Creating Gender–Safe Spaces: Program Manager and Training and Curriculum Specialist Practice Inventory

Use the following list of competencies to assess your own ability to create safe program spaces for gender-expansive and LGBTQ children or youth and their families. Each of the statements below refers to behaviors or attributes coaches, trainers and program managers should be demonstrating to create a gender-safe space in their programs. Some of the competencies can be directly observable during your regular interactions with children, families or staff or by observing the environment. Other competencies might be assessed through self-reflection.

*Rate your confidence in performing each competency on a scale of 1-5.
1= Not at all confident   5= Very confident

Competency	Confidence in my skill*	Notes
In literature about the program (e.g., the program handbook) and forms for children and families (e.g., enrollment forms) I ensure that the langue used is inclusive (e.g., not "mother" and "father," but "parent or guardian" and providing an open-ended space to write in gender as opposed to selecting a gender from a list).	1 2 3 4 5	
I provide resources to families who seek additional information on gender-expansive and LGBTQ children.	1 2 3 4 5	
I help ensure that gender is not used as a grouping method in classroom or program activities.	1 2 3 4 5	
When children, youth, staff or family members make statements about their own gender identity or understanding, I use reflective listening to acknowledge what they've shared.	1 2 3 4 5	

Competency	Confidence in my skill*	Notes
I call children, staff and family members by the names and pronouns they prefer and ensure that the program environment addresses and refers to them in ways they prefer.	1 2 3 4 5	
I refrain from using language that assumes to whom someone will be sexually or romantically attracted.	1 2 3 4 5	
I help staff consider how they will create activity plans or engage in conversations that help to show people of all genders doing a variety of different jobs and behaviors (e.g., men as nurses).	1 2 3 4 5	
I feel comfortable talking with staff and advocating for a safe program space where staff members express fear, anger or hesitation about supporting gender-expansive or LGBTQ children and youth and their families.	1 2 3 4 5	
I plan professional development activities that help staff continue to consider gender and heteronormative assumptions and that teach ways to combat these assumptions in their work with children and families.	1 2 3 4 5	
I help children, youth, and other staff members see and challenge gender assumptions and stereotypes.	1 2 3 4 5	
If someone in the program makes a gender-confining statement like "that's for girls" or "boys don't cry," I speak-up.	1 2 3 4 5	

Competency	Confidence in my skill*	Notes
I purchase or help ensure that books and materials that show different family formations, with LGBTQ families and individuals represented, are available to children and staff.	1 2 3 4 5	
I purchase or help ensure that books and materials that show and promote a wide range of gender expression are available for staff and children.	1 2 3 4 5	
In program spaces, I work to ensure that a variety of family formations and individuals are represented, including gender-expansive and LGBTQ children, youth, and families (e.g., in family photos or art in program hallways).	1 2 3 4 5	
I use language that acknowledges diverse gender expression and identity (e.g., use of "some" or "most" instead of "all," as in, "Some girls grow up to be men.")	1 2 3 4 5	
I do small things in my everyday communicaiton with children, families and staff to confront gender assumptions (e.g., including my preferred gender pronouns on my email signature)	1 2 3 4 5	
I acknowledge when I don't have information and I ask questions in a sensitive and supportive way.	1 2 3 4 5	