

**Religious and Cultural Considerations:**

Think about the different religious or cultural perspectives that exist in your school environment. Which of these may be relevant to the use of this resource within your school? How will you ensure that information and opportunities for discussion occur in ways that allow for positive representations of people with diverse sexualities, gender identities and biological characteristics? How will you provide a safe environment for a diversity of opinions and beliefs to be held and aired in respectful ways that ensure all students feel safe and valued?

Outline the adaptations (if any) that you will make based on this assessment

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Summary of my professional judgement of this resource

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**If you decide to use this resource:**

Do you have any further reflections after using the resource? What worked well? What could be improved? Would you use it again? In exactly the same way? What would you change in future?

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This tool is focussed on assessing resources that are sex, gender and sexuality inclusive. You may like to visit [http://www.gov.pe.ca/photos/original/ed\\_ESLR\\_o8.pdf](http://www.gov.pe.ca/photos/original/ed_ESLR_o8.pdf) to view a comprehensive guide on inclusive resources.

## Teaching and Learning Resource Assessment Tool

Teaching and learning materials that are inclusive of same sex attracted, sex and gender diverse young people are one way to help build safe and inclusive school environments. Whether it be explicit teaching on the topics or embedding inclusive materials across the curriculum, it is important educators critically reflect on the materials they are using.

The Safe and Inclusive Schools (SAIS) Initiative does not produce classroom teaching materials, nor provide any blanket endorsements or recommendations. There are already a large number of resources available, and more are produced every year. They are not all appropriate for every school community or age group.

This tool is designed to support educators to assess materials for quality and inclusiveness and identify any adaptations that will be required to use the materials successfully with students. Remember, teaching strategies that require the student to engage in critical thinking are important, even when using the highest quality resource. SAIS can support educators to use this tool and identify where resources can be found.

<b>Resource Name:</b>	
<b>Resource Access:</b>	
For what purpose and how do I intend on using this resource in my classroom?	
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<b>Australian Curriculum Reference Points:</b> A resource may support learning outcomes across multiple areas of the Australian Curriculum. Use this section to note any particular points of reference:	
<b>Band/Year Level</b>	
<b>Key Learning Area/ General Capability/ Cross-curriculum Priority</b>	
<b>Content Descriptions</b>	<hr/> <hr/> <hr/>
<b>Specific Content Elaborations</b>	<hr/> <hr/> <hr/>
<b>Achievement Standards</b>	<hr/> <hr/> <hr/>

Question	Response			Possible adaptations to improve the suitability of this resource?	For your consideration:
How old is this resource?	> 7 years	3-7 years	1-2 years		Old resources are not necessarily bad or wrong, but you must consider the purpose for which you are using the resource. The world of sex, gender and sexuality diversity is an evolving space. Resources can quickly become outdated and many not reflect current approaches or language. Accuracy can also be compromised as resources age. However, if you are looking for a historical perspective or completing a comparative exercise, dated resources may be useful and relevant.
Does the author/publisher of the resource explicitly identify any potential conflict of interest and/or values framework the resource is based on.	No	Partially	Yes		Many individuals and groups have diverse values and beliefs when it comes to sex, gender and sexuality. These values can be reflected in resources produced by these individuals and groups. This is not inherently positive or negative, in fact, could provide an opportunity for students to reflect on the diversity of values in the world and how that impacts behaviour. However, unexamined bias may create an incomplete, limited or misleading image of the topic/issue being explored.
Does this resource distinguish clearly between fact and opinion?	Not at all	Partially	Totally		There are times where both fact and opinion in resources are required. <b>When you require facts</b> , references are very important and high quality references enhance the trustworthiness of the resource. Accuracy of information and facts can be difficult to judge, especially if you are not familiar with the content yourself. Fact checking across a number of reliable resources is one way to ensure correct information. You can also check in with SAIS if you are unsure. <b>When using resources that convey opinion</b> , consider how well the opinion is articulated, including reasoning and recognising limitations. It is also important to consider having multiple opinion pieces that demonstrate the diversity of views on a particular topic.
To what extent does this resource reflect the Australian context?	Not at all	A little	A lot		Resources published in Australia are beneficial as they give a local perspective on the topic. Consider if the resource contains references to Australian laws and frameworks, Australian experiences and stories and/or Australian based research. A resource published internationally may not accurately describe the current situation in Australia, but may be useful for looking at international issues. If you are using an international resource, it may be helpful to find an Australian equivalent. Contact SAIS for help with this.
Are there any themes of prejudice, discrimination, bullying or harassment in the resource?	Yes	Some	No		Resources with these themes can be useful for students to examine and reflect on difficult topics. However, if these themes go unexamined they could be seen as passive acceptance or condoning of behaviours. Remember the null curriculum – what is not said is much louder than what is. Fear/shame based messages can also cause difficulties for students, including same sex attracted and sex and gender diverse students. Actively consider how you will address these issues before using the resource.
To what extent does the resource portray positive images of a variety of young people, specifically, people of diverse sex, gender and sexuality?	Not at all	A little	A lot		Often, same sex attracted and sex and gender diverse young people do not see positive representations of people like them in curriculum materials. Ensuring our teaching/learning content portrays a wide variety of people in positive ways, combats stereotypes and provides an opportunity to identify with role models. If this resource does not portray a diversity of people, you could think about adapting the way you use it – for example by inviting students to identify and examine assumptions and stereotypes about sex, gender and sexuality.
How consistent is this resource with teaching approaches used by your school?	Not Consistent	Partially Consistent	Very Consistent		If your school environment consciously uses specific approaches to teaching then assessing this criteria is particularly important. Remember that resources can be used in different ways – if the resource is otherwise good, it may be possible to adapt the way you use it so that it is a better fit with your school's teaching approaches.
How consistent is this resource with school values?	Not Consistent	Partially Consistent	Very Consistent		School values are meaningful when embedded in all aspects of school life. Using resources that demonstrate these values can help teach and remind students of what is expected at school.
Is this resource is age and developmentally appropriate for the students in my class?	No	Partially	Yes		Some resources provide indicators as to the year level/ages it is designed for. Other resources we must make a professional judgement as to age/stage appropriate. Using your knowledge of your students, determine what about this resource makes it appropriate/inappropriate? Remember, you are using your professional knowledge, not your personal values.

Green scores indicate that the resource is highly suitable for your intended purpose and context. If there are orange or red items showing on your assessment, you could consider making adaptations to improve the suitability of the resource. This could include choosing not to use a resource in its entirety, selecting additional resources to use in combination, generating class discussion or reflection around key issues, providing an appropriate historical or cultural context through which to engage with the resource. Adaptions may also include the enlargement of text, adding images or changing the format or use of the resource in other ways designed to improve its capacity to meet your needs.