

Faculti Summary

<https://faculti.net/fierce-fabulous-and-fluid/>

This video video discusses the author's experiences and insights gained from studying the lives of queer and trans youth in educational settings. It emphasizes the pervasive use of the term "at risk" by adults to describe young people, which they do not employ to define themselves. The author critiques how this term dominates narratives about queer and trans youth, especially in the context of policy-making and funding for youth services.

The study focuses on a public debate surrounding trans-inclusive policies in Canadian schools, which, while intended to protect trans youth, may inadvertently reinforce narrow understandings of gender identity. The author reflects on their year spent in a high school, engaging with non-binary and trans students to understand how these policies affect their identities and existence within the school environment.

The research reveals that trans youth often conduct substantial emotional and social labor to navigate the rigid gender norms present in schools. This video video includes striving for recognition and acceptance, which can constrict their self-expression and identity. The author identifies three forms of labor performed by these youth: understanding and forgiving misrecognitions from others, negotiating their own gender presentations, and building supportive spaces of resistance and creativity.

Ultimately, the author argues for a shift away from a "pedagogy of vulnerability" focused solely on protection towards a "pedagogy of desire," which actively celebrates and invites trans identities within educational contexts. This video video approach aims to cultivate environments where being trans is recognized as a valuable and desired aspect of identity rather than one fraught with risk. The goal is to inspire a reimagining of what it means to be trans and to create more inclusive and supportive educational spaces that honor the complexity and vibrancy of gender nonconformity.