Rainbow Ready roadmap

Guide B5: Setting guide for learning environments (accessible)

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Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.

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In this document, ‘Aboriginal’ refers to both Aboriginal and Torres Strait Islander people.

The Victorian Government acknowledges the contributions of Dr Catherine Barrett and Daniel Witthaus in developing this resource.

ISBN 978-1-76130-422-4 (online/PDF/Word)

Available at [Rainbow Ready roadmap](https://www.vic.gov.au/rainbow-ready-roadmap) <https://www.vic.gov.au/rainbow-ready-roadmap>.

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# About the Rainbow Ready roadmap

The **Rainbow Ready roadmap** is a set of resources for rural and regional communities to build lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+) inclusion. The resources were developed by LGBTIQA+ communities for all regional and rural communities to work together to address inequalities experienced by LGBTIQA+ people. The **Rainbow Ready roadmap** responds to calls from rural and regional Victorians for the need to build LGBTIQA+ inclusion by equipping communities with practical resources.

# About this setting guide

The setting guide should be read following **Guide A: User guide**.

The **Setting guide for learning environments** has been developed for rural and regional **learning environments** that want to be more LGBTIQA+ inclusive by using the **Rainbow Ready roadmap**. Learning environments include TAFE colleges, universities and schools. It recognises that students of all ages can experience LGBTIQA+phobic bullying that reduces their capacity to learn.

This setting guide includes:

1. A goal for learning environments to become LGBTIQA+ inclusive
2. 10 indicators to show that the goal has been achieved
3. Tips and suggested activities for achieving each indicator

The goal and indicators in this **setting guide** have been developed from consultations with learning environments in rural and regional Victoria. The resource also draws on the Victorian Government’s Safe Schools program,[[1]](#footnote-1) which is delivered by the Department of Education and Training.

# Using the setting guide

This setting guide is used in:

* **phase 2 – assess** your community group’s current state of LGBTIQA+ inclusivity with the measurement and evaluation tool, identifying areas for improvement
* **phase 3 – plan** your activities using the action plan
* **phase 4 – evaluate** your progress, again using the measurement and evaluation tool to measure action and activity outcomes against the indicators for LGBTIQA+ inclusivity.

## Steps

1. Read this **setting guide** including its goal, indicators, tips and suggested activities.
2. Complete an assessment of the current state of your community group against the indicators for LGBTIQA+ inclusion, using the **measurement and evaluation tool**.
3. Use the results and the setting guide to identify areas for opportunity. Develop your **action plan** to improve against the LGBTIQA+ indicators of inclusion.
4. Deliver the activities under your **action plan**.
5. After you have completed your project, use the **measurement and evaluation tool** to again measure your progress against the LGBTIQA+ indicators of inclusion.
6. Discuss results and findings with your project team and LGBTIQA+ community members. Consider making the evaluation report publicly available to show progress.
7. Repeat your evaluation to check progress until all indicators have been achieved.

## When you’re Rainbow Ready

When you feel you have finished your Rainbow Ready project please do share the good news. We want to hear how you’re driving LGBTIQA+ inclusion in your local community. To share your story, both your successes and your lessons learned, simply email the Equality Unit.

It’s one of the main purposes of this project, as LGBTIQA+ people across the state told us they would like to see how inclusion work was done. We want you to share your stories so that others can apply the lessons in their own town, community or organisation.

# Goal and indicators for learning environments

## Goal

The learning environment, including universities, schools and TAFE colleges, is free from anti-LGBTIQA+ bullying and discrimination, and LGBTIQA+ students feel safe and supported.

## Indicators

Indicators are measures used to understand the ways in which a learning environment has strengthened its LGBTIQA+ inclusion, and where there might be room for improvement.

Each indicator aligns with one of the four core principles of LGBTIQA+ inclusion.

### Understanding

1. Education is provided to staff on how to support LGBTIQA+ students.

### Inclusion

1. LGBTIQA+ students are supported to take part in the learning environment.
2. Support is provided for an LGBTIQA+ student support group.

### Visibility

1. The learning environment has a policy on LGBTIQA+ inclusion.
2. Curriculum content and language is LGBTIQA+ inclusive.
3. The learning environment displays messages of welcome to LGBTIQA+ staff and students.

### Safety

1. LGBTIQA+ students and staff are free from bullying and discrimination.
2. LGBTIQA+ students and staff feel safe in the learning environment.
3. Potential risks to the safety of LGBTIQA+ students and staff are identified and minimised.
4. The learning environment responds to anti-LGBTIQA+ incidents by supporting LGBTIQA+ staff and students and taking steps to prevent future incidents.

The 10 indicators are used to show the goal has been achieved or areas for improvement.

# Tips and suggested activities

The following activities and tips will help you achieve the indicators and progress your **Rainbow Ready roadmap** activities.

## Are you considering intersectionality?

Intersectionality is an approach to understanding the diverse experiences of people and their identities. It involves recognising that this can create different layers and types of discrimination for an individual or group.

It is important to understand that LGBTIQA+ experiences are not all the same.

As well as being diverse in their sexuality, gender identity or sex characteristics, LGBTIQA+ people are diverse in other ways. This might include their Aboriginality, ethnicity, skin colour, nationality, refugee or asylum seeker background, migration or via status, language, faith, ability, age, mental health, housing status or geographic location. For example, LGBTIQA+ Victorians from ethnic faith communities experience life as LGBTIQA+, as well as being a person of colour and person of faith.

It is critical to consider intersectionality when using the **Rainbow Ready roadmap**. This will help ensure your activities engage, include, support and respond to the needs of all LGBTIQA+ people.

| Indicator | Tips | Activities |
| --- | --- | --- |
| 1. **Education is provided to staff on how to support LGBTIQA+ students**
 | * Staff who understand LGBTIQA+ experiences and challenges may be more likely to understand the need for LGBTIQA+ inclusive learning environments.
* Training should support staff to reflect on their own values and beliefs, and the impact these have on how they engage with LGBTIQA+ students in the classroom.
 | * Schedule annual training for staff to build knowledge and understanding of LGBTIQA+ experiences.
* Collaborate with local community groups to host an educational workshop on LGBTIQA+ allyship.
* Develop an inclusion policy to communicate expectations on LGBTIQA+ inclusivity to staff.
 |
| 1. **LGBTIQA+ students are supported to take part in the learning environment**
 | * Read the Victorian Government’s **Guide to making your school safe for LGBTIQA+ students**.[[2]](#footnote-2)
* When LGBTIQA+ students feel supported, they can contribute meaningfully in the classroom.
* Supporting LGBTIQA+ students can decrease absenteeism.
 | * Incorporate messages of LGBTIQA+ support in senior staff speeches at assemblies and public events.
* Display posters that celebrate diversity.
* Complete a Safe Schools participation plan.[[3]](#footnote-3)
* Promote appropriate LGBTIQA+ support services such as Rainbow Door.[[4]](#footnote-4)
 |
| 1. **Support is provided for an LGBTIQA+ student support group**
 | * LGBTIQA+ students who express interest in establishing LGBTIQA+ support groups are assisted to do so.
* LGBTIQA+ support groups are provided with ongoing assistance.
 | * Promote the support group to all new students when they start at a university, school or TAFE.
* Provide funding to the LGBTIQA+ support group to run an IDAHOBIT[[5]](#footnote-5) event.
 |
| 1. **The learning environment has a policy on LGBTIQA+ inclusion**
 | * Policies on LGBTIQA+ inclusion can clarify expectations on providing LGBTIQA+ inclusive spaces for students and safe workplaces for staff.
* Consultation with LGBTIQA+ students and staff can help identify content for policies on inclusion.
 | * Develop an inclusion policy that explicitly mentions support for LGBTIQA+ students, staff and their families.
 |
| 1. **Curriculum content and language is LGBTIQA+ inclusive**
 | * Review the Victorian Government’s **Inclusive language guide**.[[6]](#footnote-6)
* LGBTIQA+ students and staff will value the use of inclusive language. This allows them to feel seen, valid and represented.
* Inclusive language can have a positive impact for students and staff who don’t feel safe disclosing their LGBTIQA+ identity.
 | * Include inclusive language in printed and online learning materials.
* Consider how curriculum content and language can be inclusive of diverse LGBTIQA+ communities. For example, you could include images of people of colour in learning resources.
* Emphasise the importance and contributions of LGBTIQA+ people across history.
 |
| 1. **The learning environment displays messages of welcome to LGBTIQA+ staff and students**
 | * Rainbow flags, stickers and badges can provide simple welcome signals.
* Support these symbols with meaningful actions and policies.
 | * Celebrate or commemorate key LGBTIQA+ days of significance.
* Communicate the school’s vision for creating a safe learning environment.
 |
| 1. **LGBTIQA+ students and staff are free from bullying and discrimination**
 | * Creating an LGBTIQA+ inclusive learning environment is key to addressing bullying and harassment, and preventing student suicide and self-harm.
* The commitment to becoming a safe learning environment may result in less discriminatory behaviour and increased student attendance.
 | * Document and promote a commitment statement to LGBTIQA+ inclusivity on your website.
* Offer bystander training to staff, to support them in challenging discriminatory language or behaviour whenever they witness it.
* Support student-led LGBTIQA+ activities, sporting events and support groups.
 |
| 1. **LGBTIQA+ students and staff feel safe in the learning environment**
 | * Students who do not feel safe or included cannot learn effectively and reach their full potential.
* Student-led action is an effective way to create change in learning environments. Consult with LGBTIQA+ support groups and students to understand their experience of safety.
 | * Conduct an all-staff and student survey to get feedback on whether LGBTIQA+ staff and students feel safe.
* Publish a plan to address any areas for improvement identified by the survey.
 |
| 1. **Potential risks to the safety of LGBTIQA+ students and staff are identified and minimised**
 | * The learning environment should consult with LGBTIQA+ consumers or service users about their safety concerns.
* Consider any risks to LGBTIQA+ students or staff.
* Remember that under Victoria’s Schools Mental Health Fund, wellbeing programs can include LGBTIQA+ affirming work.
 | * Create a risk management plan to ensure LGBTIQA+. students and staff are supported to feel safe.
* Forge partnerships with local community groups to undertake a joint Rainbow Ready project, addressing safety concerns collaboratively.
 |
| 1. **The learning environment responds to anti-LGBTIQA+ incidents by supporting LGBTIQA+ students and staff and taking steps to prevent future incidents**
 | * Take immediate steps to stop the incident. Offer support to the LGBTIQA+ student or staff member.
* Provide feedback or discuss consequences of actions with the perpetrator.
* Communicate to student, staff, parent and carer bodies that anti-LGBTIQA+ incidents will not be tolerated.
 | * Create a policy for responding to anti-LGBTIQA+ events and a system for keeping a record of incidents, responses and follow-ups.
 |

1. Visit the [Victorian Government’s website](https://www.vic.gov.au/safe-schools) <https://www.vic.gov.au/safe-schools>. [↑](#footnote-ref-1)
2. Visit the [Victorian Government’s website](https://www.vic.gov.au/safe-schools) <https://www.vic.gov.au/safe-schools>. [↑](#footnote-ref-2)
3. Visit the [Victorian Government’s website](https://www.vic.gov.au/safe-schools) <https://www.vic.gov.au/safe-schools>. [↑](#footnote-ref-3)
4. Visit the [Rainbow Door website](https://www.rainbowdoor.org.au/) <https://www.rainbowdoor.org.au/> [↑](#footnote-ref-4)
5. Visit the [Victorian Government’s website](https://www.vic.gov.au/idahobit-day-events-victoria) <https://www.vic.gov.au/idahobit-day-events-victoria>. [↑](#footnote-ref-5)
6. Visit the [Victorian Government’s website](https://www.vic.gov.au/inclusive-language-guide) <https://www.vic.gov.au/inclusive-language-guide>. [↑](#footnote-ref-6)