

Visions Week 1: Laying the Groundwork

Welcome! We will begin shortly. Until then, sit back and enjoy the music.



Image Description: *Image of two individuals (one wearing a rainbow shirt), standing side by side, each with an arm around the other person. They are looking at one another and smiling.*

Image Source: [Learning for Justice](#)



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Image Description: Image of a Black child smiling at the camera. They have their arms outstretched to the sides and hands in peace signs. The child is wearing a black short sleeve t-shirt w/ an adaption of the straight outta compton logo, which is rainbow colored and reads "straight outta the closet"

Image Source: [The Center on Colfax](#)

I come to mathematics carrying all of my humanity. My relationship with it passes through my experience. It affects my view of my world and I bring to it my own perceptions. I don't relate to Bertrand Russell's notion that mathematics is beyond humanity. Without us it is nothing.

References: Autumn Kent's (2019) "[Cold, Austere, or Queer](#)"



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This Is A Brave (Not Safe) Space

- *Controversy with civility*, where varying opinions are expected with a group commitment to understand the source of dosage & work together toward a common solution.
- *Owning intentions & impact*, in which we acknowledge & discuss instances where a dialogue has affected the emotional well-being of another person
- *Challenge by choice*, where we have an option to step in & out of challenging conversations
- *Respect*, where we show respect for one another's basic personhood
- *No attacks*, where members agree not to intentionally inflict harm.

What Do We Need To Make This A Brave Space?

Source: ["From Safe Spaces to Brave Spaces" by Brian Avao & Kristi Clemens](#)

- What do we want our conversations to sound like?
- What do we want our conversation to look like?
- What do we want our conversation to feel like?



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What Do We Need To Make This A Brave Space?

- Collaborative
- Provocative yet caring
- We should feel comfortably uncomfortable”
- Extend grace to ourselves and others - don't expect perfection
- Embrace cognitive dissonance
- Center calm and healing



Image Description: Image of Queer Love is a Magical Thing art print by queer, muslim artist Yalla Roza. Print is a digital hand drawing of an apartment front with queer people of color, some in couples and some one their own, in the open windows and on the street. There are banners on the building and in the street that read “Queer love is a magical thing,” “you belong here,” “May you find healing in community, beloved” and “value platonic intimacy”

Image Source: [YallaRoza Etsy Store](https://www.etsy.com/shop/YallaRoza)



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What Do We Bring To This Work?

1. As a child, how was I expected to behave because of my gender?
2. How have my parents, family, classmates/peers, & romantic interests influenced my beliefs about gender?
3. How have different identity markers such as race, ethnicity, ability/disability, body size, SES/class, sexual orientation, spirituality/religion, or other identities, influenced my beliefs about gender identity & sexuality?
4. How have I benefited from adhering to gender expectations/roles? OR If I did not behave according to gender expectations/roles, what were the consequences?
5. If someone thought I was queer, how would I feel?
6. If one of my children or a parent “came out” as queer, how would I feel?
7. Do I use he/she, men/women in my communications as a catch-all to describe “everyone?” Why?
8. What thoughts & feeling arise when I cannot easily determine the gender of a person? Do I find myself trying to determine the sex assigned at birth?
9. When someone calls me out regarding potentially harmful behaviors towards LGBTQ+ folx, do I feel compelled to quickly defend myself/intentions? Why? What do I hope to communicate?

1. How do I feel about being asked to use someone’s pronouns or corrected when I misuse their pronouns?
2. When a person challenges society’s binaries (e.g. appearance, speech, by advocating for non-conforming gender identities, etc.), how do I feel? What reactions does this evoke?
3. When I meet or come across an LGBTQ+ person, do I treat them as I would treat a straight or cisgender folx? If not, what is different for me?
4. What feelings arise when I see LGBTQ+ folx displaying affectionate behaviors with another person?
5. Have I assigned traditional male/female names that match the biological sex of my pets? Why? Do I socialize my pets based on gender? Why is it be important to me that folx be able to identify the gender of my pet?
6. Have I assigned traditional male/female names that match the biological sex of my baby/newborn? Why? Do I socialize my baby/newborn based on gender (e.g. tape a pink boy to baby’s head)? Why might it be important to me that a person be able to identify the gender of my baby/newborn?
7. Can I identify 3 influential LGBTQ+ historical figures? Can I identify 3 transgender historical figures?



Reflecting On What We Bring To This Work

- Was there anything you found surprising as you completed your reflection?
- While you were completing your reflection, what thoughts or emotions that came up for you?
- How do the beliefs we reflected on show up in our everyday lives?
- How do the beliefs we reflected on show up in our classrooms?



Image Description:
The image is of an art print titled "Queer Joy Art Print" by Laurence Philomene. It is a set of four photographs, all framed together (one in each corner) with headshots of a diverse group of queer folk looking joyful. Each of the four photos has a different solid color as a backdrop. The top left is blue, top right is pink, bottom right is green and bottom left is red.

Image/Data Source: [Laurence Philomene's Society6 Shop](#)



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LGBTQ Students of Color Speak Up



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We are missing this essential piece
which is addressing the mental health
of students that experience trauma
every day

Educational Justice for LGBTQ Students of Color



Image Description:
*Screenshot of Educational Justice for LGBTQ
Students of Color Video (watched previously)*



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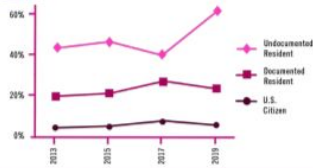
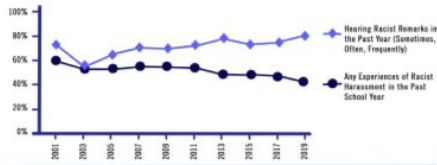
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LGBTQ+ YOUTH OF COLOR COMMONLY FACE HOMOPHOBIA, TRANSPHOBIA, AND RACISM AT SCHOOL

LGBTQ+ students of color are encountering more racist remarks in schools, even as racial harassment declines.

ALL LGBTQ+ STUDENTS DESERVE SAFE SCHOOLS



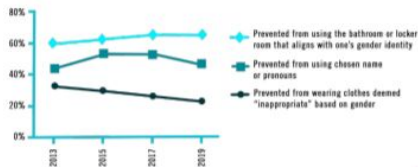
UNDOCUMENTED LGBTQ+ STUDENTS SHOULD FEEL SAFE AT SCHOOL

More undocumented LGBTQ+ students felt unsafe about their citizenship status in 2019 than in previous years.



TRANS AND NONBINARY STUDENTS DESERVE GENDER-AFFIRMING SCHOOL POLICIES

Schools across the country continue to prevent transgender students from accessing gender-affirming bathrooms & locker rooms at similar rates since 2013.



LEARN MORE ABOUT THE DIVERSE EXPERIENCES OF LGBTQ+ STUDENTS AND HOW TO SUPPORT THEM AT [GLSEN.ORG/NSCS](https://www.glsen.org/nscs)

Source: 2019 National School Climate Survey. Learn more at [glsen.org/nscs](https://www.glsen.org/nscs)

National Climate Survey

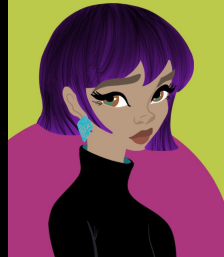
Anti-LGBTQ Discrimination means:

- more missed school
- lower GPAs
- lower self-esteem



Source: 2019 National School Climate Survey. Learn more at [glsen.org/nscs](https://www.glsen.org/nscs).

Image 1 Description: GLSEN infographic that says "Anti-Discrimination means more missed school, lower GPAs, lower self-esteem."



86% of LGBTQ+ students were harassed or assaulted at school

Source: 2019 National School Climate Survey. Learn more at [glsen.org/nscs](https://www.glsen.org/nscs).

Image 2 Description: GLSEN infographic that says "86% of LGBTQ+ students were harassed or assaulted at school."

Image 3 Description: GLSEN infographic showing three graphs, the 1st shows "LGBTQ+ students of color are encountering more racist remarks in schools, even as racial harassment declines." The 2nd "More undocumented LGBTQ+ students felt unsafe about their citizenship status in 2019 than in previous years". The 3rd shows "schools across the country continue to prevent trans students from accessing gender-affirming bathrooms & locker rooms at similar rates since 2013."



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National Climate Survey: Notice & Wonder Room 1

Notice

Wonder



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National Climate Survey: Notice & Wonder Room 2

Notice

Wonder



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National Climate Survey: Notice & Wonder Room 3

Notice

Wonder



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Stereotype Threat, Systemic Oppression & the Brain

“When anyone experiences others in an environment like a classroom that is inattentive or hostile, the body picks up that information through the autonomic nervous system and sends it up to the RAS [Reticular Activating System] and amygdala. There the amygdala gets the information that it’s not socially, emotionally, or intellectually safe and sends out a distress signal to the body. The body starts to produce stress hormones that make learning nearly impossible. 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, making one think he [they] are in danger because the brain doesn’t experience a sense of community.” (p. 45)

Reference: Zaretta Hammond’s (2015) *Culturally Responsive Teaching & The Brain*



Image Description: Image of the “Anger” emotion character from the Disney movie Inside Out

Image source:
<https://www.linkedin.com/pulse/amygdala-hijack-can-you-handle-james-whitehead/>

Stereotype Threat, Systemic Oppression & the Brain

“When we look at the stress some students experience in the classroom because they belong to marginalized communities because of race, class, language, or gender, we have to understand their safety-threat detection system is already cued to be on the alert for social and psychological threats based on past experience. It becomes imperative to understand how to build positive social relationships that signal to the brain a sense of physical, psychological, and social safety so that learning is possible.” (p. 45)

Reference: Zaretta Hammond's (2015) *Culturally Responsive Teaching & The Brain*



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All we need is love and acceptance, straight people want love and acceptance. I'm gay, so i want love and acceptance

Educational Justice for LGBTQ Students of Color



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**IT IS NOT OUR
DIFFERENCES
THAT DIVIDE US.**

**IT IS OUR
INABILITY TO
RECOGNIZE,
ACCEPT,
AND CELEBRATE
THOSE
DIFFERENCES.**

AUDRE LORDE

Our Goal for this PD Series:

Recognizing, centering, & celebrating “queer” ways of knowing & being mathematical.

Image Description: *Image of Audre Lorde with the quotation “It is not our differences that divide us. It is our inability to recognize, accept, & celebrate those differences.”*



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Debrief

- What are we thinking/feeling in relation to what we discussed today?



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For Next Time (October 19)

- Check out at least one of GLSEN's [State Snapshots](#) from the 2019 National Climate Survey (Preferably yours, but there are only 40 states available so that might not be possible)
- October (LGBTQ+ History Month) dates to know:
 - October 11 ([National Coming Out Day](#))
 - October 12 (Indigenous People's Day)
 - October 14 (National Week Against School Pushout)
 - October 21 ([Spirit Day](#) - Wear Purple!; International Pronouns Day)
 - October 23-30 (Asexual Awareness Week)
 - October 26 (Intersex Awareness Day)
- If you haven't already (or want to refresh), read:
 - My [most recent blog post](#) on the "Camp" of Mathematical Queeries experience
 - Dr. Rochelle Gutierrez's [Intro chapter](#) for Rehumanizing Mathematics for Black, Indigenous, & Latinx Students ([this video](#) gets at the same ideas, so take your pick!)



Image Description: An image of Indigenous people at Standing Rock. They are standing behind a rainbow colored banner that reads "Two-Spirit Camp: We feel & express differently because we were blessed with 2 spirits. We are 'male & female.' We are 'gay, bi, & straight'...it's a gift...a sacred station. #StandingRockTwoSpirit"

Image Source: [Huffpost](#)

Check out GLSEN's [calendar](#)



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