



Bass Coast Sexuality Education Project
**Needs Analysis and Professional
Development Evaluation Report**

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The principals and parents of the following schools:

Bass Valley Primary School
Cowes Primary School
Inverloch Primary School
Lang Lang Primary School
Newhaven College
Newhaven Primary School
Powlett River Primary School
San Remo Primary School
Wonthaggi North Primary School
Wonthaggi Primary School
Wonthaggi Secondary College

The nineteen teachers who participated in the surveys, focus groups and professional development training

Bass Coast Community Health Service Steering Group

Family Planning Victoria

Department of Human Services

Mont Albert Primary School



CONTENTS

1.0 INTRODUCTION	5
1.1 Project aims	5
1.2 Project outcomes and measures	5
2.0 METHODOLOGY	5
2.1 The Needs Analysis	5
Surveys.....	5
Interviews.....	6
2.2 PD Evaluation	7
3.0 NEEDS ANALYSIS.....	7
3.1 Principal data	8
3.2 Teacher data.....	8
3.2.1 Reproduction.....	8
3.2.2 Puberty	10
3.2.3 Sexual Activity.....	12
3.2.4 Sexual Health.....	13
3.2.5 Rules And Laws About Sex And Protective Behaviours.....	14
3.2.6 Barriers and enablers to implementing sexuality education.....	16
3.2.7 The role of parents	17
3.3 Parent data.....	17
3.3.1 Reproduction.....	17
3.3.2 Puberty	18
3.3.3 Sexual Activity.....	20
3.3.4 Sexual Health.....	21
3.3.5 Rules and Laws about Sex and Protective Behaviours	23
3.3.6 Matters concerning the teaching of sexuality education	24
4.0 CONCLUSION: Recommendations for Professional Development	25
5.0 PROFESSIONAL DEVELOPMENT EVALUATION.....	26
5.1 Teacher experiences of the program	26
5.1.1 Overall enjoyment of the PD program	26
5.1.2 Teacher confidence and comfort levels.....	27
5.2.3 Likelihood of teaching sexuality education	27
5.2 Program areas evaluation	27
5.2.1 Rationale for teaching sexuality education	27
5.2.2 Understanding the policy context and curriculum links.....	28
5.2.3 The role of the teacher	28
Program, strategies and resources	29
5.2.5 Parental involvement.....	30
5.3 General comments.....	30
6.0 IMPACT EVALUATION	31
6.1 School One.....	31
6.2 School Two	32
6.3 School Three	32
6.4 School Four.....	33
6.5 Conclusion	33
7.0 RECOMMENDATIONS.....	34
APPENDICES	35



FIGURES

Figure 1.1 Components of sexuality program – Reproductive Systems	9
Figure 1.2 Components of sexuality program - Conception	9
Figure 1.3 Components of sexuality program - Pregnancy.....	10
Figure 2.1 Components of sexuality program – Body Changes	10
Figure 2.2 Components of sexuality program - Menstruation	11
Figure 2.3 Components of sexuality program - Masturbation	11
Figure 2.4 Components of sexuality program – Social Skills.....	11
Figure 3.1 Components of sexuality program - Intercourse.....	12
Figure 3.2 Components of sexuality program – Sexual Arousal and Intimacy.....	12
Figure 3.3 Components of sexuality program – Sexual Diversity	13
Figure 4.1 Component of sexuality program - Contraception	13
Figure 4.2 Components of sexuality program – Sexually Transmitted Infections.....	14
Figure 4.3 Components of sexuality program – HIV/AIDS	14
Figure 5.1 Components of sexuality program - Discrimination.....	15
Figure 5.2 Components of sexuality program – Laws Relating to Sexuality.....	15
Figure 5.3 Components of sexuality program - Touching	15
Figure 6.1 Components of sexuality program – Reproductive Systems (Parents).....	17
Figure 6.2 Components of sexuality program – Conception (Parents).....	18
Figure 6.3 Components of sexuality program – Pregnancy (Parents).....	18
Figure 7.1 Components for sexuality program – Body Changes (Parents).....	19
Figure 7.2 Components for sexuality program – Menstruation (Parents).....	19
Figure 7.3 Components for sexuality program – Masturbation (Parents).....	19
Figure 7.4 Components of sexuality program – Social Skills (Parents)	20
Figure 8.1 Components of sexuality program – Intercourse (Parents)	20
Figure 8.2 Components of sexuality program – Sexual Arousal (Parents).....	21
Figure 8.3 Components of sexuality program – Sexual Diversity (Parents).....	21
Figure 9.1 Components of sexuality program – Contraception (Parents).....	22
Figure 9.2 Components of sexuality program – Sexually Transmitted Infections (Parents)	22
Figure 9.3 Components of sexuality program – HIV/AIDS (Parents).....	22
Figure 10.1 Components of sexuality program – Discrimination (Parents).....	23
Figure 10.2 Components of sexuality program – Laws (Parents).....	23
Figure 10.3 Components of sexuality program – Touching (Parents)	24



1.0 INTRODUCTION

The Consultancy and Development Unit in the Faculty of Education, Deakin University, was commissioned by the Department of Education and Training to conduct a Needs Analysis of primary schools for the Bass Coast Sexuality Education Program. The Project aims and outcomes and measures are cited below.

1.1 Project aims

- To increase the capacity of primary schools in partnership with parents to implement a sustainable health and sexuality education program.
- To build collaborative partnerships between primary and secondary schools and their local community.
- To develop an integrated approach to health and sexuality education across schools with a focus on the transition years from primary to secondary school.
- To develop a model that can be used by schools in other districts to implement a sustainable, comprehensive and sequential health and sexuality program that meets these aims.

1.2 Project outcomes and measures

As a result of participation in the San Remo and District Sexuality Education Project, it is expected that the teaching of health and sexuality education at CSF II Levels 4 to 6 will be enhanced through the following:

- Greater teacher knowledge of a range of health and sexuality issues relevant to CSF II
- Increased ability to plan and deliver a sequential health education program at CSF II levels 4 to 6
- Increased knowledge of a range of health and sexuality education teaching resources and teaching strategies
- Increased ability of primary and secondary schools to build collaborative community partnerships
- Development of a sustainable program.

2.0 METHODOLOGY

The following generation methods were used in analysing and evaluating data from the Bass Coast Sexuality Education Project.

Ethics Approval to conduct the research component of the Project was obtained through the Department of Education and Training.

2.1 The Needs Analysis

Local primary schools in the district were invited by the Department of Education and Training to participate in the Project. A total of nine schools expressed interest.

The Needs Analysis aimed to determine what the nine elected schools and teachers required to be able to deliver a sustainable health and sexuality program, and to inform the development of a support program for teachers. A resource audit of each participating school was conducted during the principal interviews.

Surveys

Written surveys were developed by the Research Team for teachers and parents.

Teacher survey



The teacher survey focused on the knowledge, skills, resources and support required by teachers to deliver a sustainable and successful Sexuality Education program to students in primary schools. The survey was distributed to two teachers of Grades 5 and 6, in each of the schools expressing interest in the Sexuality Education Program.

18 surveys were distributed, and 15 were returned.

The survey included the following areas of discussion:

- the major sexuality related issues relevant to students
- whether sexuality education is taught in the individual teacher's classroom
 - Who teaches it?
 - How often?
 - What resources are used?
- discussion on the following areas of sexuality education
 - Reproduction
 - Puberty
 - Sexual activity
 - Sexual health
 - HIV/AIDS
 - Rules and laws about sex and protective behaviours
- barriers to the effective implementation of a successful program
- facilitating factors for effective implementation of a successful program
- critical factors to assist in effective implementation of a successful program
- parent involvement in school based delivery
- important issues for teacher professional development.

A copy of the survey can be found in Appendix A.

Parent survey

A written survey was distributed to Grades 5 and 6 primary school parents in each of the schools expressing interest in the Sexuality Education Program.

465 parent surveys were distributed through the schools and 119 were returned. Of these 104 were received in time for analysis.

The survey included the following areas of discussion:

- major sexuality issues relevant to the students
- discussion on the following areas of sexuality education
 - Reproduction
 - Puberty
 - Sexual activity
 - Sexual health
 - HIV/AIDS
 - Rules and laws about sex and protective behaviours
- who is responsible for the teaching of sexuality education?
- parent views on their child's participation in a program
- appropriate year level for a program
- parent involvement in the program
- where parents seek information to support them as a parent.

A copy of the survey can be found in Appendix B.

Interviews

Individual interviews were conducted with the nine principals of the schools expressing interest in the Sexuality Education Program. An interview was also conducted with the principal of the Wonthaggi Secondary College.

The questions focussed on the following points:

- current school arrangements for teaching sexuality education
-



- what works best for each school, and what are the difficulties
- support the school would need to deliver a successful program
- audit of current human and material resources for the teaching of sexuality education (including use of outside consultancies and services)
- the commitment of teachers to participate in a professional development program for teaching of sexuality education.

A copy of the interview questions can be found in Appendix C.

Focus groups

Focus groups were conducted with teachers, parents and principals.

Teacher focus group

A teacher focus group was conducted at the Wonthaggi North Primary School on 6 August. Eight primary school teachers attended the meeting.

Questions further investigated the issues raised in the written teacher survey.

Principal focus group meeting

A principals' focus group meeting was conducted on August 6 at Inverloch. The meeting was attended by eight principals.

Principals were informed of the aggregated data from the individual principal interviews, and they were invited to comment further on the data.

Parent focus group

A parent focus group was conducted on 21 August in San Remo at the Bass Coast Community Health Service Centre, with 6 parents in attendance.

This meeting discussed the following:

- the whole issue of sexuality education in the curriculum
- issues as parents
- issues for their children
- the place of the school
- things parents would like to see done in class
- parent involvement in a sexuality education program
- the issue of the male teacher

2.2 PD Evaluation

A two day professional development activity was conducted at Kernot (Bass Coast), on Monday 15th and Tuesday 16th October 2003.

The content of the program was developed from the findings of the Needs Analysis.

The program was attended by nineteen teachers representing seven primary schools and one secondary college, all of whom were participating in the Bass Coast Sexuality Education Project.

A copy of the PD program is located in Appendix D.

The PD Program was evaluated through a likert-type survey (Strongly Agree – Strongly Disagree) and open comments provided to all participants. A 100% response was received. A copy of the PD evaluation survey can be found in Appendix E.

An evaluation of the impact of the PD program in schools was also undertaken with a telephone survey of four of the primary schools.

3.0 NEEDS ANALYSIS



This section provides an overview of the results from the Needs Analysis. Data was collated and analysed under general themes. The section is organised into 3 parts. First, there is an overview of the data drawn from focus groups and individual interviews with principals. In the second part there are the survey results and focus group discussions with teachers, and thirdly there is an overview of parent surveys and focus group data.

3.1 Principal data

Several key themes emerged from the interviews and focus groups with principals. Generally the principals reported that they were happy with how the program had been running up until this point, and they would prefer that the outside agency that had been providing the programs continue to do so.

The reasons for this opinion varied. One of the major reasons was that principals were concerned about their staff response. In particular, they recognized that sexuality education was a sensitive area for staff to teach and they were unsure as to how their staff would respond. Some principals acknowledged that they too, were unsure about the area and concerned about taking on responsibility for developing and implementing a sexuality education program.

Principals acknowledged that one of the reasons underpinning their concern related to potential community backlash. They indicated that they were worried for themselves, but more so for the teachers. In particular they knew that many of their teachers were quite fearful of the potential repercussions, and given this, a few principals said they were not prepared to *'make'* or *'insist'* that their staff teach in the area.

Another issue related to current workload. Most principals stated that their staff were already overworked, and required to deliver too many initiatives. Health and physical education initiatives were considered to already take up a lot of curriculum space and to add sexuality education might prove to be a *'little overwhelming'*. Some went on to mention that given that sexuality education was not explicitly mandated, and that the links to the CSF were not clear, this added to the likelihood that teachers would not teach sexuality education.

The gender of staff members also generated much discussion. Several principals expressed concern about how the school community might perceive a male teacher working in this field. In particular they thought that a male teacher's reputation, and potentially their career, might be at risk.

Principals came up with several factors they thought were central to the success of this initiative. First, they suggested that if they were provided with a *'packaged curriculum'* then that might reduce anxiety and encourage teachers to develop and implement the program. Although it must be noted some principals stated that this still would not *'make them make teachers'* teach the program. Second, they wanted support from outside agencies to continue in some form (if not in its present form). Finally, they thought that financial, and policy support from the Department was crucial.

3.2 Teacher data

Teacher data was collected via two methods, survey and focus group. The following section integrates survey data with focus group responses.

3.2.1 Reproduction



As indicated by Figures 1.1, 1.2 and 1.3 issues surrounding reproduction were generally considered to be important components of a sexuality education program, and participants generally agreed that reproduction should form part of sexuality education. Approximately 70% of participants indicated that they would feel confident teaching the related topics of reproductive systems, conception and pregnancy. At present, the topic of reproduction is being taught in approximately 65% of classrooms.

Figure 1.1 Components of sexuality program – Reproductive Systems

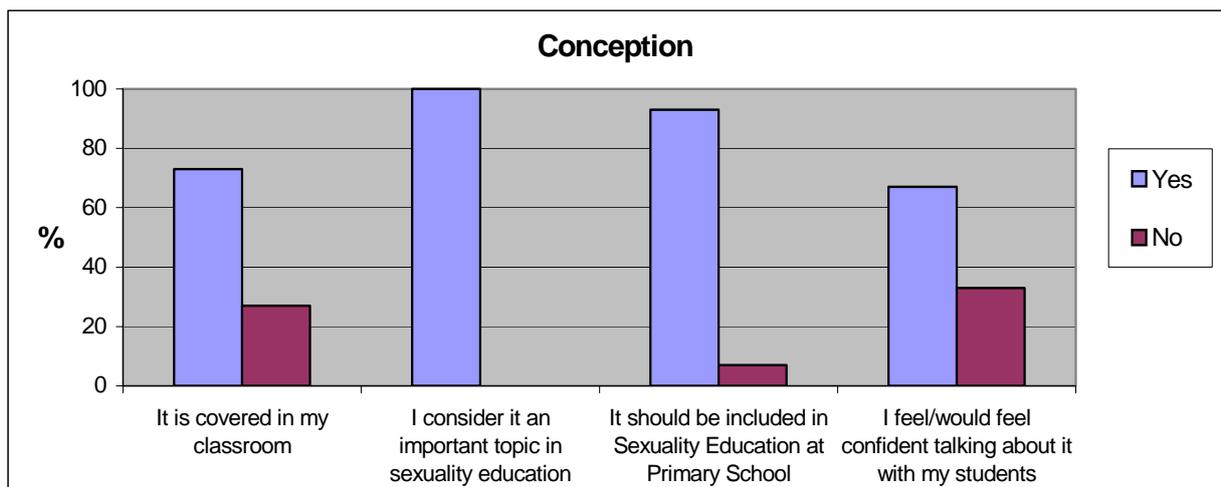
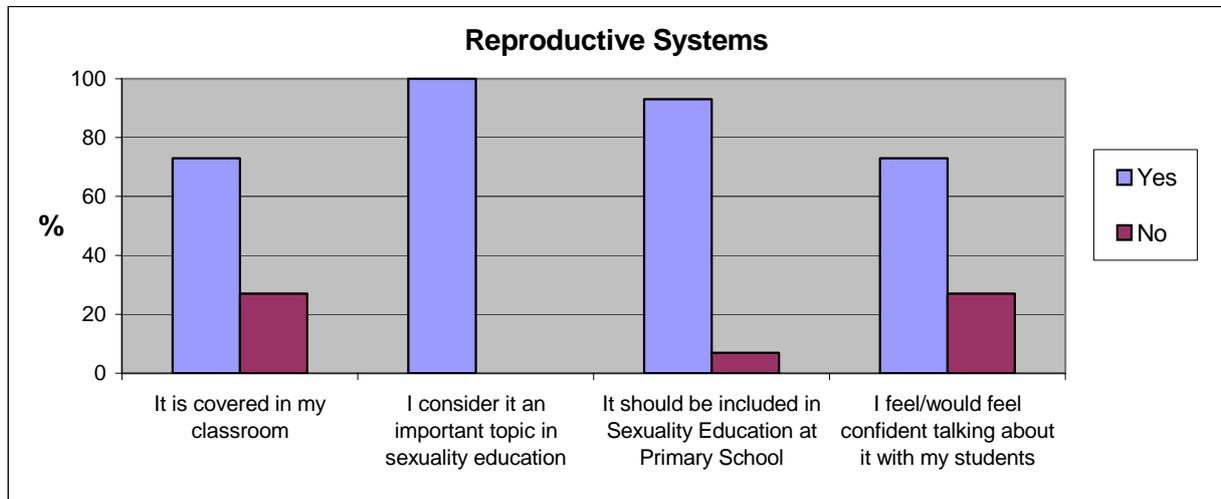


Figure 1.2 Components of sexuality program - Conception

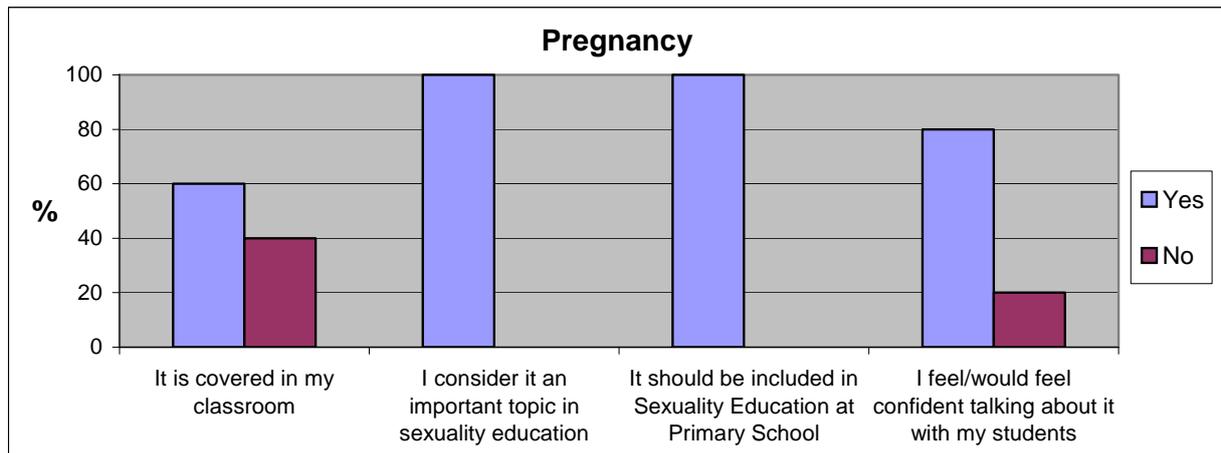


Figure 1.3 Components of sexuality program - Pregnancy

3.2.2 Puberty

As demonstrated in figures 2.1, 2.2, 2.3 and 2.4, there was more variation in participant responses to the topic areas associated with the puberty section of the survey. Participants agreed generally that the sub topic areas of body changes (see Figure 2.1), menstruation (see Figure 2.2) and social skills (see Figure 2.4) were important components of sexuality education and should be included in a sexuality education program. Participants, however, indicated that generally they would feel less comfortable teaching in the areas of body changes and menstruation. Participants all indicated that they either felt comfortable, or would feel comfortable teaching social skills.

A significant point of departure in the results occurs in responses to the topic area of masturbation. From the data (see Figure 2.3) it is the topic area less likely to be taught. In addition, approximately 60% of participants indicated that they didn't feel confident or comfortable talking about it with their students. What is interesting is that although approximately 70% of participants indicated that they did not cover the topic area in their classroom, and that 60% indicated that they did not feel comfortable, approximately 80% of the participants thought that the topic area of masturbation was an important area to cover in sexuality education.

In terms of current practice, social skills related to teaching about puberty is the most likely topic area to be taught in classrooms (100%), followed by body changes (approximately 90%), menstruation (approximately 75%) with the least likely topic area to be taught being masturbation (approximately 30%).

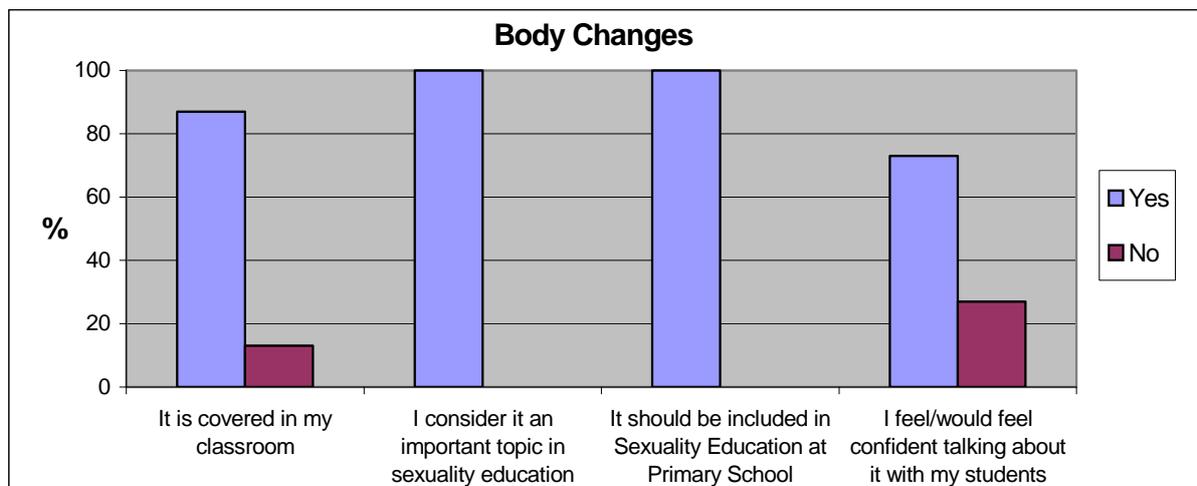


Figure 2.1 Components of sexuality program – Body Changes

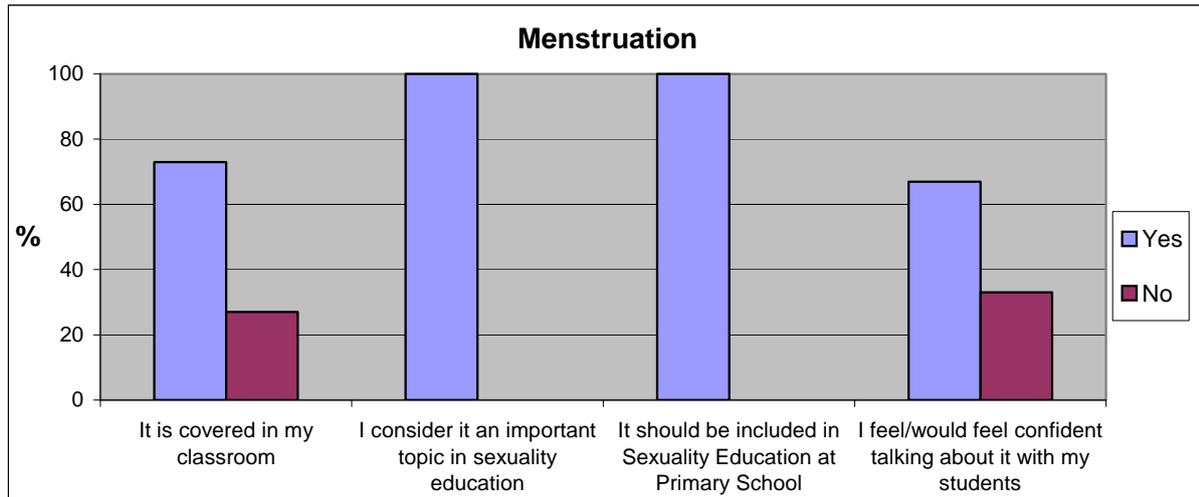


Figure 2.2 Components of sexuality program - Menstruation

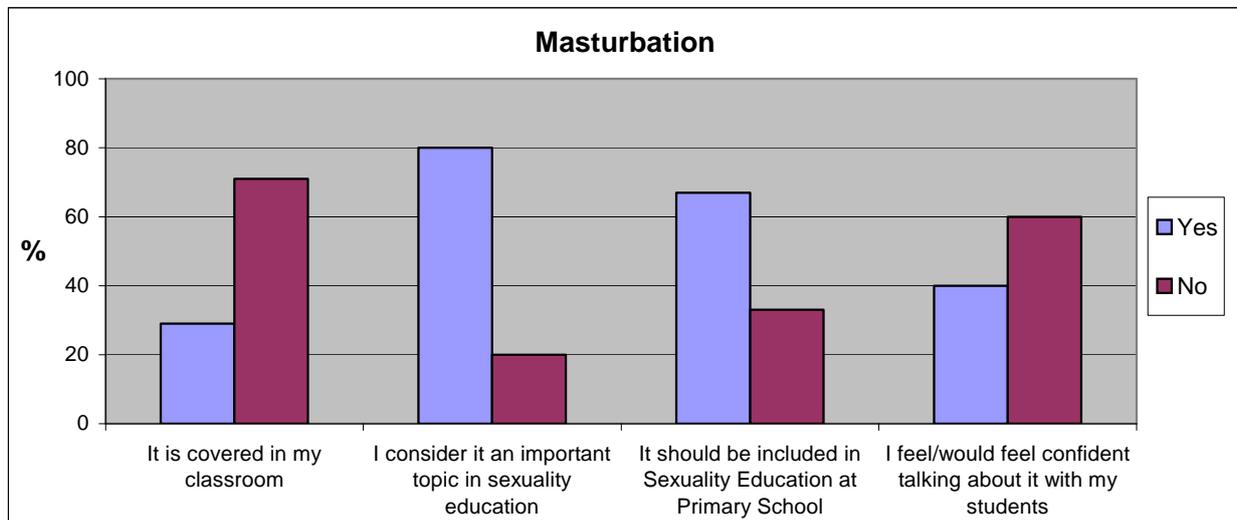


Figure 2.3 Components of sexuality program - Masturbation

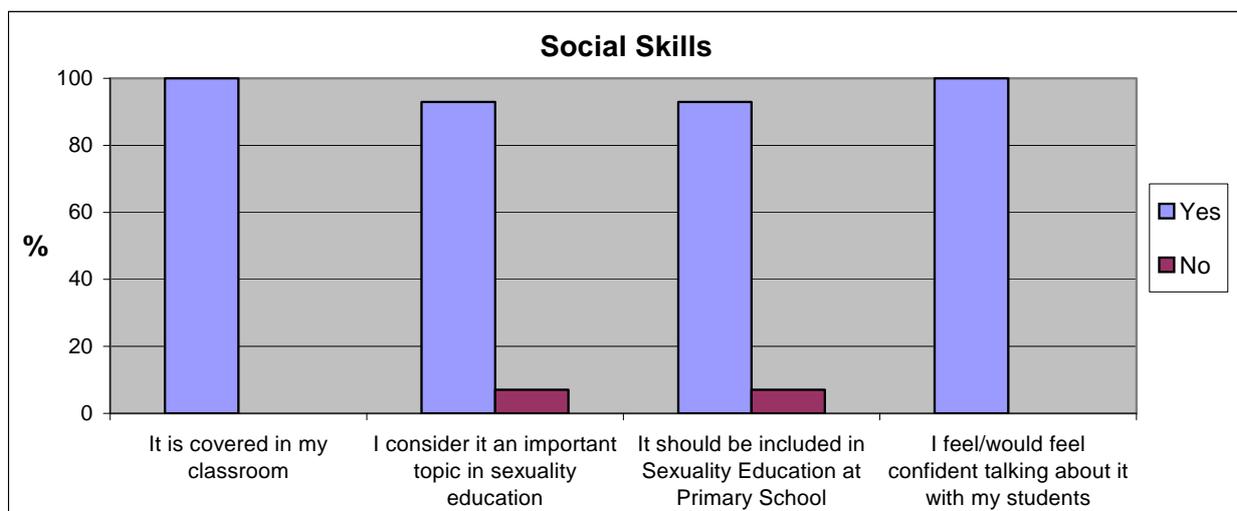


Figure 2.4 Components of sexuality program – Social Skills

3.2.3 Sexual Activity

The topic area of sexual activity and its associated sub topics clearly cause the most concern for teachers, particularly when reported confidence levels are considered. On average, over 75% of participants indicated that they would not feel confident teaching the topics of intercourse, sexual arousal and intimacy, and sexual diversity. Intercourse was the topic most likely to be taught in the classroom. Even so, it is presently only covered in 45% of cases (see Figure 3.1). In over 80% of cases the areas of sexual arousal and intimacy (see Figure 3.2), and sexual diversity (see Figure 3.3) are not taught in classrooms. In terms of whether participants view these topic areas as being important components of sexuality education programs, the topic of intercourse was considered by approximately 95% of respondents to be of importance. What is interesting though is that only 55% of respondents thought that it should be part of a primary school sexuality education program. This might be explained by comments provided by teachers in the survey section as well as focus groups, which suggest that they believed sexual activity was a more appropriate area for secondary schools to teach.

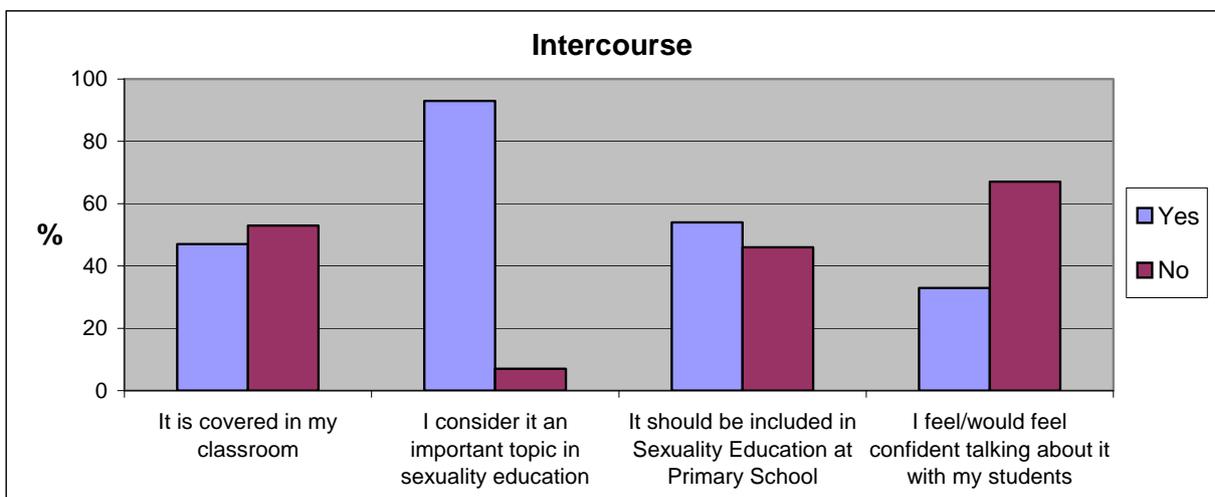


Figure 3.1 Components of sexuality program - Intercourse

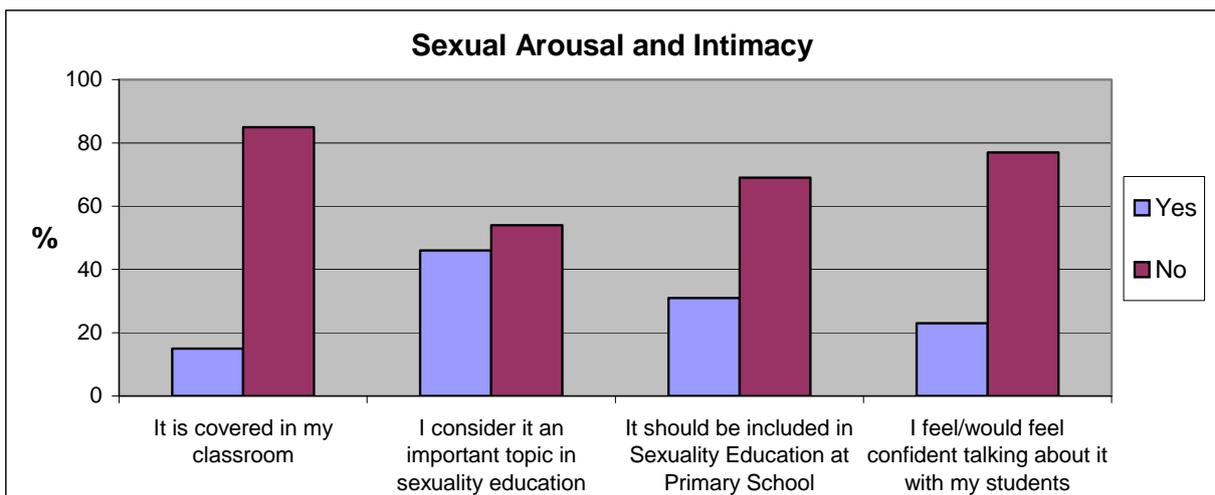


Figure 3.2 Components of sexuality program – Sexual Arousal and Intimacy

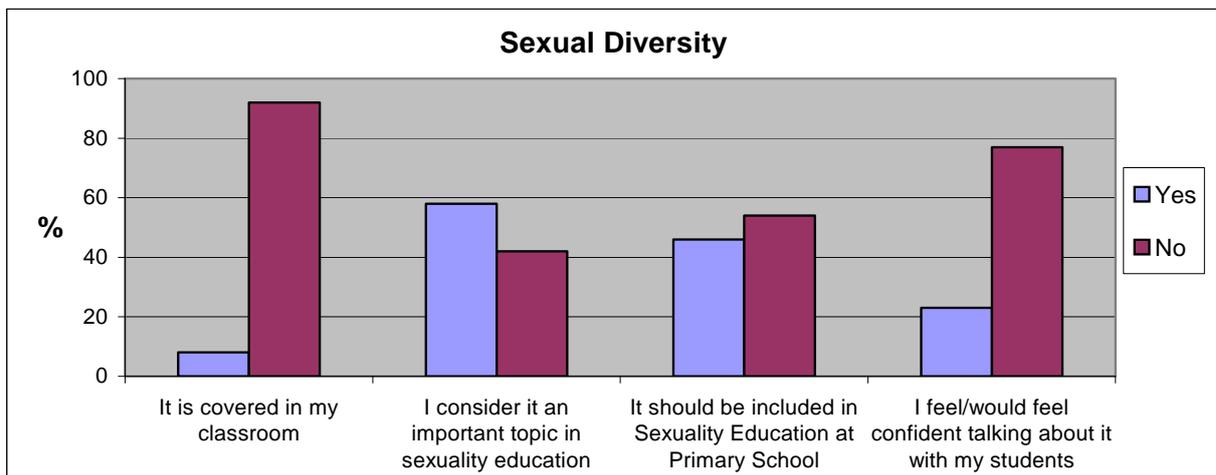


Figure 3.3 Components of sexuality program – Sexual Diversity

3.2.4 Sexual Health

The topic areas associated with sexual health are currently not covered in many classrooms, with approximately 15% of participants stating that they cover some aspects of this area (see Figures 4.1, 4.2 and 4.3). What is interesting is that although the area largely isn't covered currently in classrooms, almost 95% of participants indicated that they thought they were important topic areas to cover in sexuality education. However, it was thought by approximately 60% of respondents that the areas of HIV/AIDS and sexually transmitted infections should not be included in primary school programs, and that they were more appropriate for secondary school students. Approximately 55% of the sample thought that the area of contraception should be included in primary sexuality education programs (45% believed it was a topic more suited to secondary school programs). Approximately 60% of the sample indicated that they would feel comfortable discussing contraception and HIV/AIDS with students. However the area of sexually transmitted infections was considered to be a little more difficult and 60% of participants indicated that they wouldn't be comfortable discussing this area with students.

One interesting finding from this section is the discrepancy between current practice (approximately 15% cover sexual health topics), and the value attributed to the area, in terms of whether teachers perceive the area to be an important part of a sexuality education program (approximately 90%), and their level of confidence (approximately 55%). Some teachers believe that sexual health should only be taught in secondary schools. Levels of confidence also need to be considered when attempting to understand the discrepancy between current practice and value attributed to the topic area.

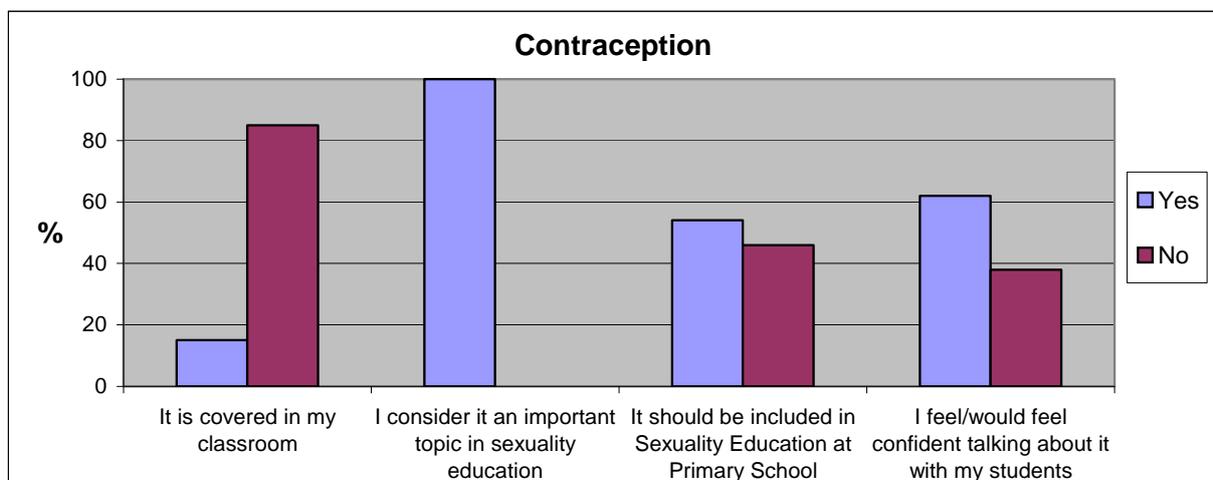


Figure 4.1 Component of sexuality program - Contraception

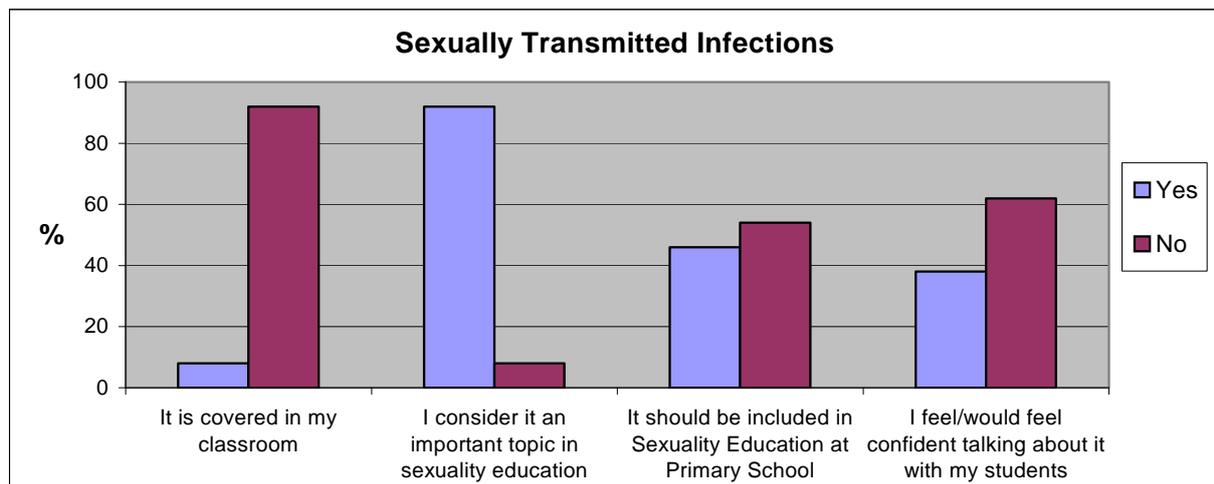


Figure 4.2 Components of sexuality program – Sexually Transmitted Infections

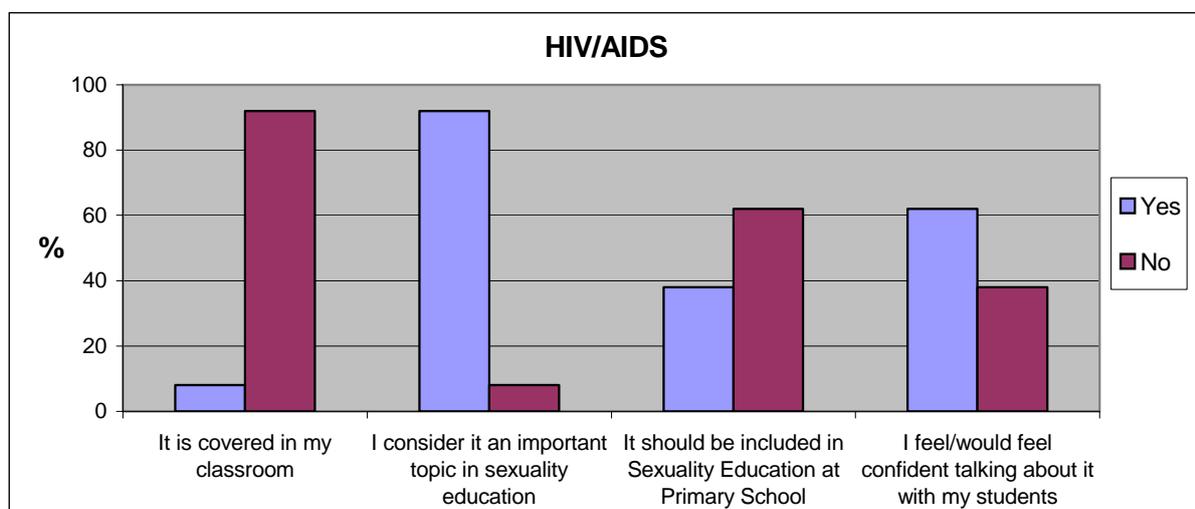


Figure 4.3 Components of sexuality program – HIV/AIDS

3.2.5 Rules And Laws About Sex And Protective Behaviours

The survey section pertaining to rules and laws about sex and protective behaviours elicited mixed responses from participants across the various sub topics. It is clear that the sub topic of appropriate/inappropriate touching (see Figure 5.3) is an area that participants generally believe is important, and consider that it should be included in a primary school sexuality program. Also, in most cases, participants reported feeling confident talking about this sub topic, with over 85% of the sample stating that it is covered in their classroom.

The sub topic of discrimination on the basis of sexual preference (see Figure 5.1) on the other hand, was of more concern for participants. On average approximately 60% of respondents stated that it was not something that they covered in their classroom or considered an important topic in sexuality education. This trend continued in participant responses to the question as to whether discrimination should be covered in primary schools. In terms of levels of confidence, approximately 70% responded that they would not feel confident talking with their students about this topic.

Laws relating to sexuality (see Figure 5.2) was a topic that was covered in very few classrooms (10%). However, approximately 60% of participants indicated that they believed it to be an important area, and one suitable to be addresses primary schools, but they were not confident in talking about this topic with their students.

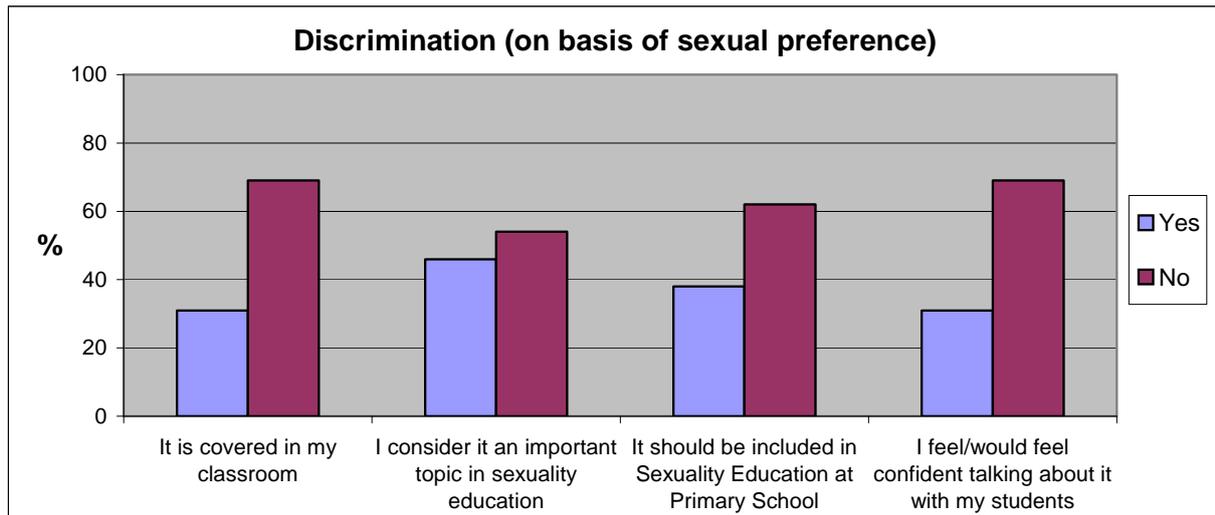


Figure 5.1 Components of sexuality program - Discrimination

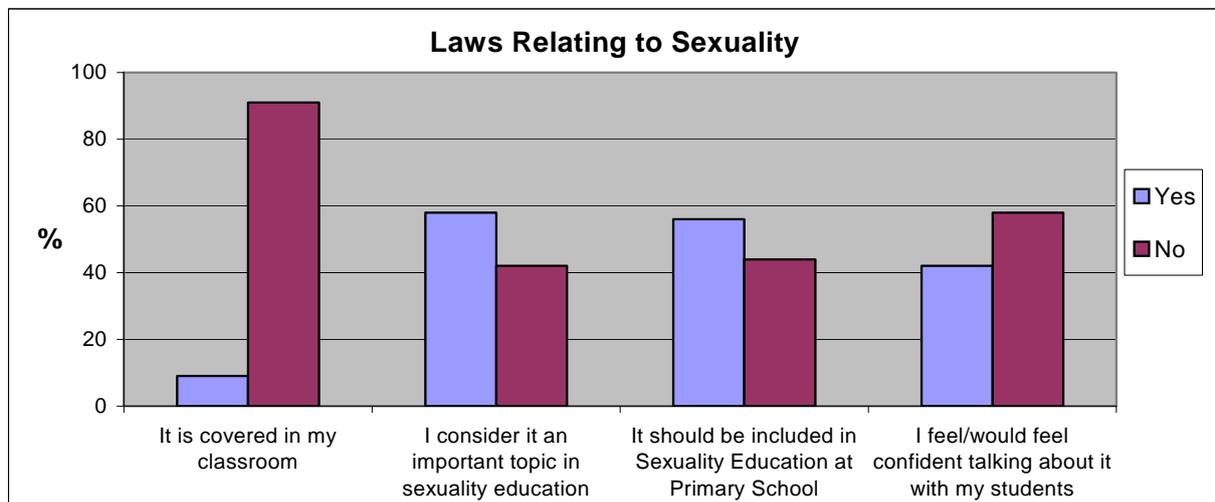


Figure 5.2 Components of sexuality program – Laws Relating to Sexuality

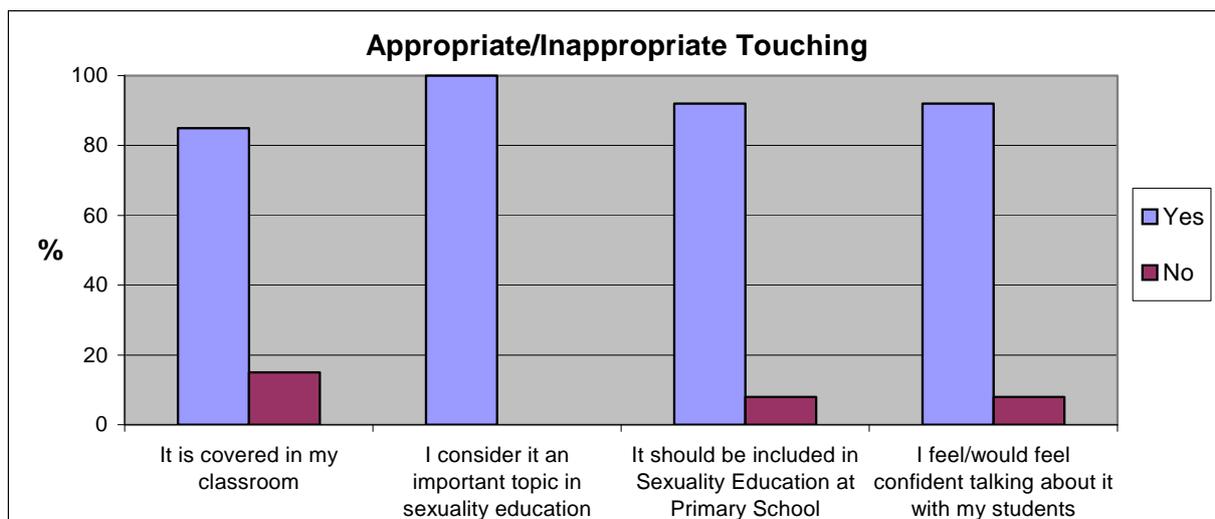


Figure 5.3 Components of sexuality program - Touching

3.2.6 Barriers and enablers to implementing sexuality education

Survey data indicate a lack of knowledge with '*lack of professional development*' and '*lack of resources*' strongly influencing teachers' capacity to teach in the programs in the area.

This section combines survey data and focus group responses to highlight factors that act as barriers or enablers to the implementation of effective school based sexuality education programs.

Barriers

Participants stated that lack of knowledge was a major barrier for them. This was reflected within focus group discussions when participants indicated they were not sure what they were meant to do in a sexuality education program. Most participants indicated that they did not '*have any resources whatsoever*', and they '*wouldn't know where to look for them*'. With specific reference to knowledge, some participants said that they could deal with the '*straightforward sex stuff*.' However, it was more the '*social, values stuff*' that was troubling.

Confidence and comfort levels were also acknowledged as being significant influencing factors. This reflects strongly the trend identified in the previous sections, where most teachers indicated that they lack confidence and do not feel comfortable teaching in the majority of the areas associated with sexuality education programs. The reasons for confidence and comfort levels being so low in the sample relate to teachers' perceived lack of knowledge as well as lack of resources and concerns about parental/community backlash. Another key aspect that contributed to participants' lack of comfort was gender, males indicating that they generally were not comfortable or confident working in the area of sexuality education. The stated reason for this was that the current climate around male teachers and children would leave them '*wide open*' to possible suspicion, as well as the possibility of having their careers ruined as a result of being labelled a paedophile. This feeling was incredibly strong for one participant who stated in the focus group '*I don't care what you say or offer, I just ain't doing it. There is no way you can make me*'. Other males in the sample indicated that they would be prepared to teach in the field, however, they would want to feel supported by their schools and staff, as well as receiving professional development. Concern was not only felt by males. Several female teachers also said that they were fearful that something they said or did could be taken out of context and they would end up '*in trouble*'. The general level of discomfort, lack of confidence and fear are all very strong barriers that are impacting upon or will impact upon the effective implementation of a comprehensive sexuality education program.

Several other factors were acknowledged as barriers to implementation. Competing curriculum demands was found to be a moderate barrier to teaching sexuality education. Teachers (and principals – see Section 3.1) stated that there were already many curriculum initiatives that they had to implement in their classrooms. Concerns about the already crowded curriculum were clearly expressed in the focus group, with teachers wondering how and where they can just '*throw another one [initiative] in on top*' and that '*there weren't enough hours in the day*' to fit everything in.

Another moderate barrier identified in the survey was that of parent opposition. This was also expressed in focus group discussions, where participants indicated that one of the concerns they had about teaching sexuality education was that they were quite fearful of the potential '*backlash*' from parents. This fear manifested in a number of ways, and was linked to a number of associated concerns, including adverse media attention, their classroom content being misrepresented by students at home, being accused of being a pervert or paedophile and not being supported by school, community or relevant education authorities. Concerns about parent opposition link with levels of comfort and confidence, in that the more teachers fear parent opposition, the less comfortable they felt in teaching in the area.

Generally teachers did not perceive that administration or policy adversely affected current practice. However, two participants from one school did note that both of these factors were impacting upon their programs to a '*strong extent*'.



Enablers

Given the barriers highlighted in both the survey and focus group, it is not surprising that participants identified the following factors as critical to the successful development and implementation of an effective sexuality education program in their school:

- support from a community agency
- professional development
- material resources
- supportive administrative and school policy.

In addition to these enabling factors, focus group participants agreed that if they had to do it then they needed a program that was *'set in stone.'* There was a belief that if you had such a program that was endorsed by relevant organisations, and was taught consistently across all of the schools in the area, then this would reduce the anxiety associated with teaching in the area. One participant suggested that gender was the key enabler, given that as a male he *'thinks that it is important'* but he is not doing it under any circumstances.

3.2.7 The role of parents

Participants were unsure as to what role they wanted parents to play. In addition, there was a lack of knowledge about the ways they might be able to work to ensure parents were involved. Discussion focused on whether it might be a good or bad thing to have parents in the classroom. One opinion was that it would be good because *'you would have evidence to back you up'* if someone had misrepresented you. Another opinion expressed related to the potential negative impact on the students as well as the teacher.

3.3 Parent data

3.3.1 Reproduction

As can be seen in Figures 6.1, 6.2 and 6.3 the sub topics associated with reproduction were considered to be significant areas that sexuality education should address in schools. It is interesting that even though parents on the whole either talk about the various areas with their children, or intend to do so, they were still of the belief that schools should include the topics in their programs.

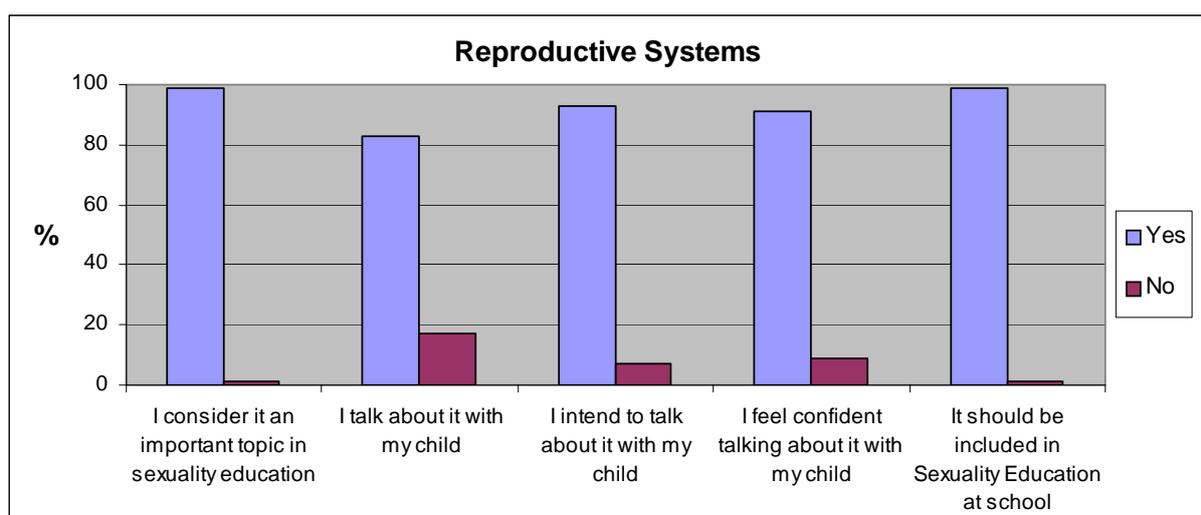


Figure 6.1 Components of sexuality program – Reproductive Systems (Parents)

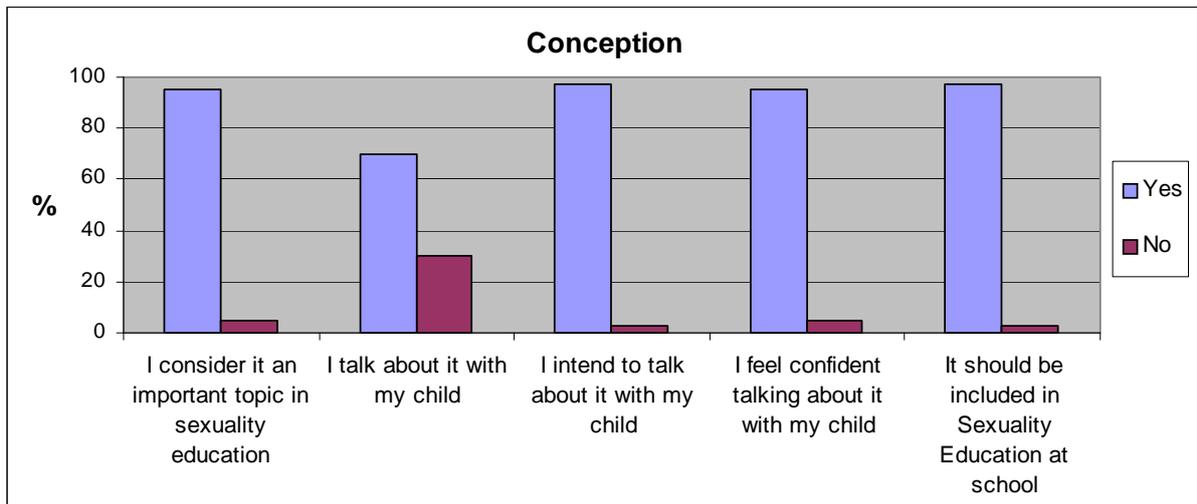


Figure 6.2 Components of sexuality program – Conception (Parents)

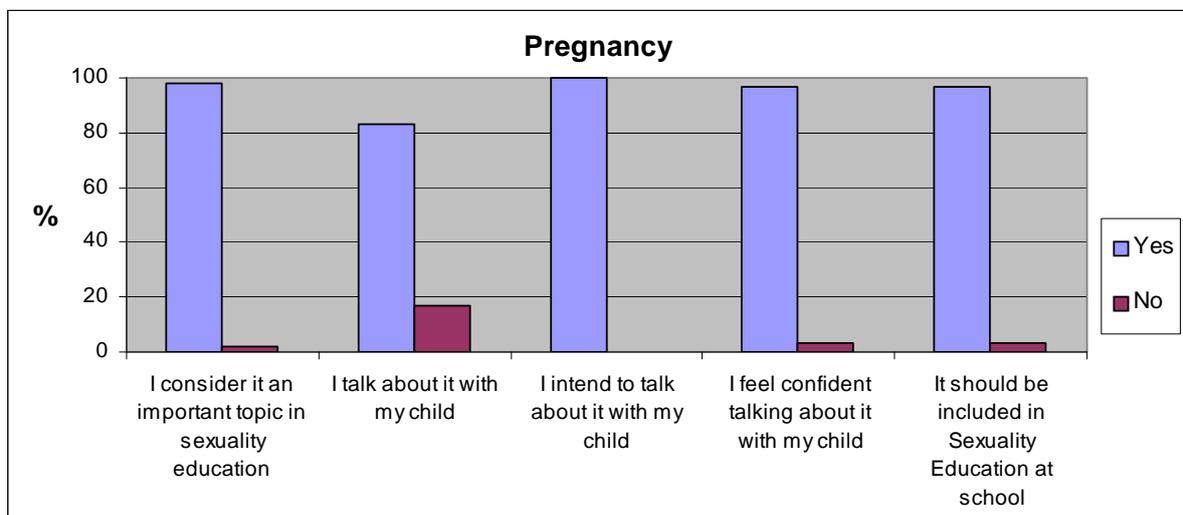


Figure 6.3 Components of sexuality program – Pregnancy (Parents)

3.3.2 Puberty

The sub topics associated with puberty were considered by parents to be important areas to be covered by a sexuality education program, with approximately 95% of respondents agreeing that the areas of body changes (see Figure 7.1), menstruation (see Figure 7.2) and social skills (see Figure 7.4) should be included. Parents also generally indicated that they either had talked to their children about the areas, or intended to, and largely felt confident. This trend differed somewhat with the topic area of masturbation (see Figure 7.3). Parents reported that although they mostly hadn't talked about it with their child, 80% intended to, however confidence levels had dropped with only 60% stating they felt confident talking about the area with their child (compared to approximately 100% reporting they felt confident with the other areas). What is interesting is that 80% of respondents still believed masturbation was something that should be covered in a sexuality education program.

Figure 2.1

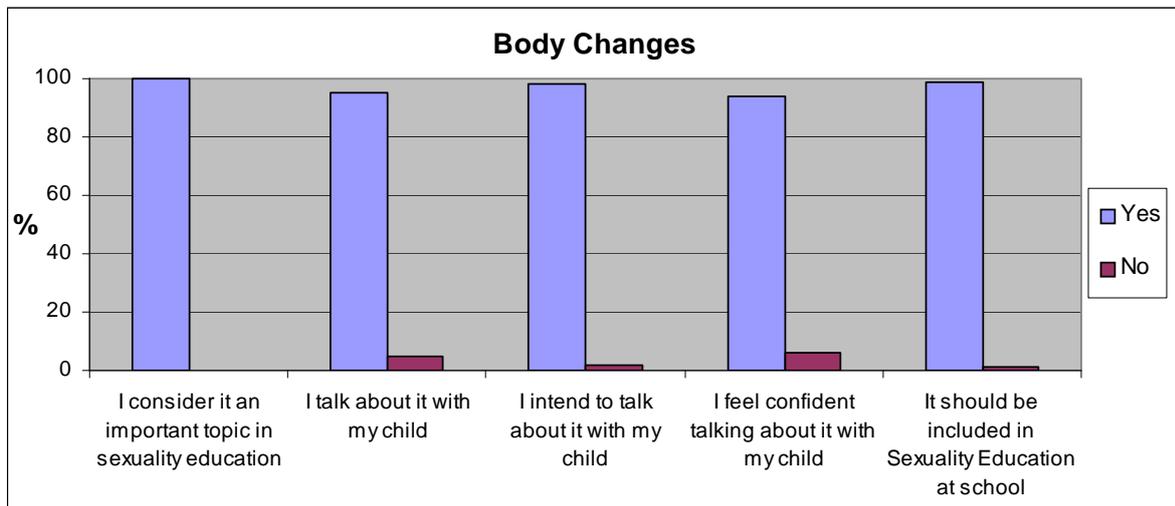


Figure 7.1 Components for sexuality program – Body Changes (Parents)

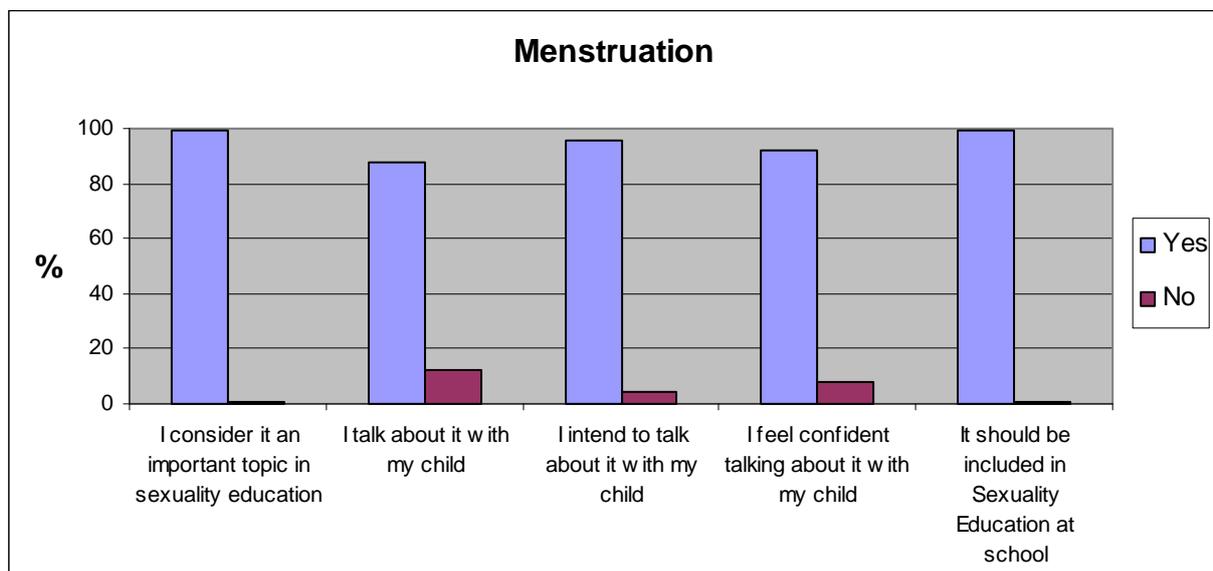


Figure 7.2 Components for sexuality program – Menstruation (Parents)

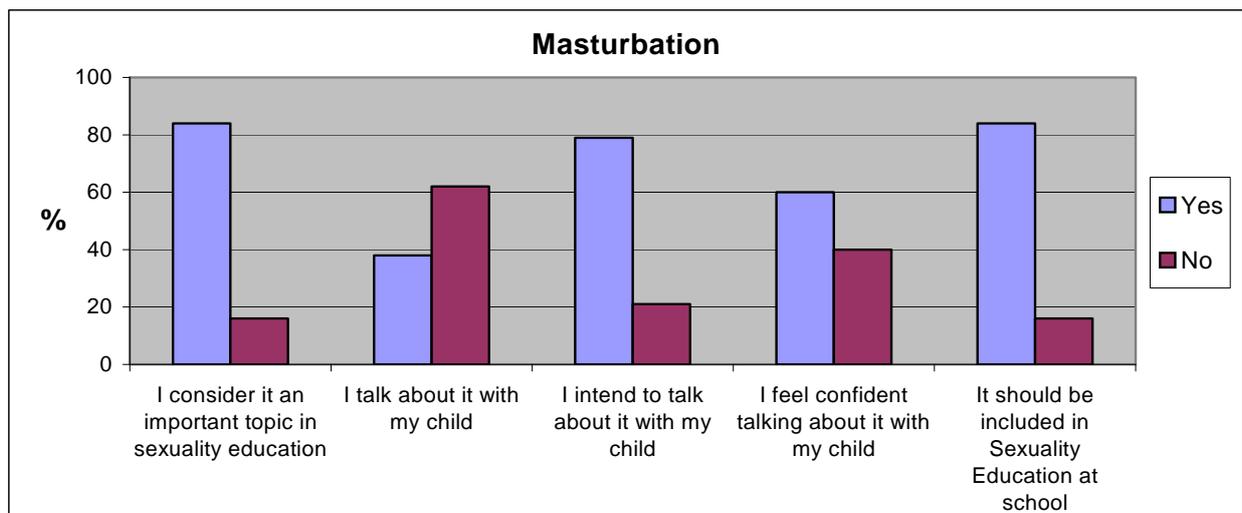


Figure 7.3 Components for sexuality program – Masturbation (Parents)

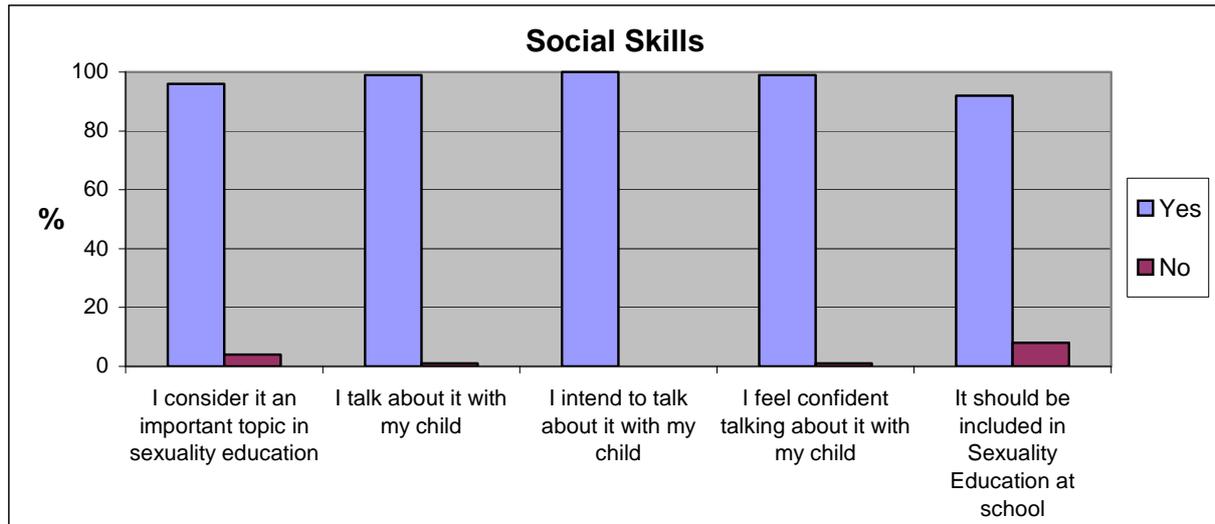


Figure 7.4 Components of sexuality program – Social Skills (Parents)

3.3.3 Sexual Activity

As can be seen in Figures 8.1, 8.2 and 8.3, approximately 80% of parents considered the sub topic areas of intercourse, sexual arousal and intimacy and sexual diversity, to be important components of sexuality education programs and should be included in school programs. Reported levels of confidence were lower for this section (approximately 75%) with the area of sexual arousal and intimacy receiving the lowest scores for having already talked about it with their child.

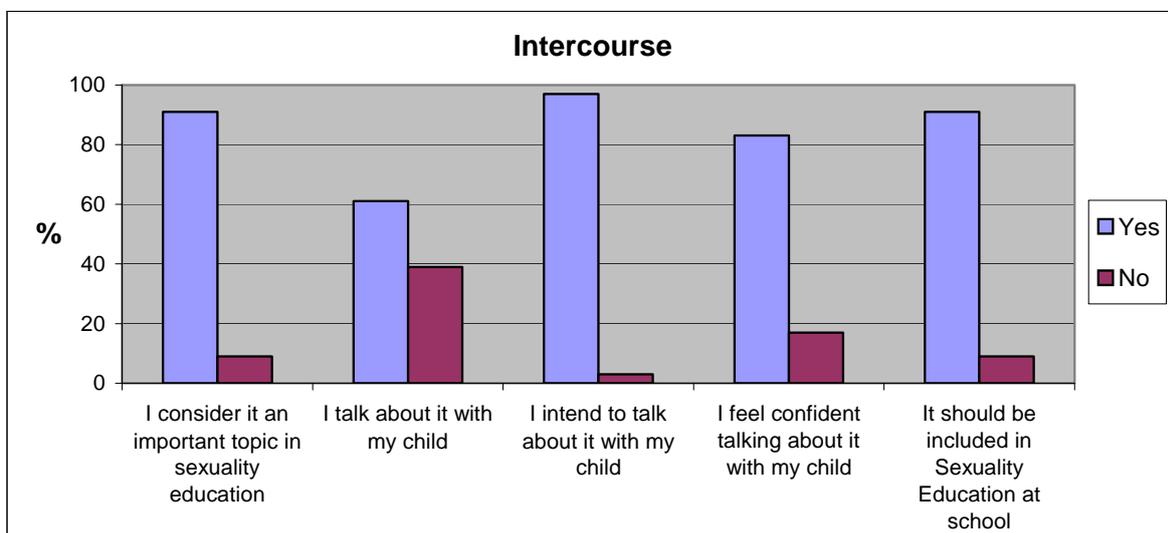


Figure 8.1 Components of sexuality program – Intercourse (Parents)

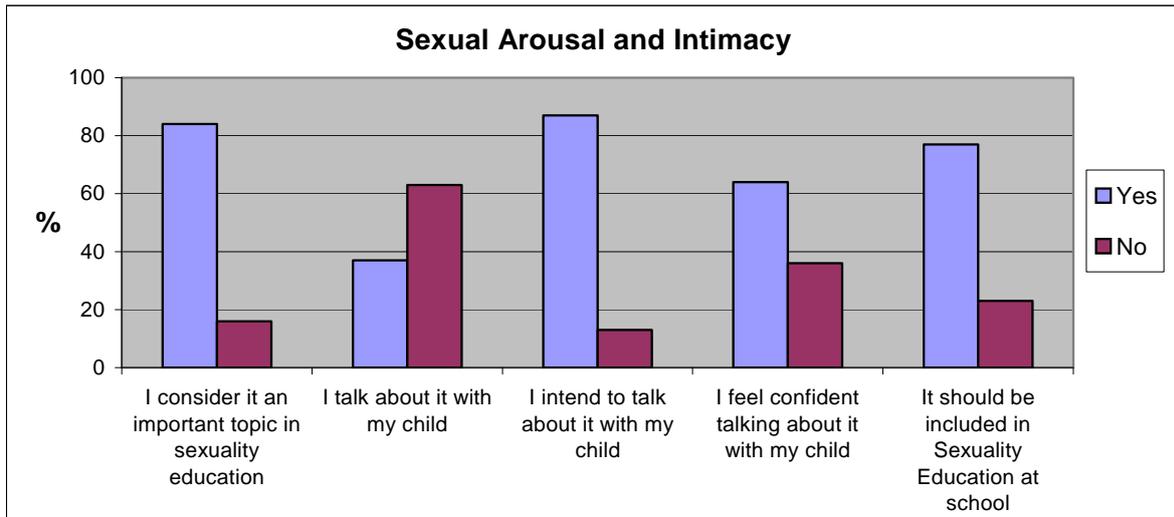


Figure 8.2 Components of sexuality program – Sexual Arousal (Parents)

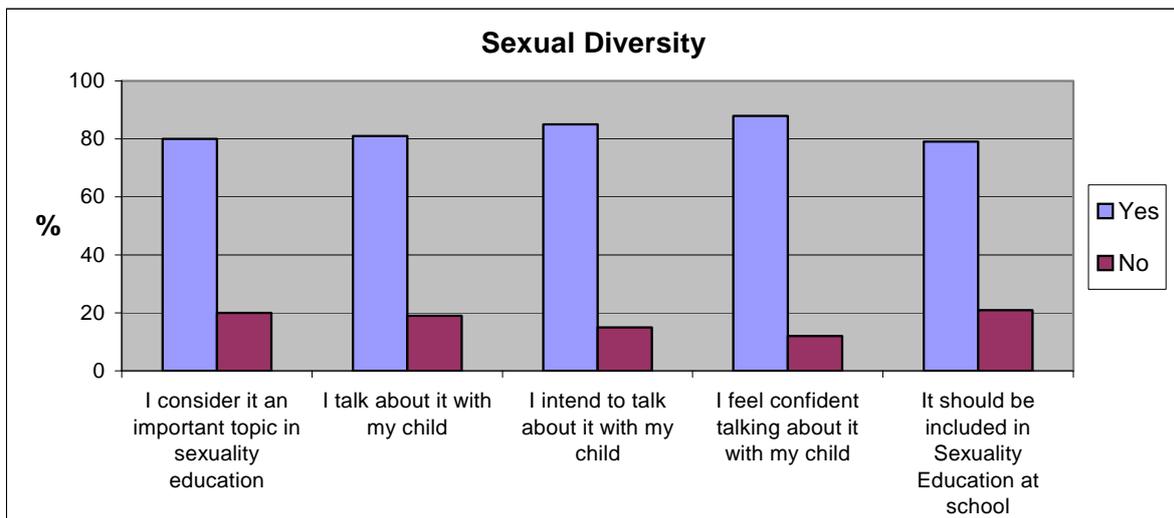


Figure 8.3 Components of sexuality program – Sexual Diversity (Parents)

3.3.4 Sexual Health

Sexual health was seen to be very important by parents or parent participants. Over 95% of the sample, across all 3 sub topics, believed the area to be important, and that it should be included in school based sexuality education (see Figures 9.1, 9.2 and 9.3). Confidence levels were high, as was intent to talk about it with their child/children.



Figure 9.1 Components of sexuality program – Contraception (Parents)

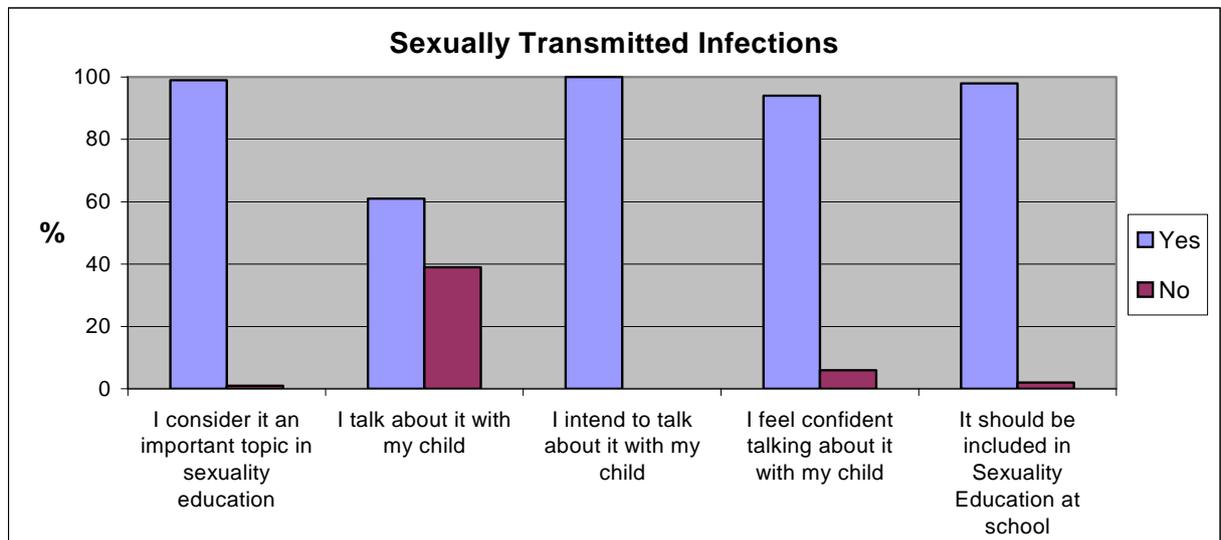


Figure 9.2 Components of sexuality program – Sexually Transmitted Infections (Parents)

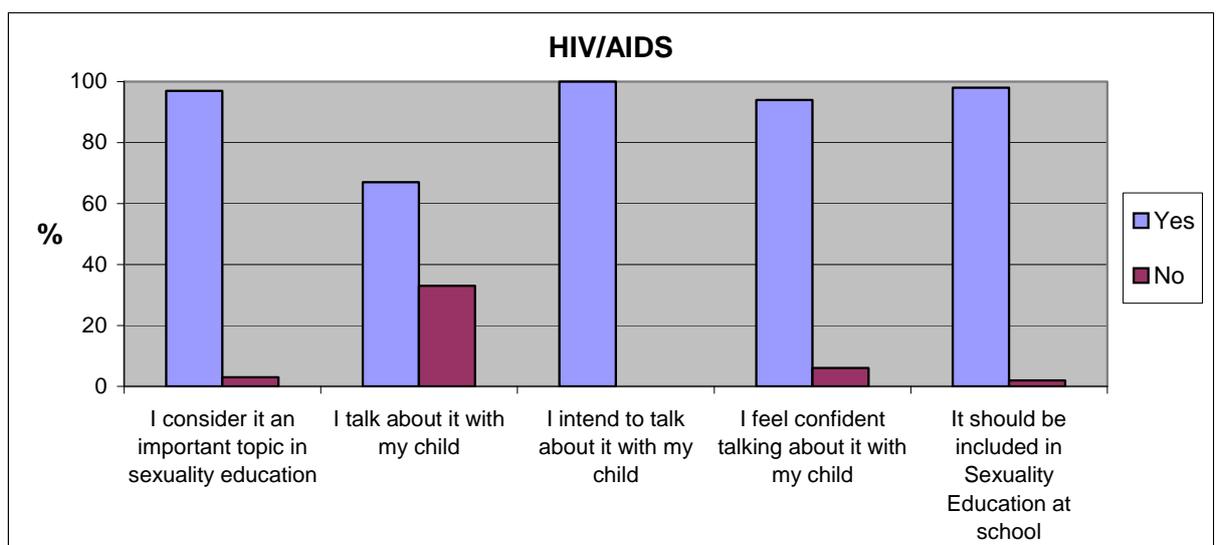


Figure 9.3 Components of sexuality program – HIV/AIDS (Parents)

3.3.5 Rules and Laws about Sex and Protective Behaviours

On average approximately 90% of parent participants believed that rules and laws about sex and protective behaviours are important components of a sexuality education program and should be included in a school program (see Figures 10.1, 10.2 and 10.3). The area of discrimination based on sexual preference scored lower across all aspects, although scores were mostly still above 80%.

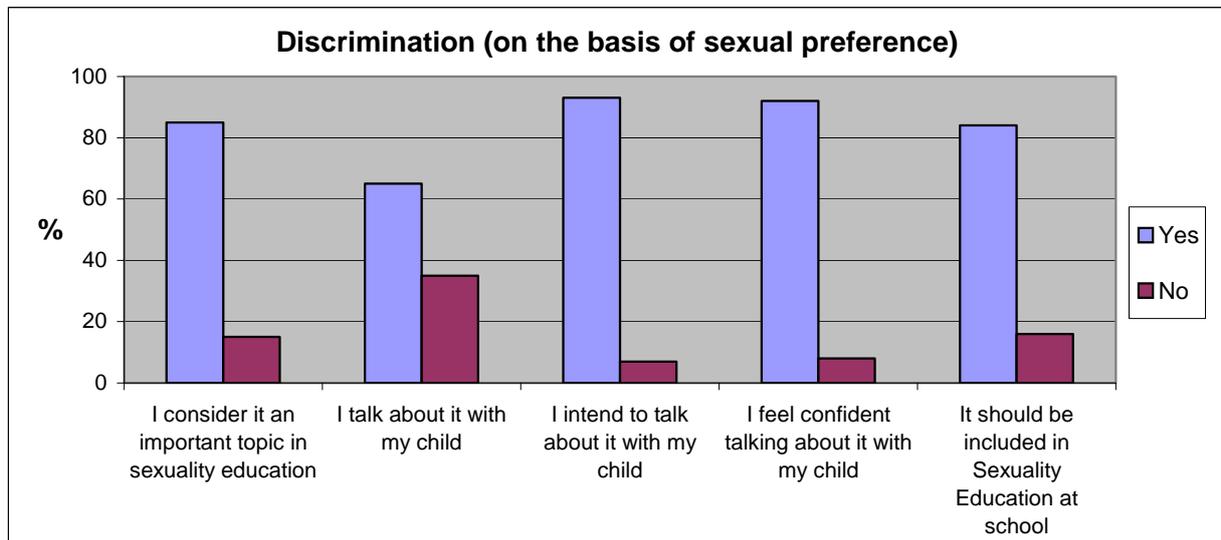


Figure 10.1 Components of sexuality program – Discrimination (Parents)

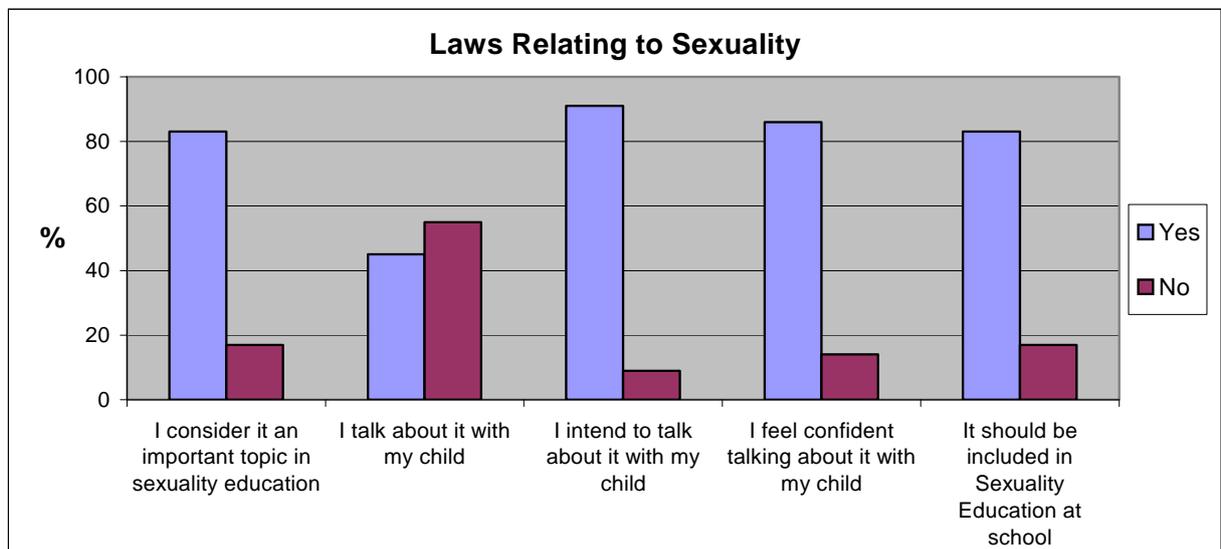


Figure 10.2 Components of sexuality program – Laws (Parents)

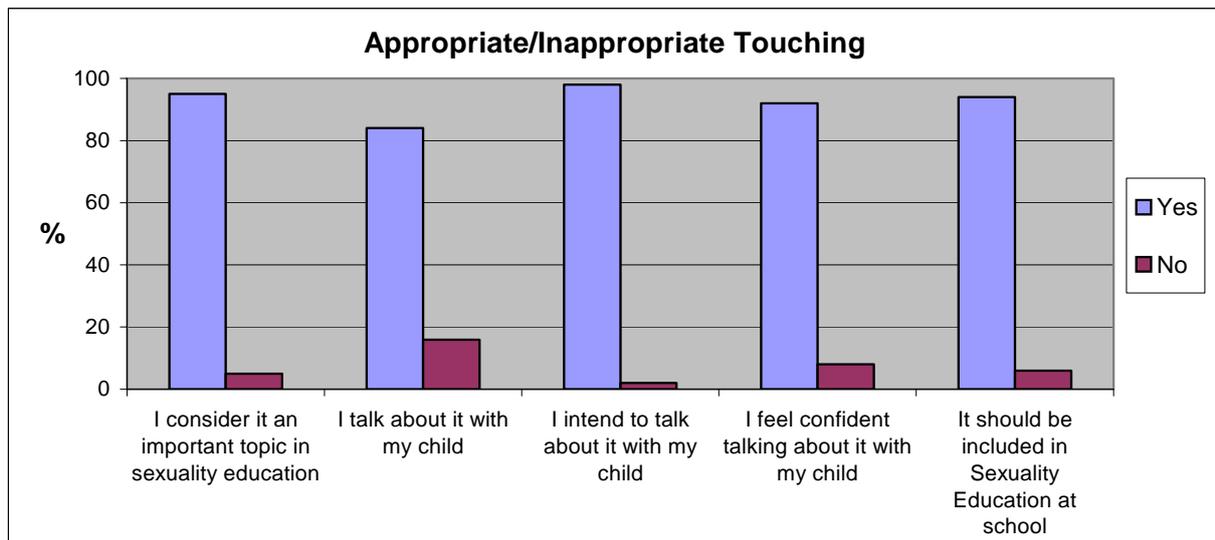


Figure 10.3 Components of sexuality program – Touching (Parents)

3.3.6 Matters concerning the teaching of sexuality education

Parents were asked two questions regarding the teaching of sexuality education

- **Would you be interested in your child participating in a school-based Sexuality Education Program?**

104 parents responded to this question, 87 parents responded Yes, 6 parents responded No, and 11 parents responded Unsure.

- **In what ways do you consider that parents should be involved in school based delivery of sexuality education?**

The following responses were received to this question:

	Yes	No
Contributing to the development of the sexuality education curriculum	50	31
Being involved in classroom activities	25	49
Assisting with at-home work	89	7
Receiving information on the nature and content of the program	95	1

As already discussed, parents were overwhelmingly supportive of the notion of schools teaching sexuality education to their children. Parents were asked to comment where appropriate throughout the survey, and a range of comments were offered.

The following comments are indicative of the general response parents made as to whether or not they agreed with sexuality education being taught to their child:

‘As a single mum with 3 boys, I find these sexual issues programs very beneficial. I tell them as much as I can and am aware of, so if they can get additional information/help that is great.’

‘I think it is important for kids to be involved in a sexuality education program at school because they learn the truth about it and not just the silly wives tales that always circulate among them at school.’

‘As hard as I try to have an open relationship with all of my children, they may not always want to come to me first for help. Also I find I am just Mum and really know nothing of the world, whereas say a teacher knows better than me. I feel that teachers have enough programs to run through their

school time, as this would be better to come from an outside source. It is a very important subject. As honest as I try to be, I don't always feel comfortable about some subjects. Most probably as we never openly talked about sex education in my younger days.'

'Very important for children to be well informed and have prior discussion re: sex ed topics before relevant topics arise in real life situations.'

'This training is a great idea. I certainly do not want my children to be sexually repressed. Knowledge is a personal tool as long as it is delivered appropriately.'

Concerns

Although parents were generally supportive of sexuality education, they did have some concerns regarding how and when it was taught. For example, they thought that only certain topics should be taught at primary school, e.g. puberty, and some left till later years, e.g. drug use and sex. There was some acknowledgement that needs would differ from child to child and class to class. However, it was still considered important to teach sexuality education, as long as information was introduced gradually so that it was delivered to the appropriate level. In terms of how sexuality education should be taught, parents believed generally that factual information was extremely important, and that *'no shock tactics or horror stories'* are taught. There were also many suggestions that the sessions be delivered tastefully and tactfully, and that they should include the social aspects of sexuality not just the behavioural.

There were several parents who expressed uncertainty about whether sexuality education should be covered at schools. For example one parent commented: *'this is hard as a parent to decide as to when someone should or shouldn't be talking to your child about things like this'*. Another parent stated that *'it concerns me that sexual education will be taught to our children without the addition of morals, eg: sex before marriage, numerous partners etc is not the desired way to go'*. One parent was adamant that sexuality education shouldn't be a part of a school program suggesting that:

'Sex was never meant to be a public discussion. It should be a private affair between a husband and a wife. If you know how the human body works especially if it has been explained in a respectful and proper manner the rest is automatic. Kids do not need to be told too much about sexual experience. When they meet the right person and get married they will experience this wonderful feeling all on their own without anybody's help.'

4.0 CONCLUSION: Recommendations for Professional Development

On the basis of the data provided from the teachers, principals and parents in the Needs Analysis. It is recommended that professional development should address the following:

1. Knowledge development related to
 - rationale for teaching sexuality education in primary school
 - Department guidelines
 - developmentally appropriate sexuality education topics and the significance of each topic
 - a program model, including models of working with parents
 - CSF II links and ways to integrate sexuality education across the curriculum
 - parent opinions about teaching sexuality education to their children
 - young people and sexuality, statistics and issues
 - effective resources and strategies commonly utilized in sexuality education.

2. Skill development in



- Implementing appropriate classroom strategies
- Integrating sexuality education across the curriculum
- Involving parents appropriately in programs.

5.0 PROFESSIONAL DEVELOPMENT EVALUATION

A key aim of the professional development program was to increase teacher confidence and level of comfort in the area of sexuality education. The rationale behind the focus on increasing confidence and comfort was derived from the Needs Analysis. Teachers clearly expressed that they lacked confidence in, and were uncomfortable dealing with, many of the areas associated with the field.

Upon reviewing the evaluation data, it is clear that the professional development was successful in achieving the stated aim of improving confidence and comfort levels of participants. Such increases in levels of confidence and comfort can be related to the opportunity participants had to acquire the key knowledge and skills throughout the program. This in turn relates to the value of conducting a needs assessment, given that participants had been involved in identifying their concerns and knowledge/skills that they would require if they were to feel confident and comfortable. It must be noted however that a comprehensive impact evaluation needs to be conducted in order to determine whether teachers maintain their 'new found' sense of confidence and comfort, and whether this shift translates into the development and implementation of effective school based sexuality education.

The following section provides a general overview of the evaluation data. First the level of enjoyment participants experienced during the professional development program is discussed, followed by teacher confidence and comfort levels, and the likely impact of teaching a sexuality education program. The next section provides an overview of the evaluation of specific areas covered within the professional development program. Finally, there is an overview of general comments about the overall sessions.

5.1 Teacher experiences of the program

5.1.1 Overall enjoyment of the PD program

The response to the overall PD program was very positive. The survey asked participants to respond to the statement 'Overall I enjoyed the sessions'. Eight participants responded with Agree, and eleven with Strongly Agree. Participants provided a range of comments which highlight their positive response to the program. Comments included:

Not so much into the activities – material presented was very good
Very enjoyable and informative! Friendly, warm, non-threatening atmosphere!
Enjoyed the hands-on approach and demonstration of resources
Well presented – Excellent informative presenters. Very open, no hang ups!
I came feeling determined not to commit myself to teaching this program – I've changed my ideas. I am prepared to have a go!
Practical and informative. Generated more confidence
Great ideas – games etc that I can now use easily in the classroom
Excellent presenters! Well organised, very practical and presented in an informative, but sensitive manner
Very well presented and organised. Gained lots of confidence in process
It was very interesting and enlightening
I particularly enjoyed today (day 2) really good, comprehensive activity ideas
Informative. Presented in an interesting, warm (not the air temp!) encouraging format
Fantastic presentation. I liked the flow of the two days – full of information



5.1.2 Teacher confidence and comfort levels

The Needs Analysis clearly indicated that teacher comfort and confidence in many of the areas associated with teaching sexuality education programs were generally very low. Survey responses show significant increases in confidence levels after involvement in the professional development program. All of the 19 participants either agreed or strongly agreed with the statement ‘I feel more confident about teaching sexuality education’, with 10 responding ‘Strongly Agree’. One participant reported that they already felt confident in teaching in the area, stating that they ‘*Always felt confident – clarified it for others (I hope!)*’. Where teachers had felt that they had low levels of confidence, the following comments are indicative of their increase in levels of confidence:

Having participated in the demonstration of aids and strategies I feel more confident of teaching the topic

Ideas and resources are very practical

This inservice made me feel more confident in teaching sexuality education. I now feel that what I was teaching was right

Today, yes, hopefully still tomorrow!

One participant noted that even though they had gained confidence there was ‘*still more confidence required (will come with practice!) but much less nervous about it than I was before*’

Several participants indicated that although they feel confident or had gained confidence from the sessions, they still had some concerns related to possible consequences of working in the sexuality education area in schools. The following comments highlight the concerns teachers still had:

*I am quite confident of running a sexuality ed program, but I am quite apprehensive being male and conducting such a program – even though I have done it before albeit quite some years ago
With certain provisos – I would team teach it (I don’t want to be vulnerable to negative flak). I would like to get Family Planning Victoria for the key sessions and for the parent info night (this could be shared with other schools).*

5.2.3 Likelihood of teaching sexuality education

Given that the Needs Analysis clearly showed that principals and teachers felt there was a general level of reluctance to take on such an initiative, one of the key aims of this PD program was to increase the likelihood of the implementation of school based sexuality education programs by classroom teachers. From the evaluation data it can be seen that the 17 of the teachers responded with either Agree or Strongly Agree to the question ‘I am likely to teach sexuality education in my classrooms’. Two participants marked unsure. It must be noted that some teachers indicated that they already cover sexuality education. However, on the whole this is a very positive outcome which can be directly related to involvement in the professional development sessions.

5.2 Program areas evaluation

5.2.1 Rationale for teaching sexuality education

A key focus of the professional development program was to provide participants with an understanding of the rationale, and thus importance, of teaching sexuality education in primary schools. After completing the professional development all of the 19 participants either responded Agree (n = 6) or Strongly Agree (n = 13) to the question ‘I understand the rationale for teaching sexuality education’. Additional comments included:



Made it clear to everyone

Given that so many parents feel uncomfortable, we need to include this in our programs

I think the psychological/social aspects are especially important for empowering kids to make their own decisions.

5.2.2 Understanding the policy context and curriculum links

Throughout the Needs Analysis it became clear that participants, both principals and teachers, were generally uncertain as to how the area of sexuality education was supported at the Department level, as well as how to make appropriate links to the Curriculum and Standards Framework II. Given this, the professional development program endeavoured to cover both policy context and curriculum links. Evaluation data indicates that all participants felt that they had developed an understanding of the contemporary policy context (Agree = 13, Strongly Agree = 6), with one participant commenting that the session on Department policy and procedures had '*been very helpful*'.

Participants also developed understanding, and confidence in the area of linking sexuality education to relevant CSFII outcomes and indicators. The survey asked participants to respond to the statement 'I feel confident making links with the CSF'. 18 participants noted either Agree (n = 11) or Strongly Agree (n = 7). One participant noted that this section wasn't applicable to them as they were from an independent school.

The evaluation results for this section are very favourable and indicate that the professional development sessions were effective in assisting teachers to develop understandings and gain confidence in the area of Department policy and curriculum applications.

5.2.3 The role of the teacher

One of the strongest themes that emerged from the Needs Analysis was that most teachers and principals believed that the classroom teacher was not necessarily the best person to teach sexuality education in their classrooms and that they were happy for an outside agency to '*continue to supply the service*'. However, given the overwhelming evidence that suggests that the classroom teacher is the best person to deliver sexuality education, the professional development sessions focussed on emphasising the importance of the role of the classroom teacher. Survey responses indicate that the professional development program was successful in assisting teachers to develop an understanding of the role of classroom teachers in the sexuality education classroom. 11 participants either Agreed (n=5) or Strongly Agreed (n=6) with the statement 'I believe that the classroom teacher is the best person to teach sexuality education'. The following comments support the notion of the classroom teacher being best placed to deliver sexuality education:

Absolutely

Makes sense – doesn't turn it into something 'different'

We can then continue on with conversations beyond the end of the official lesson.

Seven participants indicated that they were unsure as to whether teachers were the best people to teach sexuality education. All, however, added comments that indicated they believed that teachers could be, and should be, helped by community experts. For example:

I like the idea of team teaching and also utilising experts in community

Some cases using outside health workers e.g. Nurses

I feel that parents are the best teachers but if they aren't going to do it...it should come via the schools

It's a variety of people

I'm sure we should be involved in some way, but I still would like to use an 'expert' for the trickier bits!



I think there is a place for 'experts' to deal with issues that classroom teachers feel uncomfortable with.

Program, strategies and resources

One of the key focus areas of the professional development program was to provide participants with an opportunity to develop an understanding of the characteristics of an effective sexuality education program. Participants responded favourably to the statement 'I know what constitutes an effective program', with all participants either indicating Agree (n = 10) or Strongly Agree (n = 9).

Participant comments included:

*Clarified aspects and issues
Materials presented were terrific
Thanks! I have been so reassured to continue!*

A further objective of the professional development was to ensure that participants had a basic overview of a course outline, with accompanying relevant strategies. This was imperative given that this need was highlighted as a significant enabling factor in the needs assessment. Data revealed that participants were pleased to be provided with a 'program with a weekly outline'. All 19 participants either agreed (n = 9) or strongly agreed (n=10) that 'covering the weekly course outline and content was useful'. A key theme that emerged throughout survey comments and discussion was that participants not only appreciated the written program, but it was valuable to have the opportunity to see activities and strategies modelled. The following participants' comments reflect this sentiment:

*info is retained better when you practise it
Again clarified issues
Good to know how/when to use resources. Good to know how to answer difficult questions that may come up.*

In addition to this, one participant indicated that they would also be interested in 'look [ing] at how topics/activities/outlines could be moderated to suit younger children'.

Given the high level of reported fear experienced by teachers in the Needs Analysis, a professional development session was developed to focus on developing skills and knowledge to deal with potentially difficult questions. All participants indicated that they 'learnt ways to deal with potentially difficult questions in the classroom' with 11 participants indicating Agree, and 8 Strongly Agree.

Participant comments included:

*Still realise that difficulties are going to arise but feel confident I can deal with these
I'm sure I'll be surprised with more though!
Very helpful
The anonymous question box is a great strategy – non-threatening for everyone, also setting guidelines for personal information.*

Resources were another key factor highlighted in the Needs Analysis. Specifically, teachers believed that they didn't have adequate resources to teach the area. The professional development sessions provided a number of resources, handouts and opportunities to review certain books, models and videos. The response to the evaluation item related to resources was quite mixed. Participants were asked to indicate whether they felt that they have resources to help them teach sexuality education. Two participants indicated Strongly Disagree, six indicated Disagree, two indicated that they were Unsure, five Agreed and five Strongly Agreed. The wide range of responses may relate to the structure of the question in terms of perhaps implying that they had the physical resources already. The following comments highlight that, although many believed they didn't have the physical

resources, there were encouraging signs that participants believed there were possibilities to build on resources as a result of the professional development program:

*As a teacher, yes. As physical resources, no
Need heaps more. Hopefully we'll build up a resource that can be shared between schools
Hopefully we'll build up a supply of books, videos, models etc to share within our cluster*

*Needing to gain access to more resources
Hopefully the networking will take care of this – the handouts are excellent from the PD.*

The professional development program also sought to build participants' capacity to enable to resource themselves, as well as each other, and thus set out to ensure that people were aware of where they could go for help if they needed it. In response to the survey item 'I feel that I know where to go for help if I need it', two participants indicated they were Unsure, and 17 either Agreed (n = 11) or Strongly Agreed (n=6). Participant comments included:

*FPV and DET are invaluable resources of both materials and expertise
F.P.V and DET
Family planning – can not go to DET as independent school
Great contacts – fell very comfortable about making further contacts.*

5.2.5 Parental involvement

The issue of parental involvement created a great deal of anxiety for teachers. There were a range of reasons identified as to why this may have been the case. The professional development program sought to provide the participants with a model for incorporating parents into an overall program. As a result of this, participants largely indicated that they understood 'the role of parental involvement in school programs' with 16 indicating that they either Agreed (n=12) or Strongly Agreed (n=4). Two participants indicated that they were unsure as to whether they understood the role of parents, and one participant disagreed.

A further evaluation question sought to find out whether participants would actually include parents in the program where appropriate, for example at a parent information night. In response to the item 'I will include parents in the program where appropriate', 12 participants either agreed (n= 8) or strongly agreed (n = 4) that they would, six participants remained unsure, and one participant indicated that they wouldn't include parents. Participant comments included:

*Very unsure about this
Only for permission and to give an outline too (not in classroom)
In parent info nights – keeping informed of program etc
Still processing that one! The idea of a parent information night would be good.*

5.3 General comments

The overall response to the professional development program was very positive, particularly given the general reluctance to teaching sexuality education expressed throughout the Needs Analysis (in light of the results discussed throughout this evaluation). Overall PD evaluation data shows that all participants thought that the program had been responsive to the needs that were previously identified via survey and focus groups (agree n = 7, strongly agree n = 12). The following comments highlight the value of the professional development sessions:

*Very supportive environment – other teachers and presenters
Also, made me aware that other teachers had similar concerns e.g. Flak from parents, students misunderstanding information provided etc*



Great to see I wasn't the only one with concerns

Network communication and support will be most desirable as will contact with Family Planning

A fantastic 2 day sex ed PD – very informative, particularly in the biological aspect. A great way to resource/network with other P.S in the Bass Coast cluster

Invaluable program - most enjoyable and entertaining as well as educational and enlightening

Thanks very much!

Wonderful, informative two days. Congratulations to you all!

Facilitators were excellent. Thanks!

Nerida and Deana also had valuable input

Venue and food good!

Thanks to all for a balanced, informative program. Your presentation was interesting and all communicated well with a diverse group. Thanks again

Thanks. Great venue, yummy food and interesting presenters

Well done! One of the best PD's I've been to

Excellent presentation, really informative and helpful and confidence inspiring! Thank you!

Perhaps one of the best examples of the success of the professional development sessions can be best demonstrated in the following quote from a participant who stated:

'I came here not even intending on ever teaching sexuality education. There was no way known. But I am going to go back and give it a go now'.

6.0 IMPACT EVALUATION

This phase of the evaluation investigated the impact of the Professional Development Program in schools. More specifically, the evaluation sought to determine whether the general improvement in levels of confidence, comfort, knowledge and skills teachers reported upon completing the professional development, were maintained, and whether this translated into the refinement of current programs and the further development of more effective programs.

Data for this evaluation was collected via phone interviews. At the time of writing, data had been collected from four primary schools (from a sample of seven). The following provides an overview of professional development impact at each of the four schools and then implications for practice, given the findings, are discussed.

6.1 School One

School One reported that they had run their sexuality education program earlier on in the year. The program was conducted by an outside agency. Given that the school had already completed their program, it is difficult to determine impact at this stage. However, the interviewee reported that, upon completing the professional development program, the participants decided that they were *'going to take it on themselves'*. Rather than have an outside agency come in to teach the whole program, they decided to take responsibility for developing and teaching the program, with minimal support from outside agencies.

This in itself represents a marked shift, particularly given the levels of reluctance reported prior to the professional development. At the time of the interview, planning was about to start for the following year, and it was acknowledged that comprehensive planning was going to be essential. This was couched more in terms of ensuring *'nothing goes wrong and can't come back to bite me'*.

General comments related to the professional development reiterated its value. It was a vital process to undertake and increased the level of comfort and confidence. However, it must be noted that in this school's case it is too soon to determine impact on school practice, and the interviewee states, *'we won't know how it all goes until we run it'*.



6.2 School Two

At the time of interview, School Two was about to commence their sexuality education program for the year. This meant that they had already planned for, and developed their program outline and timetable. The program that had been developed was based on, but extended upon, the outline distributed by Family Planning, and would comprise a four week unit.

The interviewee reported feeling very positive about the upcoming course. She attributed this to her own extensive experience teaching in the area over the years, as well as the impact of the professional development. She believed that the professional development '*was fantastic...and it was incredibly informative*' and '*the resources were wonderful, and have come in handy*', and noted that the professional development had been significant in shaping their new program in many ways. First they had decided that all of the classroom teachers at the grade 5 and 6 level would be involved in teaching the program. This was largely due to the professional development and its emphasis on the importance of the involvement of the classroom teacher.

Some concern was still reported from the male teachers in that they felt vulnerable. However, the teaching group sought to overcome this barrier by designing the program on a rotation system. The system involved students moving around to all four teachers for different sessions. The development of the rotation system meant that all teachers could be involved, but sessions were developed to suit each teacher's level of comfort.

At the time of interview, the program was about to commence, and there needs to be follow up with this school in order to determine the success of the program. One aspect that was noted was that in the future, the school wanted to try and integrate the sexuality area more into broader health and well being frameworks, but due to time restrictions they had been unable to accomplish this to date.

6.3 School Three

This school had already conducted their sexuality education program for the year and so the discussion of the interview focussed on planning for the next year. The interviewee acknowledged that there had been a significant shift in thinking about the area as a direct result of the professional development. She felt that she was now happy to '*give it a go*' but wanted to work towards integrating the content into a broader health and well being framework. In mentioning this, she noted that Sue Moses' overview of the integrated curriculum in the professional development program, inspired her thinking around how to include sexuality issues into a curriculum.

Planning had commenced for next year, and the group's first step was to determine how to fit the sexuality area into the key themes across a two year cycle. The planning process involved relevant staff members sitting down to talk about, and document the program. It also involved '*taking stock of resources and skills so we can work out what we need to do and where to go*'.

The planning process took into consideration that the classroom teacher needed to be the key person responsible for running the program. In addition, they thought they would still bring in an outside person to contribute to the program.

This again represents a shift in thinking about how and who should conduct sexuality education in schools, and the shift in language around having outside agencies contribute to, rather than take highlights the change. It must be noted, however, that there were a few barriers still in place at this school. At the time of the interview the male teacher at the school was still refusing to teach in the area, regardless of integration or not. In addition, there was little certainty as to whether the staff who had completed the professional development would actually be teaching at the grade 5/6 level. This may mean that the 'new' grade 5/6 teachers have not undertaken the professional development, which may in turn mean that the school's program reverts to its old form, being offered by outside agencies, or it may disappear altogether given the funding cuts.

6.4 School Four

This school ran their sexuality education unit in term 4, after having undertaken the professional development program. Planning commenced not long after the professional development and it turned out to be quite an intensive process, as the interviewee's comment highlights, *'it was an awful lot of work to do, but it made us feel happier, as we had to work out the emphasis and to make sure that we all were doing the same'*. Planning involved several meetings where all of the teachers who attended the professional development met to build on the program outline distributed by Family Planning Victoria.

The course was extensively documented, and teachers met before and after classes to check in with each other, for support and to ensure consistency. This also provided valuable space for debriefing, reflection and problem solving opportunities around any difficult areas that may have arisen. In terms of approaches to teaching, the staff planned for, and used, small group work and a question box. It was noted that by using small group work that *'it changed the dynamics of the class....kids were really responsive'*.

In terms of determining the impact of the professional development on teachers and classrooms, the interviewee's comments clearly indicate that it has been an invaluable process. As she stated, *'we shocked ourselves, and we were comfortable and confident. Not at first but when we ran the program it was fantastic and we surprised ourselves, we really did'*. At the time of interview, the staff were in the process of planning for next year. Part of this planning involves working out ways to increase the size of the unit, to offer it over a term, as well as to increase content and focus. There was mention that they may get a school nurse involved to run some sessions, in conjunction with the classroom teacher, as well as to have more of a focus on health and wellbeing. Another possibility that was being explored was how to integrate the topic into language. In the words of the interviewee *'I can't believe we came from where we did and we did it, we actually did it'*.

6.5 Conclusion

The evaluation overwhelmingly suggests that the professional development program has had a significant impact on teachers, and the programs that they are either planning to, or have already, run. It is clear that teachers' levels of comfort and confidence have dramatically increased as a result of the professional development, and these shifts are now able to be traced, as they are translated into real changes at the program and classroom level.

In terms of how teachers conceptualise the field, again there have been some significant, positive shifts. In particular, all interview participants were able to articulate the importance of the classroom teacher being central to the development and implementation of sexuality education programs, and this was being reflected in both planning and practice. What is more, when discussing the role of outside agencies, the language being deployed in responses suggests that teachers are aware that outside organisations can contribute and assist, but essentially the classroom teacher should play the central role.

The preparedness to teach sexuality education can be directly attributed to the professional development program. Prior to the program, it was clear that on the whole teachers didn't want to be involved, and believed that outside agencies were best suited to teaching in the area of sexuality education.

A further development is that schools are wanting to include a broad focus on health and wellbeing, where sexuality education is just one part of a larger program. Impact data shows quite clearly that most schools were pressed for time this year, but wanting very much to work towards greater integration as well as a more holistic focus. This is a very positive outcome, given how sexuality



education has been taught in the past, largely in isolation with little continuity and connection to other facets of young people's learning and experiences.

Overall, the Bass Coast Sexuality Education Project, which included the Needs Analysis, and related Professional Development program, has had a significant effect on teachers levels of confidence, comfort, knowledge and skill levels. These shifts are now having an impact upon school based programs, in terms of planning and, in the case of one school, classroom practice. This is an incredibly positive outcome, and highlights the value of working with schools and parents to develop and implement comprehensive professional development.

There needs to be further research to determine the overall outcome associated with the professional development program. Ideally, this would take place after all schools have run their programs.

7.0 RECOMMENDATIONS

Below is a list of potential areas that the Department of Education and Training may consider, should they wish to build upon the work established by this Project.

- Consideration of a small outcomes study of the Bass Coast Sexuality Project, with a view to examining the impact the Professional Development program may have had on student learning and school culture.
- Consideration of a second pilot of the Professional Development program in a metropolitan setting.
- Consideration of developing a literature review that provides a comprehensive overview of the field of primary sexuality education. This review would include an overview of the formal research, a review of current programs and initiatives operating in school communities, and a map of the current policy context. For example:
 - Victorian HIV Strategy 2002-2004
 - Chlamydia Strategy for Victoria (2001-2004)
 - Victorian Hepatitis C Strategy 2002-2004
 - Middle Years (transition strategies)
 - Primary school welfare officer programs (student welfare focus).
- The examination of school delivery models that can be utilised for sexuality education that ensures whole school ownership, for example, the Individual Drug Education Strategy. Such a model should explore the role of a parent-teacher partnership in student sexuality education.
- Consideration of the implementation of professional development forums at a local network level to allow schools to share resources and processes, and to provide peer professional support, permitting the empowerment of teachers to take on sex education responsibilities.
- Consideration of how further development of the work undertaken in this project can lay a grounding for sexuality education delivered at the secondary school setting (for example, the transition of knowledge: how this training connects with the Catching On learning activities in years 9 and 10 sexuality education).

APPENDICES

A. Teacher Survey

B. Parent Survey

C. Principal Interview Questions

D. PD Program Outline

E. PD Evaluation Survey



FACULTY OF EDUCATION
CONSULTANCY AND DEVELOPMENT UNIT

BASS COAST SEXUALITY PROJECT

Teacher Survey - July 2003

SCHOOL _____ Year Level: Year 5 Year 6

1. What do you consider to be the major sexuality related issues relevant to your students?

2. Who do you think should be responsible for teaching sexuality education to your students? (Tick as many as you think apply)

- Parents only
 Parents and the school
 The School
 Outside agency brought into the school
 Clubs/organizations/agencies outside school
 Other,

Please specify/comment

3. Is Sexuality Education currently taught in your classroom?

- Yes No

If No, briefly detail the reasons

If Yes,

a) Who teaches it?



b) How often is it taught?

c) What resources are used?

d) How effective is it? Very Effective Moderately Effective Not Effective

Please add any comments

4. Indicate your responses for each of the following areas of Sexuality Education.

REPRODUCTION

a) Reproductive Systems

- | | | |
|--|------------------------------|-----------------------------|
| It is covered in my classroom | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I consider it an important topic in sexuality education | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| It should be included in Sexuality Education at Primary school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I feel/would feel confident talking about it with my students | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please add any comments:

b) Conception

- | | | |
|--|------------------------------|-----------------------------|
| It is covered in my classroom | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I consider it an important topic in sexuality education | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| It should be included in Sexuality Education at Primary school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I feel/would feel confident talking about it with my students | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please add any comments:



c) Pregnancy

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

PUBERTY

a) Body Changes

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

b) Menstruation

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:



c) Masturbation

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

d) Social Skills (eg relationships with peers, parents, teachers etc)

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

SEXUAL ACTIVITY

a) Intercourse

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:



b) Sexual Arousal and Intimacy

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

c) Sexual Diversity (eg. Lesbian and Gay Relationships)

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

SEXUAL HEALTH

a) Contraception

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:



b) Sexually Transmitted Infections

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

c) HIV/AIDS

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

RULES AND LAWS ABOUT SEX AND PROTECTIVE BEHAVIOURS

a) Discrimination (on the basis of sexual preference)

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:



b) Laws Relating to Sexuality

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

c) Appropriate/Inappropriate Touching

- It is covered in my classroom Yes No
- I consider it an important topic in sexuality education Yes No
- It should be included in Sexuality Education at Primary school Yes No
- I feel/would feel confident talking about it with my students Yes No

Please add any comments:

5. To what extent are the following factors barriers to the effective implementation of sexuality education programs by teachers in the classroom?

- Lack of time Strong Extent Moderate Extent Not at All
- Competing curriculum priorities Strong Extent Moderate Extent Not at All
- Material resources Strong Extent Moderate Extent Not at All
- Lack of teacher comfort/confidence Strong Extent Moderate Extent Not at All
- Lack of professional development in the area Strong Extent Moderate Extent Not at All
- Parent opposition Strong Extent Moderate Extent Not at All
- Administration opposition Strong Extent Moderate Extent Not at All
- School Policy Strong Extent Moderate Extent Not at All



Other Barriers (Please Specify)

6. To what extent do the following factors facilitate the effective implementation of sexuality education programs by teachers in the classroom?

- | | | | |
|---------------------------------|--|--|-------------------------------------|
| Support from Community Agencies | <input type="checkbox"/> Strong Extent | <input type="checkbox"/> Moderate Extent | <input type="checkbox"/> Not at All |
| Professional Development | <input type="checkbox"/> Strong Extent | <input type="checkbox"/> Moderate Extent | <input type="checkbox"/> Not at All |
| Material resources | <input type="checkbox"/> Strong Extent | <input type="checkbox"/> Moderate Extent | <input type="checkbox"/> Not at All |
| School Policy | <input type="checkbox"/> Strong Extent | <input type="checkbox"/> Moderate Extent | <input type="checkbox"/> Not at All |
| Parent Support | <input type="checkbox"/> Strong Extent | <input type="checkbox"/> Moderate Extent | <input type="checkbox"/> Not at All |
| Administration Support | <input type="checkbox"/> Strong Extent | <input type="checkbox"/> Moderate Extent | <input type="checkbox"/> Not at All |

Others (Please Specify)

7. What are the critical factors that would assist you in the effective delivery of Sexuality Education in your classroom in the future

8. In what ways do you consider that parents should be involved in school based delivery of sexuality education?

- | | | |
|---|------------------------------|-----------------------------|
| Contributing to the development of the sexuality education curriculum | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Being involved in classroom activities | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Assisting with at-home work | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Receiving information on the nature and content of the program | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Other (please specify)



FACULTY OF EDUCATION
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BASS COAST SEXUALITY EDUCATION PROJECT

Parent Survey - July 2003

SCHOOL _____ Child's Year Level: Grade 5 Grade 6

1. What do you consider to be the major sexuality issues relevant to your child?

2. Please indicate your responses for each of the following areas of Sexuality Education.

REPRODUCTION

a) Reproductive Systems

- I consider it an important topic in sexuality education Yes No
- I talk about it with my child Yes No
- I intend to talk about it with my child Yes No
- I feel confident talking about it with my child Yes No
- It should be included in Sexuality Education at school Yes No

Please add any comments:

b) Conception

- I consider it an important topic in sexuality education Yes No
- I talk about it with my child Yes No
- I intend to talk about it with my child Yes No
- I feel confident talking about it with my child Yes No
- It should be included in Sexuality Education at school Yes No



Please add any comments:

c) Pregnancy

I consider it an important topic in sexuality education Yes No

I talk about it with my child Yes No

I intend to talk about it with my child Yes No

I feel confident talking about it with my child Yes No

It should be included in Sexuality Education at school Yes No

Please add any comments:

PUBERTY

a) Body Changes

I consider it an important topic in sexuality education Yes No

I talk about it with my child Yes No

I intend to talk about it with my child Yes No

I feel confident talking about it with my child Yes No

It should be included in Sexuality Education at school Yes No

Please add any comments:

b) Menstruation

I consider it an important topic in sexuality education Yes No

I talk about it with my child Yes No

I intend to talk about it with my child Yes No

I feel confident talking about it with my child Yes No

It should be included in Sexuality Education at school Yes No



Please add any comments:

c) Masturbation

I consider it an important topic in sexuality education Yes No

I talk about it with my child Yes No

I intend to talk about it with my child Yes No

I feel confident talking about it with my child Yes No

It should be included in Sexuality Education at school Yes No

Please add any comments:

d) Social Skills (eg relationships with with peers, parents, teachers etc)

I consider it an important topic in sexuality education Yes No

I talk about it with my child Yes No

I intend to talk about it with my child Yes No

I feel confident talking about it with my child Yes No

It should be included in Sexuality Education at school Yes No

Please add any comments:

SEXUAL ACTIVITY

b) Intercourse

I consider it an important topic in sexuality education Yes No

I talk about it with my child Yes No

I intend to talk about it with my child Yes No

I feel confident talking about it with my child Yes No

It should be included in Sexuality Education at school Yes No



Please add any comments:

b) Sexual Arousal and Intimacy

- | | | |
|---|------------------------------|-----------------------------|
| I consider it an important topic in sexuality education | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I talk about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I intend to talk about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I feel confident talking about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| It should be included in Sexuality Education at school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please add any comments:

c) Sexual Diversity (eg. Lesbian and Gay Relationships)

- | | | |
|---|------------------------------|-----------------------------|
| I consider it an important topic in sexuality education | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I talk about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I intend to talk about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I feel confident talking about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| It should be included in Sexuality Education at school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please add any comments:

SEXUAL HEALTH

a) Contraception

- | | | |
|---|------------------------------|-----------------------------|
| I consider it an important topic in sexuality education | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I talk about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I intend to talk about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I feel confident talking about it with my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| It should be included in Sexuality Education at school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please add any comments:



b) Sexually Transmitted Infections

- I consider it an important topic in sexuality education Yes No
- I talk about it with my child Yes No
- I intend to talk about it with my child Yes No
- I feel confident talking about it with my child Yes No
- It should be included in Sexuality Education at school Yes No

Please add any comments:

c) HIV AIDS

- I consider it an important topic in sexuality education Yes No
- I talk about it with my child Yes No
- I intend to talk about it with my child Yes No
- I feel confident talking about it with my child Yes No
- It should be included in Sexuality Education at school Yes No

Please add any comments:

RULES AND LAWS ABOUT SEX AND PROTECTIVE BEHAVIOURS

c) Discrimination (on the basis of sexual preference)

- I consider it an important topic in sexuality education Yes No
- I talk about it with my child Yes No
- I intend to talk about it with my child Yes No
- I feel confident talking about it with my child Yes No
- It should be included in Sexuality Education at school Yes No

Please add any comments:



d) Laws Relating to Sexuality

- I consider it an important topic in sexuality education Yes No
- I talk about it with my child Yes No
- I intend to talk about it with my child Yes No
- I feel confident talking about it with my child Yes No
- It should be included in Sexuality Education at school Yes No

Please add any comments:

c) Appropriate/Inappropriate Touching

- I consider it an important topic in sexuality education Yes No
- I talk about it with my child Yes No
- I intend to talk about it with my child Yes No
- I feel confident talking about it with my child Yes No
- It should be included in Sexuality Education at school Yes No

Please add any comments:

3. Who do you think should be responsible for teaching sexuality education to your child? (Tick as many as you think apply)

- Parents only
- Parents and the school
- Child's teacher
- Outside agency brought into the school
- Clubs/organisations outside school
- Not sure

Comment



4. Would you be interested in your child participating in a school-based Sexuality Education Program?

- Yes No Unsure

Please provide reasons for your response:

5. At what Year Level do you consider your child should be introduced to sexuality education as part of the school curriculum?

- Prep - 2
 Year 3 -4
 Years 5-6
 Secondary
 None of the above

6. In what ways do you consider that parents should be involved in school based delivery of sexuality education?

Contributing to the development of the sexuality education curriculum Yes No

Being involved in classroom activities Yes No

Assisting with at-home work Yes No

Receiving information on the nature and content of the program Yes No

Other (please specify)



7. Where would you go to further access information on sexuality education to support you as a parent (tick all those that apply)?

Local Doctor

Specialist/Gynaecologist

Community Health Service

Family Planning Clinic

School

Library

Internet

Other (please specify)

ANY OTHER COMMENTS

Thank you for your assistance. If you would like to discuss this survey please call Rosalind Horne at Deakin University on Ph (03) 9244 6391

We would appreciate it if you could send your response no later than **8 August 2003**

Please use the reply paid envelope to return your response to Deakin University, Consultancy and Development Unit.

PARENT FOCUS GROUP MEETING

A Parent Focus Group meeting will be conducted shortly, to further discuss issues relating to Sexuality Education in Schools. Please indicate below your interest in attending this focus group meeting. We will randomly select and contact a small group of parents who have indicated their willingness to be involved, providing details of date, time and venue. Please indicate below whether you would be willing to be involved.

I would like to be involved in a Focus Group meeting.

Yes No



FACULTY OF EDUCATION
CONSULTANCY AND DEVELOPMENT UNIT

BASS COAST SEXUALITY EDUCATION PROJECT

Principal interview questions

School:

Interviewee:

1. What are your current school arrangements for teaching Sexuality Education
2. What works best for your school, and what are the difficulties?
3. What support you need as a school to deliver a successful program?
4. What are your current human and material resources for the teaching of Sexuality Education (including use of outside consultancies and services)?
5. Have you the names of at least 2 teachers who would be willing to participate in and be part of the development of a support program for teachers?



SEXUALITY EDUCATION FOR PRIMARY AGED CHILDREN
PROFESSIONAL DEVELOPMENT SESSION

SAN REMO CLUSTER

Date: Monday 15th and Tuesday 16th September

Time: 9.30am – 4.00pm / 9.30am – 3.30pm

DAY ONE – MONDAY 15TH SEPTEMBER 2003 (9.30am – 4.00pm)

Introduction and Overview (9.30 – 9.40am)

- Family Planning Victoria
- Educators and Panel
- Session Outline
- Housekeeping

Icebreaker (9.40-9.55am)

Background and Context - San Remo Project (9.55 – 10.15am)

- Deana Leahy to present

Sexuality Education in Context (10.15-10.35am)

- Sex Ed in the past (video)
- Then and Now
- Components of Sexuality Education
- An Effective Model

Values Education (10.35-11.05am)

- Group Activity

MORNING TEA BREAK (11.05 – 11.20am)

Rationale for teaching sexuality in primary schools (11.20 – 1.50am)

- “Exploding the Myths” activity
- Some current statistics
- Group Activity

Age Appropriate Content (11.50-12.15pm)

- Continuum Activity (P-6)

DET Policy and CSF Links (12.15 – 12.30pm)

- Nerida Mathews to present
- Provide ACHPER calendar
- Provide FPV Handout on CSF II links
- Refer to “Stating Sexuality” resource



What's Possible in Primary Schools?(12.30 – 12.50pm)

- Sue Moses to give a snapshot of the current program at Mont Albert Primary School.

LUNCH (12.50-1.45pm)

Methodology Issues(1.45 – 2.30pm)

Graffiti Sheet activity discussing the following topics:

- Setting the Climate
- Gender Considerations
- Parental Involvement
- Language to Use
- Discipline/Classroom Management
- Political Correctness (inclusiveness)

Working with Parents - a wholistic approach(2.30-3.00pm)

- Sue Moses to present
- FPV educators - refer to "Not Just the Birds and the Bees"

Answering Difficult Questions(3.00 – 3.30pm)

- Examples of children's questions.
- Question Box activity – most 'dreaded' question
- Handout of answering difficult questions

Panel Discussion (3.30-3.50pm)

- Where are we at?
- Concerns and Questions

Conclusion/Evaluation (3.50-4.00pm)

- Interim Feedback form – FPV



DAY TWO – TUESDAY 16TH SEPTEMBER 2003 (9.30am – 3.30pm)

Welcome

- Expectations

Ice Breaker

Sexual Pursuits

- Review and provide Statistics
- Parent Info model
- Modifying the program for students

FPV Model in primary schools

- Overview and context
- Outline of program
- Lesson Plans Wk 1,2, 3 & 4

Strategies for the Classroom

Week One

Birth/Reproduction

- Mummy Laid an Egg
- Tracing around the Body
- Magnel
- Reproductive Bingo
- Video
- Pregnancy timeline
- Carrying the Load
- Others – share examples
- Homework: Birth Questionnaire, Mammal Gestation

MORNING TEA BREAK (15 MINS - slot in when needed)

Week Two

Puberty

- Review Questions & Homework
- Changes
- Video
- Oscar and Lucinda
- Other
- Homework: Interviewing a Teenager & Common Concerns

Week Three

Puberty, continued

- Puberty Statements
- Magnel Explanation



- Menstruation Cycle Sheets/Cards
- Pads and Tampons
- Embarassing Situations

LUNCH

Week Four

Friendships & Relationships

- Talking to Each Other
- Under the Influence
- Intimacy Scale
- Others

Values and Self Esteem

- Big I, Little I
- Chug Chug
- Forced Choice
- Grafitti Sheets
- Visualisations

Putting the Skills into Practice

- Group activity in which the participants have to design and deliver an activity (or use a favourite one) around one of the following topics:
 - Body Parts
 - Self Esteem
 - Puberty
 - Feelings/Emotions

Resources

- Books and Videos
- Discuss the idea of a Resource Pool

Evaluation and Close



FACULTY OF EDUCATION
CONSULTANCY AND DEVELOPMENT UNIT

BASS COAST SEXUALITY EDUCATION PROJECT

Professional Development Evaluation – September 2003

Please rate the following, along the scale provided from Strongly Disagree through to Strongly Agree. We have provided space for comments after each item, and would appreciate general comments at the end of the survey.

It is important that we hear your views on each question.

Thank you for your evaluation comments.

Please indicate:

Male or Female teacher **M** **F**

Key:

SD – Strongly Disagree

D – Disagree

U – Undecided

A – Agree

SA – Strongly Agree

Please tick the appropriate box:

1. I enjoyed the PD sessions

SD D U A SA

Please comment:

2. I understand the rationale for teaching sexuality education

SD D U A SA

Please comment:



3. I feel that I understand the Department of Education and Training policy context

SD D U A SA

Please comment:

4. I feel more confident about teaching sexuality education

SD D U A SA

Please comment:

5. I am likely to teach sexuality education in my classrooms

SD D U A SA

Please comment:

6. I believe that the classroom teacher is the best person to teach sexuality education

SD D U A SA

Please comment:



7. I know what constitutes an effective program

SD D U A SA

Please comment:

8. Covering the weekly course outline and content was useful

SD D U A SA

Please comment:

9. I feel confident making links with the CSF

SD D U A SA

Please comment:

10. I feel that the PD dealt with the issues I have had concerns about

SD D U A SA

Please comment:



11. I have learnt ways to deal with potentially difficult questions in the classroom

SD D U A SA

Please comment:

12. I feel that I have resources to help me teach sexuality education

SD D U A SA

Please comment:

13. I feel that I know where to go for help if I need it

SD D U A SA

Please comment:

14. I understand the role of parental involvement in school programs

SD D U A SA

Please comment:



15. I will include parents in the program where appropriate

SD D U A SA

Please comment:

Additional Comments:

