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Mapiranje molka v srednjih šolah: mikroagresije, manjšinski stres in varovalni dejavniki pri LGBT+ dijakih_injah

Prispevek predstavi, kako molk soustvarja izkušnje LGBT+ dijakov_inj v slovenskem srednješolskem prostoru. Molk razumemo kot mehanizem, ki odloča o vidnosti, ter kot sklop vsakdanjih komunikacij, pravil in implicitnih pričakovanj, ki oblikujejo pripadnost, varnost in legitimnost. V ospredju je razmerje med subtilnimi in eksplicitnimi oblikami izključevanj ter praksami podpore, ki nastajajo v prepletu vrstniških dinamik, učiteljskih odzivov in institucionalnih ureditev. Teoretski okvir poveže manjšinski stres, intersekcijski pogled in skriti kurikulum. Tako razumemo mikroagresije kot vzorce, ki se nalagajo skozi čas in sooblikujejo šolsko pot, duševno zdravje in občutek pripadnosti. Posebej občutljiv indikator tega prepleta so trans-specifične šolske situacije, ki omogočajo ali onemogočajo polno udeležbo. Pri tem izstopata učiteljska afirmacija in dosledno udejanjanje inkluzivnih načel kot varovalnih dejavnikov, ki zmanjšujejo kopičenje manjšinskega stresa. Predstavljeni bodo preliminarne rezultati kvantitativne raziskave o mikroagresijah, šolski klimi, pripadnosti, doživeti podpori in institucionalnih ureditvah ter izpostavljene točke molka in varovalnih dejavnikov za pripadnost in dobrobit. Izsledki obenem pokažejo, v kolikšni meri učiteljska afirmacija in jasna institucionalna pravila delujejo kot varovalni dejavniki. S tem prispevek poveže konceptualne uvide s pragmatičnimi usmeritvami za šolske politike in profesionalni razvoj, usmerjen v skladnejše uresničevanje enakosti spolov v srednješolskem prostoru. Prispevek je nastal v okviru raziskovalnega projekta ARIS (št. Z7-60184) Mapiranje molka: analiza stresorjev in mikroagresij pri doživljanju manjšinskega stresa LGBT+ mladih v izobraževanju.

Ključne besede: mikroagresije, manjšinski stres, inkluzivne politike, LGBT+ dijaki_inje

Mapping Silence in Secondary Schools: Microaggressions, Minority Stress, and Protective Factors among LGBT+ Students

The paper presents how silence co-produces the experiences of LGBT+ students in Slovenian secondary education. Silence is understood as a mechanism that governs visibility and as a set of everyday communicative practices, rules, and implicit expectations that shape belonging, safety, and legitimacy. The analysis foregrounds the interplay between subtle and overt exclusions, and the forms of support that arise across peer dynamics, teacher responses, and institutional arrangements. The theoretical framework links minority stress, an intersectional perspective, and the hidden curriculum. This lens treats microaggressions as patterned signals that accumulate over time and shape educational trajectories, mental health, and the sense of belonging. Trans-specific school situations serve as a sensitive indicator of this interplay, enabling or constraining full participation. Within this field, teacher affirmation and the consistent enactment of inclusive principles emerge as protective factors that reduce the build-up of minority stress. The paper will present preliminary results from a quantitative study on microaggressions, school climate, belonging, perceived support, and institutional arrangements, highlighting sites of silence and protective factors for belonging and well-being. The findings also indicate the extent to which teacher affirmation and clear institutional rules function as protective factors. In doing so, the paper links conceptual insights with pragmatic guidance for school policy and professional development aimed at a more consistent realization of gender equality in secondary education. This paper forms part of the ARIS research project (No. Z7-60184), Mapping Silence.

Key words: microaggressions, minority stress, inclusive policies, LGBT+ students

Mostovi enakosti: pravičnost in vključenost spolov v akademskem prostoru in družbi

Povzetki tretjega posveta
o enakosti spolov za vključujočo
univerzo in družbo

Koper, 12. december 2025

Bridges of Equality: Gender Equity and Inclusion in Academia and Society

Abstracts of the Third Symposium
on Gender Equality for an Inclusive
University and Society

Koper, 12 December 2025