
Teaching with Respect for students' identity

The Charles University Equal Opportunities Board has prepared a practical guide, **Teaching with Respect for Students' Identity at Charles University**, intended for teachers whose courses are attended by trans and non-binary students.

The guide is based on the principle that a safe and respectful environment is one of the essential conditions for successful study. It provides a brief explanation of key terms, summarises selected expert knowledge, and offers specific recommendations for everyday teaching practice. It focuses, for example, on the use of chosen names and pronouns, the protection of students' privacy, setting rules for respectful communication, and appropriate ways to respond when a misunderstanding occurs or an inappropriate comment is made during teaching.

The text does not introduce any new regulation or change to existing rules. Its aim is not to determine the content of teaching or interfere with academic discussion. Rather, it is intended to offer teachers practical support in situations that may arise in the classroom and to help ensure that study conditions are fair, predictable, and respectful for all students.

The guide also includes small steps that can be implemented without significant administrative burden, such as a short statement in the syllabus, agreeing on communication rules at the beginning of a course, or following a clear and calm approach when an incorrect form of address is used. It also emphasises that the aim is not perfection, but a willingness to respond in a factual, sensitive, and respectful manner.

The guide is currently available on the University intranet for a period of one year. This period is intended to allow it to be tested in practice across the faculties and other parts of Charles University. During the year, feedback and comments from practice may be collected. On this basis, the guide will be revised and subsequently made publicly available.

The guide is available on the University intranet after logging in [here](#) .