

## Visions Week 1 Video Transcript

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Brandie Waid: We will go ahead and.

Brandie Waid: get started Hello everyone.

Brandie Waid: Can you hear me.

Brandie Waid: Alright cool.

Brandie Waid: So thank you for joining me on this journey i'm excited to have you all here and to talk about supporting.

Brandie Waid: better ways to support our LGBT Q plus students and to be humanized or mathematics teaching.

Brandie Waid: For them, so to get us started, something that and sorry kyle you've already seen this the first two slides.

The get us started, I often like to.

Brandie Waid: start with this quote from Autumn Kent who's a transgender mathematician and she says, I come to mathematics carrying all of my humanity my relationships put it passes through my experience.

Brandie Waid: and affects my view of my world and I bring to it my perceptions I don't relate to Bertrand Russell's notion that mathematics beyond humanity without us it is nothing, and I really like that quote because I feel like it really resonates with me and with.

Brandie Waid: The way that I have to bring my queer identity.

Brandie Waid: To my mathematical identity so kind of in the spirit of honoring who who it is, I am and who it is and what it is i'm bringing to this work, I always like to position myself before you know I get started and.

Brandie Waid: Any presentation or conversation with people about this, so I am cis gender woman, I am queer white and latinx, I am a teacher educator and a coach I live in New Jersey, but it was originally born in Florida.

Brandie Waid: I am a mild traumatic brain injury survivor I am monolingual

Brandie Waid: And a former middle and High School mathematics teacher, there are other things there which you're welcome to look at. Another time but those are some of the main things and those all frame.

You know where I come from, I come to this work and influence the things that you know I bring to it, so a couple of things we're going to start by setting norm, because we will be meeting a few times So the first thing that.

Brandie Waid: are wanting to say is that we want this to be a brave space, not a safe space and if you're familiar with the tenants of a brave face the first is that other person's controversy with civility where varying opinions are expected with a group commitment to understand the source.

Brandie Waid: Of those fish.

Brandie Waid: I think it's supposed to be disagreement, I have no idea.

Brandie Waid: For the common solution i'm not really sure what happened there.

Brandie Waid: owning intentions and impact and which we acknowledge and discuss instances where dialogue has affected the emotional well being in person.

Brandie Waid: We challenged by choice, so we have the choice to step in and out of conversations when we're.

Brandie Waid: feeling challenge respect we're going to show respect for everyone's basic personhood and no attacks.

Brandie Waid: Were members agreed not to intentionally inflict harm, but again, that kind of comes back to the owning intentions verse intentions vs impact so.

Brandie Waid: we're not going to intentionally like inflict harm it could happen, though, so we also have to own up to the fact that those intentions might not always line up with the impact.

Brandie Waid: And that's the source from from a space, the brave space.

Brandie Waid: That i'm playing for you, so I want to take a couple of minutes to think about what it is that we need in order to make this a brave space.

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Brandie Waid: So there are three questions that I usually like to do my students, which is what do we want our conversations to sound like what do we want our conversations to look like and what do we want our conversations to feel like.

Brandie Waid: To make these things happen so i'm gonna play a song again and let you kind of do a free right and kind of reflect on that and then we'll come back together

Brandie Waid: Ok.

Brandie Waid: Does anyone want to share, you can either do it, you know by coming off of mute, or by typing in the chat but what are some of the things that we would like our conversation to .

Brandie Waid: sound like look like or feel like to keep to this brave space.

Brandie Waid: Collaborative. I like that.

Brandie Waid: Yet caring. I like that.

Brandie Waid: There we go.

Jessica Lee she/her: hi JESSICA.

Jessica Lee she/her: I think it would be.

Jessica Lee she/her: I don't know i've seen it on Twitter already i'm like already December tired i'm pretty much at the end. And it's we've been in school for like seven weeks.

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Jessica Lee she/her: so One thing I hear a lot of like giving ourselves grace.

Jessica Lee she/her: Like the summer wasn't long enough lesson plans aren't going to be perfect before they're delivered and that's okay.

Brandie Waid: yeah so extend ourselves grace.

Brandie Waid: I like, I usually tell my students.

Brandie Waid: When it because they always say like be kind to each other as the norm but like also be kind to yourself.

Brandie Waid: anyone else, want to add.

Brandie Waid: yeah.

Brandie Waid: i'm gonna write embrace cognitive dissonance.

Brandie Waid: needed more calm that's all okay so.

Brandie Waid: center.

Brandie Waid: calm and healing some of that kyle.

Brandie Waid: Center calm and healing.

Brandie Waid: Not showing us yet, but I am typing these into a slide in another window just not showing up.

Brandie Waid: Alright cool well what we'll do, and this is something I also do with my usually my college students and then with my.

Brandie Waid: secondary students and middle I usually do this like once a week we come back to the norm.

Brandie Waid: and

Brandie Waid: stuff is getting them presenting it it'll show Thank you and we come back to the norm, so that it will.

Brandie Waid: There we go to see if we're keeping them and see if there's anything that we need to add or change as we move along so we'll do that, but when we come back together in.

Brandie Waid: Two weeks.

Brandie Waid: Okay cool alright, so now that we have some norms set in place, I think is a good idea for us to get to know one another.

Brandie Waid: So if you could, and you can volunteer in whatever order you want we're going to say three things the first is our name I mean I guess.

Brandie Waid: Our name and if comfortable.

Brandie Waid: cannot spell today.

Brandie Waid: pronoun.

Brandie Waid: The second and if you're also comfortable putting your pronouns and you're actually all have it and everyone just kidding.

Brandie Waid: Second, is your educational context.

Brandie Waid: And location, like you, don't have to be like I live on ashland avenue, but like you know state or whatever.

Brandie Waid: And then the.

Brandie Waid: song that is giving life right now.

Brandie Waid: Okay, so I will first.

Brandie Waid: So, my name is Brandie, and my pronouns are she her Ella.

Brandie Waid: And my educational context is currently.

Brandie Waid: A math coach and I also run a professional development organization with my friends that we started.

Brandie Waid: that's based in New Jersey Radical Pedagogy Institute and a song that is giving me life.

Brandie Waid: is probably the lil nas X song

Brandie Waid: Industry baby.

Stephanie (she/her) Treaty 6: I'll go next.

Stephanie (she/her) Treaty 6: um my name is Stephanie. Steph is fine, I use she her pronouns and my educational context is just recently graduated from a master's degree, I also teach junior high math I am in Alberta, unfortunately.

Stephanie (she/her) Treaty 6: And a song like it's giving me life i'm kind of torn I like budding trees by neko and medicine for the people or resilient by rising appalachian.

Brandie Waid: Thank you, so let me.

Brandie Waid: were those right.

Brandie Waid: letting trees for resilience ya know I meant, like all the songs after.

Brandie Waid: Dewey you want to go.

Dewey Gottlieb (he/him): Sure yeah everyone aloha from Hawaii.

Brandie Waid: My name is, Dewey Gottlieb

Dewey Gottlieb (he/him): he/him pronouns my work in Hawaii Department of Education work at the steep assessment office practice I was the steep math specialist for about 10 years.

Dewey Gottlieb (he/him): My classroom experience was high school I taught high school math for 14 years, mostly in Hawaii 11 years in Hawaii but three and Ohio i'm.

Dewey Gottlieb (he/him): A song give me I just drove out to grab lunch it's only about 150 and afternoon here and I was listening to a choice of unsung angel baby I don't know, I was having fun on the car listening to that so i'll go with it i'll go with choice of arms angel baby.

Dewey Gottlieb (he/him): Nice to meet you.

Brandie Waid: Nice to meet you as well.

Kyle Whipple (he/him/el): I can go.

Kyle Whipple (he/him/el): Kyle Whipple he him his pronouns.

Kyle Whipple (he/him/el): um let's see I taught secondary mathematics and rural northeast Missouri for 20 years so when you're in rural areas, you have a tendency to teach a lot of grades so i've taught seven through 12.

Kyle Whipple (he/him/el): I currently am teaching pre service teachers in Wisconsin but I live in St Paul, so I have a little bit of a commute.

Kyle Whipple (he/him/el): Because I have a commute I have to listen to a lot of music.

Kyle Whipple (he/him/el): And I would say my favorite song for a while now, has been in daily course swan dive so have fun looking that up.

Brandie Waid: Thank you, thanks.

Brandie Waid: Okay that leave you Jessica.

Jessica Lee she/her: I i'm my name is JESSICA I teach in the San Jose mountain view area in California I teach middle school math mostly eighth graders and I got an elective this year I get to teach personal finance to eighth grade or sixth, seventh and eighth graders.

Jessica Lee she/her: that's been interesting.

Jessica Lee she/her: that's where I need most grease though i'm.

Jessica Lee she/her: i've been here about five years it's my fourth or fifth year now i'm songs are hard um because I don't listen to a lot of music, but the one that i've.

Jessica Lee she/her: get stuck in my head recently is recently we went to we went to an outdoor drag show that the local youth LGBT Q Center put on this very two and one song that one of the.

Jessica Lee she/her: or not it's kids but one of the youth that did a drive performance to it, it was dual leap buzz physical.

Jessica Lee she/her: song for you and put it in the chat it's really.



Jessica Lee she/her: yeah.

Brandie Waid: you're ready.

Jessica Lee she/her: i'm more podcasts these days than I am music but.

Jessica Lee she/her: That would be a song, if I had to choose a song.

Brandie Waid: awesome.

Brandie Waid: Thank you so much, thank you all for humoring me and giving you new music to look up, I appreciate it.

Brandie Waid: So very cool.

Brandie Waid: Alright, so we'll get to know each other, a little bit better.

Brandie Waid: You know, as we move through the sixth session every other week, but what we want to do so, I told you that I like to position myself in this work and think about like kind of what Frame of Reference i'm bringing.

Brandie Waid: So I think it's important for all of us to do that, especially since we have a time or going to be here, you know, seeing each other for a few weeks, at least.

Brandie Waid: So these are, this is what 16 questions from this is actually from a psychology group which they take for this kind of.

Brandie Waid: assessing their bias for frame of reference, when they're thinking about gender identity and sexuality um.

Brandie Waid: I know some of us are queer. i've taken this and it still has been helpful, so I tried to find something that would be helpful for those that are clear and those that are not.

Brandie Waid: So I thought, what we would do is i'm going to play some music for up.

Brandie Waid: I mean they're 16 questions, so we can do 15 or 20 minutes.

I was leaning towards 20 minutes to kind of think through them and, like reflect on them, but what do y'all think.

Jessica Lee she/her: You want us to respond to all 16 of these.

Brandie Waid: Just think about that i'm like just You can write on a piece of paper whatever we're not necessarily going to share our answers the next slide is just we're gonna look at.

Brandie Waid: You know, like was there anything surprising.

Brandie Waid: Where did anything come up for you, how does it reflect.

Brandie Waid: come up in our everyday life, and how does it reflect in a classroom So those are the key things that we're going to come back together and talk about you don't necessarily have to get through all the questions but it's just.

Brandie Waid: To kind of get us thinking and being like Oh, you know, maybe I don't know three LGBTQ historical figures or whatever um so.

Brandie Waid: A question.

Jessica Lee she/her: 20 minutes is good that would give a little bit over a minute for each question.

Brandie Waid: yeah that's why I was like 15 is like less than a minute, a question that feels inappropriate.

Brandie Waid: I think cool all right, so it will be 20 minutes and I will put on some tunes

Brandie Waid: I look up your song well I do it

Brandie Waid: Ok.

Brandie Waid: So was there anything that we found surprising.

Brandie Waid: When we were completing this reflections oh before we actually do this Kevin do you want to introduce yourself, I know.

Brandie Waid: A lot of the folks here know you, but the things we said and i'm not gonna let you off the hook.

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Brandie Waid: The things that we said when our name and if we were comfortable sharing our pronouns our educational context and location and then a song that was giving us life.

Kevin Dykema: Oh.

alright.

Kevin Dykema: The first you're like oh I'm good.

Kevin Dykema: unit you got to the last.

Kevin Dykema: i'm Kevin day come on my educational I am a I used to be a math teacher, for many, many years.

Kevin Dykema: And this year i'm out of the classroom serving as a district wide math consultant and working with a lot of new teachers and doing lots of other things.

Kevin Dykema: In addition to that, and I have a class because i'm the President elect for the National Council of teachers of mathematics, which requires quite a bit of out of class time.

Kevin Dykema: And my district didn't really want to get a sub for 90 days my preferred pronouns he him are wonderful and a song cool.

Kevin Dykema: that's a tough one, I don't really listen to music all that tremendously off, I was the sports radio on my three minute drive back and forth to work.

Kevin Dykema: So i'm going to i'm going to COP out on that one because I don't know that i've really listened to the radio all that much do you be able to say intelligently on intelligently.

Brandie Waid: You have any favorite every.

Kevin Dykema: No

Brandie Waid: Next time, the next time you come back you can tell us the song.

Kevin Dykema: I will work on that.

Brandie Waid: Okay alright sounds good.

Brandie Waid: cool the thanks for humoring me Kevin.

Brandie Waid: Okay, so now that we have introduction was there anything that we found particularly surprising, as we completed the reflection of those questions that anyone willing to share.

Kyle Whipple (he/him/el): was surprised that it took me a while to name three.

Kyle Whipple (he/him/el): LGBTQ plus historically significant figures, especially because I consider myself like this really sort of innovative person who's always doing inclusion is like yeah and I was like surely I can name three and then I need to, and I was like.

Kyle Whipple (he/him/el): that's it I got to like so.

Kyle Whipple (he/him/el): That was shocking and disappointed in myself so.

Brandie Waid: I had the first time I took the test, I have a problem, though you're not alone.

Brandie Waid: anyone else.

Jessica Lee she/her: have already had a couple kids tell me this year that they're weird That was a fun combo.

Jessica Lee she/her: I don't I don't have photos or anything I don't talk about.

Jessica Lee she/her: My personal life, but I do run around with a bracelet and my classroom is like rainbows barfed all over it.

Jessica Lee she/her: So I think the kids that need to see it have figured it out so that's.

Brandie Waid: yeah that's awesome.

Jessica Lee she/her: But I also struggled with the LGBT historical figures and stuff like that.

Brandie Waid: How about the pets.

Brandie Waid: The question about the pets did anyone stand out to anyone or was it just me.

Jessica Lee she/her: we've talked about that in our GSA how people care so much about correcting their dogs gender and we'll say silly things to kids about their genders like it's, this is the standard for pets higher than it is for humans.

Brandie Waid: yeah.

Brandie Waid: anyone else.

Brandie Waid: Kevin I don't have pets either which is why I was like I never thought of that for children, I also don't have children.

Kyle Whipple (he/him/el): I had to look up whether or not coca was gendered I was like I don't know if that name is Jen I have no idea we have a dog named Coco because the dog looks like cocoa like hot cocoa like.

Kyle Whipple (he/him/el): And we have a cat named galley yeah.

Kyle Whipple (he/him/el): We have a cat named tally because the cast calico so we were very unimaginative in our.

Kyle Whipple (he/him/el): situation.

Kyle Whipple (he/him/el): So.

Brandie Waid: yeah right.

Stephanie (she/her) Treaty 6: me the the one where it asked like how.

Stephanie (she/her) Treaty 6: number seven.

Stephanie (she/her) Treaty 6: number seven, where it was like asking about how you feel when.

Stephanie (she/her) Treaty 6: Like everyone do you use just male /female.

Stephanie (she/her) Treaty 6: attributions so I teach in a French immersion program and in French, there are like three articles there's the female gender male gender and then there's and then there's the plural and so like if I wanted to say mathematician like we're all mathematicians I.

Stephanie (she/her) Treaty 6: Like the plural version also has to be gender attributed so it would be like mathematica for for male or or.

Stephanie (she/her) Treaty 6: yeah and then it would be math for female and the plural you just pop an s on the end of each of them right so, then I guess I get like really torn because i'm like I really want a gender neutral version.

Stephanie (she/her) Treaty 6: In French because I don't want you know I don't want students to think that I think it's a binary and like yeah so that one kind of caught me in the gut cuz I was like.

Stephanie (she/her) Treaty 6: I don't know how to fix that, though. So yeah.

Brandie Waid: Does anyone know of anything as far as languages.

Brandie Waid: We refer to make plural is particularly French and Spanish for gender neutral.

Kyle Whipple (he/him/el): Does friendship grouping words the way English does for like groups of animals, like is a group of Lions of pride and French sure you just call it a group of Lions.

Kyle Whipple (he/him/el): Because I use that with students, they loved it my middle school students, especially I would call them a pride or a covenant or a murder and then they would have to go look it up like what the heck is a murder like, why are we being called that.

Kyle Whipple (he/him/el): Those are all very gender neutral, but I don't know if I don't speak French, so I don't know French does that or not.

Stephanie (she/her) Treaty 6: i'm going to look into that.

Stephanie (she/her) Treaty 6: Nothing comes to mind, but i'm sure, there must be i'm going to look into that Thank you.

Brandie Waid: that's awesome Thank you kyle.

Brandie Waid: There are some resources and i'll actually lift them up and send them to you and post them on the website that you all, should have gotten an email inviting you to just you.

Brandie Waid: Know Kevin you didn't.

Brandie Waid: Alright, so drop me a.

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Brandie Waid: Link or drop me a note in the chat if you did they get it and i'll make sure that you do.

Brandie Waid: Because we're gonna i'm also going to show you how to access it before we leave tonight, but I will put on there stephanie because I do know that I thought I was a teacher educator and here in New Jersey, for a little while and I taught everyone even more languages.

Brandie Waid: So, like we hadn't been kind of conversations and we made like a list of resources so i'll go back and dig through to see what the French students.

Brandie Waid: said in particular.

Brandie Waid: So yeah cool all right.

Brandie Waid: So, then the next question is wow you were completing your reflection were there any thoughts or emotions that came up for you, but you again now you'd be willing to share it's Okay, if the answer's no.



Kyle Whipple (he/him/el): Ever quite a bit of joy and when I was reading the ones about you know how do you feel when you see we're couples displaying affection in public like yay.

Kyle Whipple (he/him/el): um you know, not that I do that close to them, but in my head up doing that.

Kyle Whipple (he/him/el): And so, a lot of those I think we're just sparked a lot of joy like I was like Oh, this makes me super happy with this happens, also.

Brandie Waid: I feel that I also sometimes.

Brandie Waid: Do we wrote agreed kyle has been reaction to that question yeah sometimes I like spare too long and i'm like it's only because I know your family like please don't think i'm being rude.

Brandie Waid: I kinda wanna say that.

Brandie Waid: But yes family yeah alright cool.

Brandie Waid: How does the bullies, how do we think those beliefs show up in our everyday lives.

Brandie Waid: Like, why did, why is it important to think about these questions.

Dewey Gottlieb (he/him): I don't know if this will directly answer your question Randy but, as I was.

Dewey Gottlieb (he/him): reflecting on question which one eight about being like term and agenda person.

Dewey Gottlieb (he/him): I remembered the student I had when I was teaching. and

Dewey Gottlieb (he/him): The student's name is Brooke and from day one, the student presented himself as male and so the whole semester whole year I'm referring to him, as he Senior I mean I was you know, using male pronouns and then, when he was absent.

Dewey Gottlieb (he/him): He was he was he was absent, and so I was walking around the room helping the kids around and I sat down in his chair next can look to when I was, I was bringing books you're not here today right I'll just sit in his chair and then one of the students said, you know Brooke's a girl right.

Dewey Gottlieb (he/him): And then, like these feelings inside and we were just like oh I, but I do want to make an issue of it right, and I was like okay I knew but it's.

Dewey Gottlieb (he/him): Just like um what do I do and it's always like do I apologize to him, because the whole semester, I was just calling us, I was always referred to him.

Dewey Gottlieb (he/him): Using male pronouns and.

Dewey Gottlieb (he/him): And then I I just anyway, I was struck by that and so when I read that question just reminded me of that, and so I think.

Dewey Gottlieb (he/him): You know, it was.

Dewey Gottlieb (he/him): For me, it was do I make an issue out of it or no clearly he was comfortable he maybe he was happy that I saw him that way because that's how you how he presented himself and.

Dewey Gottlieb (he/him): But then there after that I was, I was kind of like I was just anyway, I don't I don't know where I'm getting at, but just in terms of kind of like your question about how to your beliefs translate into into your actions and, of course, you know.

Dewey Gottlieb (he/him): being gay, I know, want to be supportive and be a cheerleader for these kids, but in this particular instance I was like oh wow.

Dewey Gottlieb (he/him): What was you know anyway.

Dewey Gottlieb (he/him): I don't know if I answered your question, but I know initially I didn't want to make an issue in front of the other kids I was like oh yeah I knew what's the big deal.

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Dewey Gottlieb (he/him): But for him, in particular, I was like what, how do we handle that it was really it was just very strange for me so anyway.

Dewey Gottlieb (he/him): The question.

i'm sorry.

Brandie Waid: Did you talk to Brooke or.

Dewey Gottlieb (he/him): I never did I never did because I didn't know what to say, but I didn't change how I treated him.

Dewey Gottlieb (he/him): and

Dewey Gottlieb (he/him): But I never did and I kind of regretted it and I wish I could have been you know.

Dewey Gottlieb (he/him): A better advocate send them a message of somehow like you know but anyway, you had a good relationship, nonetheless, but no, I never did and I kind of regretted that but I did.

Brandie Waid: anyone else have some thoughts.

Brandie Waid: either in response to that, or like what you would do in that situation or like about one of the other questions like how these things my influence our everyday lives or our classroom.

Kyle Whipple (he/him/el): You can tell you that when I was a kid and folks he helped me I was it was like I had passed the test, so I don't know if that helps make you feel better do it, but.

Kyle Whipple (he/him/el): I would have been thrilled that you thought me he have.

Kyle Whipple (he/him/el): A year I would get mad when the kids who knew would correct the teacher i'd be like what the heck did you do that for like things are going fine.

Dewey Gottlieb (he/him): I get that.

Brandie Waid: And it makes me think like.

Brandie Waid: I feel like for a long time.

Brandie Waid: Like I was never taught in my teacher education programs to like ask for pronouns students were comfortable sharing on like a beginning of your survey or whatever.

Brandie Waid: So, like it wasn't something I thought about, and so you know a few years of teaching i'm like oh shit like yeah that's probably would be a good idea um so I feel that doing really do, and I also i've also been catching myself lately thinking about.

Brandie Waid: i've been thinking about how.

Brandie Waid: We always feel the need to gender someone when we're telling a story, even if it's a stranger and and I caught myself being.

Brandie Waid: Like when i'm telling a story about someone who like did not annoy me I use gender neutral pronouns and if I am telling a story about someone that did annoy me it's usually he.

Brandie Waid: Usually, is a pronoun that's attached to it, which is interesting, but i've been trying to i've been thinking lately a lot about like.

Brandie Waid: Changing my language to say you know, particularly in like the image description like if it's not clear like if this person has not been identified as a woman or man or you know.

Brandie Waid: figuring out is it necessary to say, like their masculine presenting, or is it just fine to just say a person smiling, you know.

Brandie Waid: So.

Brandie Waid: I don't have the answer it's just something i've been thinking about lately I don't know if anyone has thoughts about that.

Brandie Waid: anyone else, want to share how any of these things.

Brandie Waid: These questions might show up in our our answers to these questions may show up in our everyday lives, there are classes before we move on.

Brandie Waid: Okay we'll keep going so we are going to watch a short video.

Brandie Waid: From the educational trump.

Brandie Waid: minute and then we'll talk about it.

Brandie Waid: Here that.

What does it mean to be.

gifted.

black.

Female and, however.

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I say powerful definitely identify as Bisexual and that's something that i've had to.

Except for myself over the past three years that i've been at Duke I really.

I feel like i'm surrounded by people who accept me as I am even like when people at home won't accept me I can always come here and I always knew that.

But I never.

Okay, to second grade, and they are walking into school and I was like oh this guy so I went home I googled it and.

They were right.

it's basically where people who are marginalized have to think.

about things way more than we do something black and gay and to think about.

Two things to think about how I show up is black house show today at those things off to complete what would it feel like if you went school every day expecting to experience violence.

expecting to experience the kind of stigmatization that students face and for for LGBT students in middle and high school and middle school four out of 10 two out of five.

will be physically assaulted at school, I wish that the schools had been more open and accepting students and then had been more serious about the zero tolerance bullying policies, we all have to work together to.

complete the bias towards that and then inform people about the Community, all we need is love and acceptance straight people want love and acceptance.

i'm gay, so I want love and acceptance, the amount of conversations we've had around.

Education and how you know we are missing this essential piece, which is addressing the mental health state of students who experienced trauma every single day and the job of.

Government with respect to school is to make sure that schools are safe and supportive places for all kids and to make sure that kids can.

thrive academically socially emotionally, and when governments shop bright, that means the government is forcing civil rights laws and taking action when students are experiencing all of the kinds of harassment and discrimination and.

The activism part is so important, you have to do something we need to change and that's why I love that the students are like you know, this is, who I am i'm sure about it and things around here needs to be different, the adults, need to be different, not the kids.

Brandie Waid: Okay.

Brandie Waid: um so reason i'm wanting to share that and I feel like the whole thing for today it's kind of just laying the groundwork for why we're here and what we'll be doing moving forward.

Brandie Waid: So I know that you know some of us already know these things, and whatever.

Brandie Waid: I do feel like a lot of time, when we talk about LGBTQ plus students and we talked about the why like, why do we do this, why do we need to just buy into it.

Brandie Waid: becomes a little like trauma porn, and I don't like doing that, so this will be the only part of the conversation, where we will get you know, the idea of going and then we'll move on, because it is not something I like to do, but something I did want to point out.

Brandie Waid: kind of my thoughts on why this is important, this person in the video said we're missing this essential piece, which is addressing the mental health of students that experienced trauma every day.

Brandie Waid: And i've been thinking about this a lot lately i've been thinking about this a lot lately in terms of growth mindset and about how we write kind of.

Brandie Waid: The way the growth mindset has been co opted and not necessarily how it was an intended, but the way that it's being used in classes now is essentially like.

Brandie Waid: It feels a little like there were telling kids to like growth mindset racism away and growth mindset homos you know hundred 70 away and like we're not acknowledging the structural barriers that are in place that kind of are still lemonade not kind of that are still women.

Brandie Waid: So, like if we're not taking a more nuanced approach to growth mindset then we're not doing any favors, so this is how i've been thinking about this idea of like.

Brandie Waid: Lately, and and.

Brandie Waid: there's I was going to have a look at these statistics from the most recent national climate survey Is there anyone who can someone tell us what the national climate surveys, just in case someone's not familiar.

Brandie Waid: You has written a blog post for this organization.

Kyle Whipple (he/him/el): No stop it.

Kyle Whipple (he/him/el): So the national climate survey is the.

Kyle Whipple (he/him/el): going to just go ahead and label it the best longitudinal study we have in the nation on students experiences in schools, so in odd number years so 2011 2013 2017 2019.

Kyle Whipple (he/him/el): And this year GLSEN and we'll survey. As many students, as they can get to participate in the survey all across the nation.

Kyle Whipple (he/him/el): And even numbered years they analyze the data, so we have data from the 2019 survey is came out in 2020.



Kyle Whipple (he/him/el): And it's really important work because it not only tells us what's happening right now and desegregated by state, so you can go look at your own States information, but it also shows us trends and so because they've had data for so long, they can see, we can see it through trends.

Kyle Whipple (he/him/el): When, for instance in 2016 a very homophobic trans phobic person gets elected president and the impact that that has on school systems across the nation.

Kyle Whipple (he/him/el): In terms of the amount of believe the amount of heat expressed Center so that's that's my two minute elevator speech on the national climate survey.

Brandie Waid: over here they style.

Brandie Waid: It doesn't make sense to me, but you don't know what that is winter in Canada.

Brandie Waid: But it does Canada have that you're aware of something similar where they kind of assess the climate for LGBT youth through them in Canada.

Stephanie (she/her) Treaty 6: So it's it's LGBT Q plus specific.

Brandie Waid: yeah.

Stephanie (she/her) Treaty 6: Okay, so not general bullying.

Brandie Waid: No, not general.

Stephanie (she/her) Treaty 6: I don't I don't think we know I don't think I know of one granted I am like new on my journey here for.

Stephanie (she/her) Treaty 6: So.

Brandie Waid: No worries i'm interested as well, I might look that up and see if I didn't find anything if there's something similar.

Brandie Waid: But yeah So these are just some and they also have, which is linked at the bottom of the slide down here and.

Brandie Waid: They have infographics that you can like put up in places, I mean I don't really know why you would want to put up a bullying poster like that in your classroom like 86% report this, but you know that's Definitely not.

Brandie Waid: The definitely a darker look on things, but I guess some people do.

Brandie Waid: But they're just for presentations like this and, like kyle when you were talking about you know when certain.

Brandie Waid: types of people person is elected, and you know start feeling unsafe it's cool that made me look at the in particular.

Brandie Waid: This graph here in the middle, which is for documented LGBT Q plus students and like you can see there's like a big spike of students between 2017 and 2019 who felt unsafe in school.

Brandie Waid: Particularly about their citizenship status, and then they had in previous years, so.

Brandie Waid: y'all can take a look at this at some time and and one of the things that i'm going to ask you to do between now and when we come back is to look at a State snapshot which i've hyperlinks into the Google side as well as into the website.

Brandie Waid: To look at either your state or you know another State because there's 40 states that snapshot not all 50 states.

Brandie Waid: Just to kind of get a feel of like what students are saying and whatnot and stephanie it's not just some bullying is all sorts of school climate so like, for example, the thing that I found what i'll bring up at a later point.

Brandie Waid: Probably next session is the classes data on how many students see affirming LGBTQ plus representation and curriculum across content areas, so they stuff like that it is a little bit more, you know widespread for that.

Brandie Waid: so that you know, this is a state that we're still in like yes there's more sessions, yes, like we are, I mean it's not linear so we're not necessarily fully moving in the right direction, all the time, but you know, there has been forward movement, which is good.

Brandie Waid: To notice and wonder, but we're getting close to the end um but the thing that I think we really need to think about is like so, and this is going back to the growth mindset is that whenever we have oh cool thanks i'm all set up for Canada.

Brandie Waid: So the thing for that i'm thinking about and relationship for growth mindset and also when I had my now it's mild traumatic brain injury.

Brandie Waid: Thinking about this is.

Brandie Waid: Dr hammond culturally responsive teaching in the brain and she talks a lot about like.

Brandie Waid: The sense of belonging that we need to create for all students in our classrooms including math classrooms in order for them to even be able to learn like your brain literally will not learn, if you do not feel safe in the classroom.

Brandie Waid: So this is a quote that and the next slide continued that and really that really stood out to me.

Brandie Waid: In relation to this, which was when anyone experiences others in an environment like a classroom that is an attentive or hostile.

Brandie Waid: The body picks up that information through the autonomic nervous system and sends it up to the particular.

Brandie Waid: activating system and amygdala there the amygdala gets the information that it is not socially emotionally or intellectually safe and sends out a distress signal to the body.

Brandie Waid: The body starts to produce stress hormones that make learning nearly impossible.

Brandie Waid: Even if the environment isn't hostile, but simply unwelcoming the brain doesn't produce enough oxytocin and begins to experience anxiety this anxiety triggers the sympathetic nervous system that making one think.

Brandie Waid: should be day are in danger because the brain doesn't experience a sense of community.

Brandie Waid: And then, Dr hammond goes on to say when we look at the stress some students experience in the classroom because they belong to marginalized community.

Brandie Waid: Because of race class language or gender, we have to understand their safety threat detection system is already chewed up to be on alert for social and psychological threads based on past experiences.

Brandie Waid: It becomes imperative to understand how to build positive social relationships that signal to the brain assistive physical, psychological and social safety, so that learning as possible.

Brandie Waid: So if our brains are stressed, we are not going to learn, which I think all of us could probably point to a time where we felt that way.

Brandie Waid: Where it was just not possible for us to learn in that moment, because there's something that was going on in our lives, and I think this is really important, because.

Brandie Waid: What we're going to move into starting next week is talking about ways to create this environment in which the brain does have that sense of physical, psychological and social safety for LGBT Q plus students so ways that we can you know, bring that into our classroom.

Brandie Waid: Specifically, from asked, because a lot of times these conversations are more like for humanities, people like please include this book, which is great, and I do but we're not technically typically doing that are costing as my teachers.

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Brandie Waid: And that kind of goes into this, I thought this is a beautiful quote, that this person said in the video that all we need is love and acceptance straight people want love and acceptance i'm gay, so I want love and acceptance.

Brandie Waid: like that.

Brandie Waid: And then, that is, that kind of highlights our goal for the PD series which is to recognize Center and celebrate queer ways of knowing and being mathematical.

Brandie Waid: that's what we'll be working on starting October 19 which is my next section and then moving forward.

Brandie Waid: we'll be looking at career pedagogy specifically like what is it and then like, how do we do it, what does that look like in the math classroom so that's the direction that will be moving into.

Brandie Waid: This is something that I like to do we're going to do this and then we're going to list the website.

Brandie Waid: But I always like to end session, particularly classes, sometimes workshops there's not really time for, but with a debrief and I used to do this every at the end of every class and my diversity students, in particular when we would have these conversations like constantly for two hours.

Brandie Waid: I like to have a debrief time so that we can process what we learned and I just would always pose this question, what are we thinking or feeling in relation to what we discussed today.

Brandie Waid: And I was just saying freeway whatever they wanted usually this is attached to a Google classroom assignment and they knew that they could.

Brandie Waid: submit either like something related to the content with everything here failure related to the content, they could have submitted like i'm feeling really tired today like that could have been like.

Brandie Waid: There was like she could have been like.

Brandie Waid: Can you please move me the person next to me is really annoying.

Brandie Waid: reflection to be like I really didn't like when you call it on me in class today, could you not do that in the future.

Brandie Waid: or something you know it could have been whatever they essentially and then also I didn't require them to submit it.

Brandie Waid: because some of them are really personal things and their reflection, so my.

Brandie Waid: kind of work around to say you know you do have to do this, though, so whenever you're done if you don't feel comfortable submitting you have to submit a note that says, I completed my reflection and then that's it.

Brandie Waid: So i'm just talking you through that football teachers, this is what I do whenever I have classes that talk about you know conversations related to identity and power and just.

Brandie Waid: In particular, and.

Brandie Waid: I think only i've only had one student one time not Smith everyone's already submitted so.

Brandie Waid: When you set the tone I think it's helpful so anyway go ahead and take five minutes to kind of just sit and think not five minutes i'm just gonna play a song.

Brandie Waid: And then we'll come back together and i'll show you the website.

Brandie Waid: so that you know how to access that.

Brandie Waid: OK right so again that reflections just for you to kind of debrief and Center yourself you're welcome to send it to me if you'd like but also it's not expected.

Brandie Waid: So in the world, before we go i'm gonna show you the website so my website is the queer mathematics teacher.com so super hard to remember.

Brandie Waid: And if you go to the website, I have added a tab called severe the TV series hub.

Brandie Waid: When you click on it.

Brandie Waid: What will happen.

Brandie Waid: If you're not logged in.

Brandie Waid: It will take you to either login or join.

Brandie Waid: us, you are all users, so you would log in I don't know if the email that was sent to you has a password does it didn't.

Brandie Waid: It might not.

Brandie Waid: So i'm going to send you all a password reset.

Brandie Waid: And I have to push on so let's do that.

Brandie Waid: Okay.

Brandie Waid: So once you're logged in every week i'll have the slide in there i've already put the slides and it doesn't have the slides that we type some stuff ends off the BAT I will answer session recording.

Brandie Waid: as well, and the video transcript if there's something you put in the chat that wasn't a direct message that you don't want up here up to appear in the chat transfers i'll I can take that out so just send me a message and i'm happy to do that.

Brandie Waid: And then you're preparing for next week so for next week for about four weeks to which is October 19 my next week we're gonna I want you to just look at your face not shop just look at one see what's there and then.

Brandie Waid: These are just some dates in October that are LGBT Q plus or you know indigenous people say as well, so some dates, you should know and October for the United States, so stephanie and.

Brandie Waid: If you haven't already, these are just those two things that I had sent out previously, which is the blog post, which we will be referencing a little bit more.

Brandie Waid: Next time and then resume and I think piece, which will apply career pedagogy into recognizing to talk about how those two are related there's also I tested it out.

Brandie Waid: there's also a chat down at the bottom, so if you want to chat with one another and or with me and say like hey that was interesting or hey don't give us homework, or I don't know whatever.

Brandie Waid: Just you can do at least we can communicate that way you can send me an email anything.

Brandie Waid: So.

Brandie Waid: yeah, are there any questions.

Brandie Waid: Before we.



Brandie Waid: get off.

Brandie Waid: So that we have the space i'm sorry didn't work.

Brandie Waid: that's all i've got for you.

Brandie Waid: Tonight I hope you enjoyed our.

Brandie Waid: session I enjoyed meeting all of you lovely humans.

Brandie Waid: And I look forward to meeting you five more times and maybe more maybe we'll be BFFs.

Brandie Waid: see you in a couple weeks.

Brandie Waid: bye.

Dewey Gottlieb (he/him): Bye Everyone thanks thanks Brandie.

Brandie Waid: yeah no problem goodnight or good day.

Brandie Waid: bye.