusal as Mediator for Learning. by Sj Miller 1,2. 1. Schools can be disrupter and mediator to support trans*+ and gender creative youth in their recognition and instill a positive sense of self worth. Such an affirmed sense of self can then spatialize throughout the school and their lives. Refusal as a pedagogical strategy can disrupt these processes whereby spatialization has potential to change mindsets and, thereby, be sustained across contexts.

Towards a Complexity-Informed Pedagogy for Language Learning. Uma proposta de pedagogia para aprendizagem. to generate informed principles for teaching and learning, which can inspire. reflection and open up thinking about the appropriacy of methods and. materials for specific settings and groups of learners. I will now consider three. such approaches and selectively report on some of the ways in which I see them. as relating to complexity perspectives and what we can learn from them for a. complexity-informed pedagogy. 3.1. Appropriate methodology. Keywords: anti-oppression pedagogy; embodied learning; neo-liberalism; racialized. faculty.

Introduction. By anti-oppressive. classroom or pedagogy, we are referring to a classroom pedagogy that addresses the. myriad ways in which racism, classism, sexism, heterosexism, and other forms of. subjugation and oppression play out in educational institutions and broader society. undergraduate institution, which to some extent informs why she enjoys more latitude in. experimenting with diverse approaches in her classroom. Anne identifies as a white My thinking about trauma in the classroom did not begin when students at Oberlin College first petitioned for the incorporation of trigger warnings in class syllabi, or when Slate proclaimed 2013 "the year of the trigger warning" (Flaherty, Marcotte). The consideration of trauma in our classroom is not a question of pedagogy or academic labor. It is not about academic freedom, the latest administration of neoliberal policy, or even a debate at all. Teaching with trauma is our daily life. Rather than rehashing the overly determined supporting 4 and opposing sides 5 of the debate, this essay will contextualize the discourse surrounding trigger warnings within the intersecting politics of
disability and feminist pedagogies.