



inside  out
Evaluation Findings





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Introduction

The Code of Ethics for Certificated Teachers in New Zealand clarifies that teachers will strive to “...base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach; present subject matter from an informed and balanced viewpoint; encourage learners to think critically about significant social issues” and critically for this project, “... promote the physical, emotional, social, intellectual and spiritual wellbeing of learners”.¹

All four of these aspects underscore the important role of teachers in effective teaching and learning on, as well as supporting, sex, gender, and sexuality (SGS) diversity in schools. In tandem, the Code of Ethics for Youth Work in Aotearoa New Zealand (NZ) states that young people are entitled to youth work settings and processes that enable them to “...express their identity freely and safely with consideration to family, whānau and their social environment”.² However, certain groups of young people are targeted with bullying, harassment and discrimination precisely because of their diverse sex, gender, or sexuality identity.*

Bullying, harassment, discrimination and violence are all interpersonal behaviours that can create or contribute to negative social situations and school environments.

Bullying is an ongoing misuse of power in relationships, with the intention to cause physical and/or psychological harm. This misuse of power can involve harassment, discrimination or violence, each of which can also occur outside of bullying. Bullying can involve an individual or a group misusing their power over one or more persons.³ Bullying can happen in person or online, and it can be obvious or hidden.⁴ Single incidents, unintended inappropriate actions, and conflict or fights between equals, whether in person or online, are not defined as bullying.

Harassment is the term given to deliberate actions taken that are intended to harm someone, including conflicts between equals. There are various forms of harassment for young people who are sex, gender, or sexuality diverse (SGSD). Assaults may be one-off actions that are intended to cause harm, including physically and emotionally. Covert or indirect harassment refers to bullying or harassment where person(s) doing the bullying, or the harassment, are hidden or obscured to the target of the harassment.

* In this report we use the language sex, gender, and sexuality diversity to encompass people whose identities are more diverse than being heterosexual and/or cis-gender (where the sex they were assigned at birth matches their gender identity). Some of the identities that this includes are people who are intersex, transgender, gender fluid, gender queer, pan-gender, non-binary, whakawāhine, tangata ira tane, fa'afafine, takatāpui, queer, lesbian, gay, bisexual, asexual, and a range of other identities, including cultural identities, that sit outside the traditional European notions of cis-gender heterosexuality.



Covert bullying often involves rumours being spread about someone, including “outing them”. This is often done to harm their social standing by shaming them. Covert bullying can result in social isolation and exclusion, emotional distress, and may form the basis for future overt harassment and bullying.^{5, 6}

Other forms of harassment, that may seem less intentional, include microaggressions, these are defined as “...brief and commonplace daily verbal, behavioural, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults toward members of oppressed groups”.⁷ The three forms of microaggressions relevant to SGSD young people include: Microassaults – seemingly small, but explicit derogatory actions that can include verbal (e.g., homophobic slurs, like Faggot and Dyke, or using the term “that’s so gay” to denote something negative) or non-verbal assaults which discriminate (e.g., avoidant behaviour). Microinsults include potentially unconscious communications that negate a person’s identity (e.g., commenting negatively when an LGBT couple is displaying affection, or failing to use the appropriate pronoun for transgender persons). Microinvalidations involve situations that demean or discount LGBT experiences of harassment (e.g., defending the saying “that’s so gay” by calling it just a joke).⁸

These forms of harassment are produced in relation to hetero- and cis-normativity. Heteronormativity refers to specific and widespread beliefs, practices, and structures that construct and presume, privilege and police heterosexuality as the only normal and desirable sexual orientation.^{9, 10} Cisnormativity refers to specific and widespread beliefs, practices, and structures that construct and presume that a person’s gender identity will align their [binary] biological sex assigned at birth, and that this is normal and natural. A key effect of cisnormativity is that it “...disallows the possibility of trans existence or trans visibility” (p.356)¹¹ and silences trans and gender diverse people’s identities, lives, and experiences. This heteronormativity and cisnormativity fosters heterosexism and cissexism, prejudices which hold that heterosexuality is the only normal, acceptable and feasible way to live,¹² and that cis-gender identities are superior. In turn, these prejudices can produce widespread

forms of harassment and discrimination, including homophobic and transphobic abuse.

In response, Inside Out was developed in partnership by Core Education, Rainbow YOUTH, Curative and University of Auckland and funded by Ministry of Social Development. It was released in September 2015, and has been used by teachers and facilitators across New Zealand with young people aged 10 - 18.

The Inside Out resources utilise a variety of approaches to support educators, including youth workers, children, young people, and their whānau/ family to prevent and reduce harassment, especially that targeted at people who are SGSD. This report offers some insight into the significance of this issue, the negative health and educational effects of this harassment, as well as ways to reduce and address this discrimination using the Inside Out resources. Part one of this document summarises the evidence detailing the size and the effects of such discrimination. The next summary details the co-design process used to develop the Inside Out resources, and some of the challenges that emerge in supporting schools and youth work organisations to be more inclusive of SGSD. Having outlined the need for quality educational resources that can be facilitated by a range of educators, the next section summarises some of the theoretical and practice considerations which underpinned Inside Out. The major part of the document reports on key aspects of the evaluation of the Inside Out resources. This section summarises the methodology and results and discussion from four evaluation phases. The final section summarises the findings overall and makes key recommendations and suggestions about the resources, and about how to support schools and youth work settings to be more inclusive of sex, gender, and sexuality diversity.

Dr John Fenaughty from the University of Auckland has led an evaluation process with young people and teachers/facilitators who have used the resource in Auckland, Wellington and Christchurch.

The size and effects of heteronormative and cisnormative youth harassment

The literature indicates that SGSD bullying is a significant issue both locally and internationally, in particular the findings highlight that:

SGSD bullying is disproportionate.^{12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24}

For example in the most recent Youth 2000 survey with 8,166 secondary school students in 2012, transgender identified participants were 4.5 times more likely to report weekly bullying compared to non-transgender peers.²⁵

The effects of SGSD harassment can impact scholastic outcomes^{14, 17, 18, 19}

For example, Barbero, Faure, Sáenz, and Ramos found that homophobic bullying was associated with negative effects in academic performance, truancy and school leaving statistics.¹⁴

The effects of SGSD harassment in NZ can negatively impact mental health and wellbeing.^{17, 25}

For example, Clark, et al., found that the minority stress that transgender and gender diverse young people in NZ experience following harassing situations is associated with negative outcomes such as poor mental health, depressive symptoms, as well as increased self-harming and suicidal behaviours.²⁵

SGSD students are in all schools, and large youth work groups.^{16, 19, 20, 21, 22, 26, 27, 28, 29, 30}

For example nearly 4% of the students in the 2012 Youth 2000 survey reported being transgender or “not sure of their gender”²⁵, and 6% reported being attracted to the same sex, both sexes, or were “not sure” of their sexual attractions.²⁰ This suggests that around 10% of secondary school students are likely to be SGSD and will be present across schools and youth work settings.

People affected by SGSD harassment may extend beyond SGSD young people to include those who are incorrectly assumed to be SGSD or who have whānau/friends who are SGSD.^{9, 10, 11, 15, 19, 28, 30, 31}

For example with approximately 10% of the secondary school population identifying as SGSD, many young people will have friends, as well as family and whānau who are SGSD.

Co-designing the resources

The Inside Out resources were produced with reference to co-design methodologies. The co-design process positions users of the resources as co-designers/co-producers of the resources.³²

Co-design enabled the project to draw on varied stakeholder perspectives to develop resources that would have broad and effective application.

Co-design workshops and meetings were held with stakeholders, who were identified via the project partners and through other stakeholder recommendations.

Stakeholder workshops were initially convened with organisations and representatives that had a significant stake or expertise in supporting SGSD and reducing SGSD bullying, including: The New Zealand AIDS Foundation, Human Rights Commission, Albert Eden Youth Board, UniQ, Rainbow YOUTH, Core Education, Mental Health Foundation, Affinity Services, Post Primary Teachers Association, Ministry of Social Development and two classes of students from two diverse secondary schools.

These workshops identified that the resources needed to:

- be able to be used as stand-alone for educators who were not supported locally by SGSD organisations,
- include resources to support educator knowledge,
- involve lesson resources,
- focus on gender diversity for primary school students,
- enable young people and families to access the resources for support.

The co-design feedback also helped guide the tone for the resources, with insights suggesting that to maximise participation it needed to be:

- **Honest** – credible and believable
- **Educational** – easily understood and thought provoking
- **Accessible** – inclusive and accepting
- **Engaging** – captivating and intriguing; draws you in to find out more
- **Open** – boundless energy that still feels safe

Indications from the co-design process

The co-design process indicated the need to produce a set of resources that would empower people to overcome any major limitations about addressing issues of SGSD with children and young people.

Alongside these salient points and recommendations, key literature and frameworks for youth workers and teachers identified further issues:

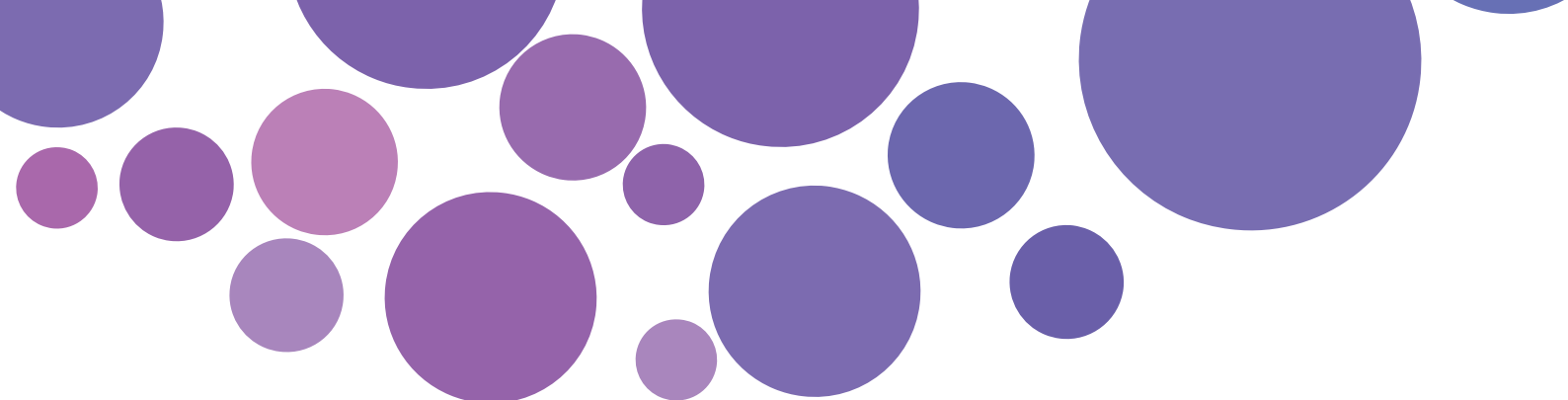
● Young people are disclosing their SGSD identities earlier.²⁰

For example The Youth 2000 data shows that around 15% more young people in 2012 were out than in 2001 (where already nearly 30% of youth had disclosed being SGSD).

● Multiple legislative and policy guidelines emphasise the need to address SGSD Bullying and Harassment.^{1, 2, 21, 26, 33, 34}

For example at a policy level, recent work by the Ministry of Education's cross-sector Bullying Prevention Advisory Group recognises the criticality of SGSD in the national Bullying Prevention and Response Guidelines, noting that lesbian, gay, bisexual, transgender, intersex and questioning (LGBTIQ) young people are over-represented in bullying statistics. An online survey of LGBTIQ young people in schools²⁶, conducted by the Ministry of Youth Development, highlighted the importance of schools leading by example through:

- acknowledging and normalising LGBTIQ young people
- having strong anti-bullying policies for all LGBTIQ students
- educating students and teachers on sexuality and gender diversity
- establishing support networks and guidance channels for LGBTIQ students
- offering facilities and clothing options that are not gender specific (eg, school uniforms and unisex bathrooms).



Despite guidelines and opportunities for SGSD content inclusion in the curriculum, the data indicates that many of SGSD identities and issues are often invisible in schools and youth services. ^{1, 2, 21, 26, 33, 34, 35, 36, 37}

For example in discussing the impact of cyber-bullying in Quebec high schools on sexual-minority youth (SMY), Cénat, Blais, Hébert, Lavoie and Guerrier stress that interventions to reduce bullying must name SMY: “Awareness programs and psychological support should be implemented to prevent both bullying and its possible severe consequences among its victims, with a particular focus on girls and sexual minorities”(p.11). ¹⁵

Some educators and youth workers do not effectively respond to SGSD bullying. ^{14, 15, 16, 17, 18, 19, 20, 21, 28}

There is very little data available about how these issues are experienced in youth work settings. ^{21, 29}

For example in reviewing the literature on this topic, there was only one peer-reviewed article that explored issues for SGSD young people in a Church youthwork setting, and this indicated significant issues for SGSD young people. ²⁹

Visibility of SGSD is a critical issue. ^{15, 16, 19, 21, 26, 28, 30, 35}

For example Hillier and Mitchell (2008) documented the frustrations of 1,749 same sex attracted young people in Australia about the problems with sexuality education programmes. The authors suggest that the exclusion of non heterosexual identities from sexual health curricular contributes to negative sexual health and wellbeing statistics for SGSD young people. ³⁵

Rainbow YOUTH reported significant and increased demand from schools for teaching and learning sessions with students.

Logistic and funding challenges can make it difficult to include a variety of SGSD identities in workshops.

For example given the diversity of SGSD identities, the ability to share many of these perspectives is simply limited by how many people can be feasibly invited and organised to attend a session in a school or youth group.

Schools and youth work settings outside of Auckland, without access to local organisations, do not have equal opportunity to include this content. ²¹

For example only Auckland, Wellington, Christchurch, Dunedin, and Nelson have local queer youth organisations that, depending on demand and costs, can provide these voices.

Theoretical and practice considerations underpinning the Inside Out resources

Drawing on feedback from the co-design process, in addition to analysis of policy, theory, and curriculum requirements, a number of theoretical and practice considerations for the Inside Out resources were identified, including that:

- A **“whole-school” approach** that recognises the role of school culture, and the various participants who set up school culture, is critical to addressing and preventing bullying.^{14, 26, 33}
- It is important to **educate students and teachers on sex, gender and sexuality**.^{33, 34}
- **Effective resources are inclusive of the diversities of sex, gender and sexuality** and all of the different identity words that young people may identify with.³³
- **Making visible** the diversity of sex, gender and sexuality identities helps acknowledge and normalise SGSD young people.²⁶
- **Dialogue is encouraged** on anti-bullying mechanisms that exist (and/or don't exist) with those who are responsible for enhancing and/or changing this.²⁶
- Teachers and students (if safe) must be encouraged to **speak up, speak out or take action** when they see or witness homophobic or transphobic bullying and be given helpful advice on how to do this.¹⁴
- **Support networks** must be available and identified for LGBTIQ young people.²⁶
- This resource and the spaces it is delivered to must be **“mutually respectful of all individuals”** (p. 36).³³
- This resource must **navigate a positive youth development model**, and reflect a social justice youth work approach.²
- This resource must give young people an opportunity to **reflect on their own identities, experiences and actions** in order to see how they might take positive actions in the world.³⁸
- **A norm-challenging approach** which challenges heteronormative and cisnormative assumptions is an important pedagogy for anti-bias work.^{14, 28}
- This resource should **employ storytelling and empathy-building** as key pedagogical considerations.³⁸



Additionally, considering the New Zealand Curriculum, this resource needed to:

- **Support positive relating to others, especially in terms of SGSD**
- **Foster critical thinking, evaluation of ideas and understanding, reflection, and social-action skills related to issues of equity and gender, including:**

- Critically analysing norms about diverse sex, gender and sexual identities (including gender stereotypes)
- Exploring where homophobia and transphobia come from
- Developing empathy
- Managing self and fostering actions to reduce homophobia and transphobia, bullying, and to affirm diversity
- Discussing how particular social messages and stereotypes, including those in the media can affect feelings of self-worth

- **Meet objectives in the health curriculum, including fostering knowledge and understandings about sexual health and development. It needed to support students to acquire, apply, and extend their knowledge and skills on key topics like:**

- The differences between sex, gender, and sexuality
- The variety and fluidity of gender and sexual identities
- Attraction, and sexual attraction, including to members of more than one sex

- The sexual development for young people who are intersex
- “Coming out” with a diverse gender or sexual identity
- Perspectives about cultural forms of sexuality and gender identities (including Takataapui and Fa’afafine identities)

- **Cultivate personal skills, interpersonal skills and related attitudes that affirm diversity, including:**

- The skills needed to examine attitudes, values, beliefs, rights, and responsibilities about sex, gender and sexual diversity
- A deeper understanding of the factors that contribute to personal identity
- Fostering respect, care, and concern for themselves and other people, including celebrating individuality and affirming diversity
- Developing ethical values about equality of opportunity, freedom of expression, and self-determination for all people
- Put children and young people at the centre of discussions, and for them to identify ways in which they can manage self and contribute to fostering healthy communities and environments that will contribute to the well-being of themselves, others, and society

The Inside Out resources

Inside Out is a set of freely available video based teaching resources, which aim to:

- Decrease homophobia and transphobia
- Use a norm-challenging pedagogical approach to cultivate critical thinking, perspective-taking and empathy
- Help people understand key concepts and terms related to young people who identify with diverse gender and sexual identities
- Help people understand what bullying is, and what homophobic and transphobic bullying behaviour may look like
- Help people understand how they can support SGSD young people
- Support positive social behaviour in children and young people, as peers of SGSD young people
- Reduce SGSD related bullying at schools, at home, and in the community.

Inside Out is available freely at insideout.ry.org.nz and includes two formats, developmentally appropriate for children and young people in school years 7-8 and 9-13.

The resource for year 7-8 students focuses mainly on gender identity with a 20 minute video, and full lesson plan to be delivered within a single session.

For year 9-13, the resource expands to include content about sexual identities. This includes five videos and lesson plans to be delivered how the teacher or facilitator chooses.

These lessons cover:

- Gender
- Sex & Sexuality
- Transgender & Intersex
- Diversity & Difference
- Bullying & Homophobia/Transphobia and
- Respect & Responsibility

Knowing that for teachers and facilitators to explore sensitive topics, their preparation requires consideration and care, Inside Out also includes a Teaching Guide video and supporting pedagogy, safety guidelines and teaching resources. This helps those using Inside Out to establish a safe, supportive learning environment while exploring Inside Out with children and young people.

The evaluation/appraisal of the Inside Out resources

The purpose of the evaluation is to understand how effective the Inside Out resources are at helping schools and youth work settings to support SGS diversity.

The evaluation does this by collecting and analysing data on key indicators and themes that help paint the picture of what the resources do, and how they might be improved.

The evaluation is also interested in understanding what gaps still exist, and if there are additional areas or themes that need to be addressed. The evaluation further seeks to identify how the resources can be used more effectively than they have been used to date.

A mixed methods approach has been used to address the objectives of this evaluation. This reflects the need to explore experimentally how the resources affected educator confidence, as well as a desire to gather in-depth feedback about aspects and perceptions of the resources from a range of participants.

Four studies were used to evaluate these resources. Study One involves an analysis of educator knowledge and confidence before and after a training event where educators were introduced to the resources. This study also includes qualitative comments on the perceptions of the resources. Study Two involves an analysis of anonymous data collected from secondary school students by an external organization who used the resource in a school. This study explored student perceptions and recommendations for improvements. Study Three involves interviews with educators who used, or supported the use of the Inside Out resources with young people. This study explored educators' thoughts about the resources, including aspects that were effective and suggested improvements. Study Four involves focus group interviews with children and young people who experienced the resources in schools or youth work settings. This study assesses their perceptions and aspects that were effective and suggested improvements.

Ethical approval for Studies One, Three and Four was granted by University of Auckland Human Participants Ethics Committee (UAHPEC). The anonymous data in Study Two was collected by an external organization who gave permission for analysis and inclusion in the report here in accordance with the UAHPEC guidelines.

1

Evaluating Educator Confidence and Perceptions of the resources

Methodology

This study involved administration of a pre- and post-test survey to 166 educators (teachers and youth workers) who participated in one of eleven Rainbow YOUTH training events. The events, held across nine regions across New Zealand, were used to introduce the teaching resources. The surveys included non-identifiable, but unique codes, to enable pre- and post-test matching for participants.

Analysis

The data were then analysed to determine means, standard deviation, and any statistically significant changes in reported confidence. Qualitative responses were subjected to a thematic analysis based on guidance from Braun and Clarke.³⁹ Initial codes were produced and coded by the author, then two research assistants used these codes, and developed two more codes, to confirm and recode the data. The process for this involved both research assistants independently coding the data, meeting, discussing differences, and where possible harmonising their coding. There was full harmony in the final coding scheme

Results and Discussion

Prior to viewing the Inside Out resources, educators were asked to indicate how confident they felt about supporting and affirming sexual diversity issues with young people. The survey options included Very Unconfident, Unconfident, Unsure, Confident, Very Confident. Before the training event the participants had a mean score of 0.9 (out of a maximum of +2 for “very confident” and a minimum of -2 for “very unconfident”). After viewing the teaching resources and having worked through some of the learning exercises, the average score moved to 1.2 (towards very confident). A paired samples t-test indicated that this result was statistically significant.

Similarly, the survey also asked educators to rate their confidence supporting and affirming gender diversity issues. Participants were less confident in this area, than before the survey the mean score was 0.8 for this item. However, after viewing the teaching resources and having worked through some of the learning exercises, this shifted to 1.2 (towards confidence). A paired-samples t-test showed a significant difference in the scores before and after participants had seen the resources.

Participants were also asked how “...effective or ineffective are the Inside Out resources for increasing your confidence to support and affirm gender and sexual diversity with young people?” The five possible response items were: Highly effective, Effective, Unsure, Ineffective, Highly ineffective. Half (51%) of participants responded “highly effective”, and 46% said “effective”, with 3% stating they were “unsure”.

Approximately 80% of participants (n = 132) responded to an open-ended question: “What feedback or evaluation do you have about the InsideOut resources? Was there anything positive and/or negative about the InsideOut resources? Is there anything that you liked and/or disliked in particular?”. On average four out of five statements were rated as obviously positive in tone (n = 109), with the remainder neutral or negative. The most common theme was comments about the video resources themselves, which included comments about the storytelling elements of the resource and the design and visual elements of the resources. Specific aspects of the pedagogy, including the focus on discussion, was also mentioned as a positive. Other themes that emerged were the accessibility of the resources and their ease of use.

Critiques of the resources were identified (n = 33), of which the most common were related to spelling/definitional critiques (7) and a perceived lack of ethnic diversity in those profiled in the resource (6) and concerns about age appropriateness of the resources for 11-12 year olds (5). Only one response was coded as negative overall: “Would prefer the opening video not to be gay, white man. Too homogenous”, however this reflected the training event which started with the teacher/facilitator resource, not the young-person facing resource.

Of key interest, is that educators reported less confidence in supporting gender diversity than sexuality diversity, yet after exposure to the resources their confidence on both these aspects was both improved and relatively equalised. This finding suggests that future educator professional development may need to pay particular attention to addressing understandings and pedagogy around supporting gender diversity.

Overall, the results indicated that nearly all educators were very positive about these resources. The survey results showed that these resources significantly increased educator confidence around supporting sexuality and gender diversity in schools and youth work settings.

Student Survey Perceptions of the Resources

Introduction

An external SGSD support organisation delivered a series of four consecutive workshops to the Year 9 cohort of a large secondary school earlier this year. The format for the delivery utilised the Inside Out video and lesson resources, and the discussion-based approach from Inside Out. This analysis summarises evaluation based on the anonymous sheets students were given to complete about their thoughts following the lessons.

Methodology

Upon completion of the lessons, the students were given a double-sided paper survey to anonymously complete. These were then handed back to the facilitator. These sheets were data entered and then sent to John Fenaughty for analysis.

Sample

In total, 204 students completed an evaluation sheet. Not all questions were completed by all students.

Analysis

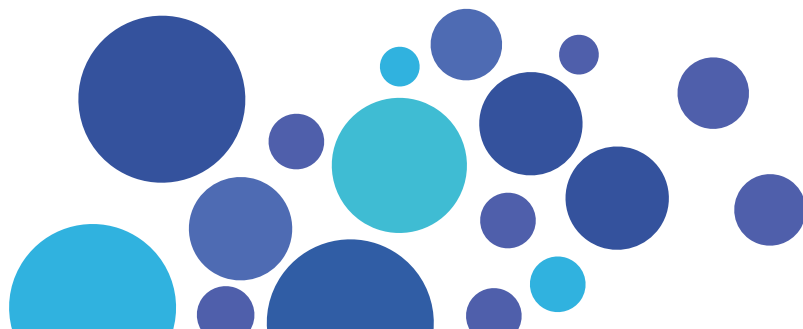
The findings were collated and analysed in SPSS V.20. Descriptive statistics were calculated.

Results

Nearly nine out of ten students (89%) reported that they would recommend this class/workshop to other people. These students were even more likely to suggest that other schools should be offering similar classes/workshops (94%). Two thirds of the students thought that these lessons would reduce bullying in schools. Seven percent of the students were unsure about whether bullying would be reduced, and some noted that a reduction would depend on the particular students in question. Just over a quarter (26%) of these students did not think these lessons would reduce bullying in schools.

Two 9-point scale items, measured student opinion on key aspects of the resource, where students could tick a box ranging from 1 (strongly disagree) to 9 (strongly agree). In response to the first item, "I thought this was a good class/workshop", 5% of the students disagreed that the workshop was good, 13% neither strongly agreed or disagreed, and 82% agreed that it was good.

Nearly nine out of ten students (89%) reported that they would recommend this class/workshop to other people. These students were even more likely to suggest that other schools should be offering similar classes/workshops (94%).



3

Educator Perceptions of the Resources

Methodology

This study involved semi-structured interviews with educators who had used some of the resources with young people, or had observed the resources being used with young people. These educators were recruited via two main routes. Some were recruited online via the portal for the teaching resources, which asked people to leave an email address if they wished to be contacted about research relating to the resources. Others were recruited via snowballing techniques from those who had already used the resources. The interviews included questions that explored their perceptions of the quality, effectiveness, and opportunities of the teaching resources.

The interviews explored how educators used the resources, what ideas or thoughts they had for how they could be improved, and what changes they would like to see in the future. The interviews lasted between 50-90 minutes. Apart from two interviews that were conducted solely by John Fenaughty, and two conducted by John Fenaughty with another researcher, the remainder were conducted by a research assistant. The interviews were transcribed for thematic analysis.

Sample

In total, 19 participants participated in this study:

- 11 teachers
- one student teacher
- four community health workers
- two educators from two different rainbow support organisations.

The participants main city of work was either Auckland, Wellington or Christchurch.

Analysis

Transcripts were subjected to a thematic analysis matching a process described by Braun and Clark.³⁹ Following successive and repeated readings of the interview transcripts, key themes, and subthemes, were identified. In this process, alternative or contradictory perspectives were also highlighted. As many of these themes were shared in common with Study One, the description of these findings will include the results from Study Four below.

Young People's Perceptions of the Resources

Methodology

This study involved nine focus groups with children and young people who had recently used the Inside Out resources. These young people were identified via educators who had used the resources with them. These educators shared invitations for these students to participate in the research. The focus groups utilised a semi-structured interview schedule to explore what participants thought of the resources, what they liked, disliked, what learnings they recalled, and their recommendations for improvements or changes. Four of these interviews were conducted by John Fenaughty, and the rest by research assistants on the project. The interviews have been electronically recorded and transcribed for analysis.

Sample

In total, 55 students participated in the focus groups for this study. Due to the small number of schools in the analysis, the location of the specific schools is not stated to protect the anonymity of the students and the school. However, the focus groups were conducted in schools in both the North and South Island, one group (noted as intermediate) included 7 students in years 7 to 8.

Analysis

These transcripts were subjected to a thematic analysis matching a process described by Braun and Clarke.³⁹ Following successive and repeated readings of the interview transcripts, key themes, and sub-themes, were identified. In this process, alternative or contradictory perspectives were also highlighted. As many of these themes were shared in common with Study Three the description of these findings will include the results from Study Three.

5 Findings

The key findings that emerged from the analysis include:

-  The resource is overwhelmingly positively evaluated by young people, educators, and youth workers.
-  This resource is meeting strong needs for information about sex and gender diversity, as well as providing local content to support teaching.
-  Homophobic and transphobic bullying is occurring in all schools. Young people say Inside Out has helped reduce bullying.
-  This bullying is happening from a young age (i.e., from Year 3). Inside Out needs to be used with all students, starting at least in Year 7 and 8 and continuing into Year 9.
-  A whole-school approach to preventing bullying is critical; the ability of the resource to produce changes depends on the wider bullying culture in the school.
-  A norm-challenging approach promotes critical thinking and fosters deeper interrogation about supporting diversity.
-  Storytelling fosters empathy, which is a critical component for supporting acceptance of diversity and a reduction of bullying.
-  Privileging diversity of voices in the resources is important to share differing perspectives, whilst emphasising commonalities of experience.
-  The high-quality look, feel and production of the resources helps with learning.
-  Lesson resources and the alignments to the NZ curriculum were valued by educators.
-  Most educators need more professional development, ability and confidence to teach about issues relating to sex, gender and sexuality diversity.
-  Additional resources are required to explore issues of indigenous sex, gender, and sexuality diversity in more depth.

Finding #1

This resource is meeting a need

A common theme throughout the educator interviews was that this resource met multiple unmet needs by educators, youth workers, and young people.

One of the topics that was identified was the ability for these resources to stimulate discussion and action on addressing SGS diversity. Participants indicated that prior to the resources, there were limited, or absent, opportunities for the school to have a conversation about these issues.

A PSSP educator explained that following showing the Inside Out videos at a school assembly, the school, including staff, were prompted to consider and take further action to support SGS diversity. In this instance they began the process to start a diversity group.

Others noted that the resource helped bring more depth and detail about SGS diversity topics that are not addressed in other resources. This theme emerged across many of the educator and young people interviews. Many of the young people and educators noted the importance of learning about gender diversity, and sex diversity. For many this was the first time that they had heard about the experience for people who are intersex. The depth of learning from these resources was seen as a positive.

A year 7 and 8 educator noted that whereas the Family Planning Sexuality Road resource was a good “opener” for sexuality education, the Inside Out resource went into “more depth and detail”, which prompted significantly more engagement from the students:

“ [they were]...very interested in it. Very interested! There were quite a few comments “Are we doing ISO [Inside Out] again this week?” and when I said “Yes we are!” there was lots of “Oh cool!” Definitely a lot of questions from certain people, so I think there was, it had triggered quite a few things and put together probably some missing things for some of the kids.”

- Year 7 and 8 Educator

Another educator, working with students in Years 11 and 12, noted the inclusion of a range of SGSD identities was very helpful. In particular, the educator found the inclusion of material on cultural SGSD identities, and content on sex diverse and intersex young people was an important need that the resource met.

Finding #2

Privileging diversity of voices in the resources is important

The resource's inclusion of diverse voices was important to the positive evaluation, particularly by some educators, and especially from the students.

There was a recurring theme about the benefits of learning more about gender diversity, intersex identities, and Māori and Pacific cultural gender/sexuality diverse identities. One educator specifically commented that a strength of the Inside Out resources was its ability to show local and Pacific indigenous experiences, as otherwise they were forced to rely on resources from Australia, which did not effectively address these aspects in Aotearoa.

A benefit of having diverse people included in the resource was that it demonstrated some common experiences across a range of SGSD young people. In doing this, the resources drew out some commonalities of experience, including experiences of homophobic bullying. Critically, the diverse voices talked about taking part in bullying, often as a way to deflect attention from their own SGSD. The information was mentioned specifically by both educators and young people as important to understanding some motivations for heteronormative and cisnormative bullying.

Importantly the diverse voices were noted by students and educators alike to be very helpful for students who are SGSD themselves. One educator noted that not only is it important for all students to learn about these topics, but having a range of diverse people in the resource who SGSD young people can identify with can be an important way to increase their resilience to challenges. This is particularly important given the negative health and wellbeing outcomes reported earlier, for this group of young people:

“...the students that I am working with they need to see their identities validated and they need to see the issues that they are facing talked about in a way that is supported and positive and recreate it so they can actually cope with the challenges they face and work through that in a positive way so that they are actually positive citizens (...) I think that is critical a special thing about using Inside Out with queer students because they are listening to those queer stories and then being able to be in a space where they can then kind of contribute in the same way and mirror those stories with similar experiences or different experiences.”

- Year 9-13 Educator

Finding #3

Heteronormative and cis-normative bullying is occurring and Inside Out may help reduce bullying

The research reviewed earlier in this report indicates that young people who are outside of the hetero- and cis-norm are more likely to report bullying than other young people.

One educator who does a lot of work supporting students who are SGSD noted that the Inside Out resource helped a student understand and think about their own experience of homophobic bullying and gave them a new language to view this. The educator felt that in this way the resources helped make them more resilient to this harassment.

Through the interviews a number of educators and young people talked about the Inside Out resources as providing opportunities to address this bullying behaviour and to also reduce bullying. In this way the resource can serve to help support those who have experienced this kind of abuse, as well as to create conditions where others, including staff, may rally to advocate for bullying reduction.

While some of the educators interviewed felt that their schools did not have significant SGSD bullying issues, usually comparing their schools to other schools, the students often told a different story. Across all of the young person focus groups, young people recalled multiple instances of SGSD bullying in these schools. This finding is particularly concerning given that the schools currently using Inside Out at this early stage are likely to be quite willing and progressive on these issues.

However, using the Inside Out resource was seen as an important way to stop homophobic and transphobic bullying by the students. All of the students spoken to suggested that the Inside Out resource would help reduce bullying. How they thought this would happen differed, however one theme is exemplified below by a participant in a year 7 and 8 focus group.

This participant noted that some of this bullying might have resulted from some young people being unaware of how they might be hurting others.

The talk of the participant indicates that the Inside Out resources may be useful to help them understand that homophobic language can be hurtful. Elsewhere in this focus group the students also reported the learning that although a peer may not be SGSD at this time, they may come into this identity later on, and that this is also an important reason to avoid using homophobic abuse:

Yana : “Um, I realised like before we had the Inside Out, um videos, ah lots of people were saying like you’re so gay and things like that and that definitely dropped down after we had watched it. Like sometimes every now and again you hear people were saying things about gays and but it’s just stopped a lot anymore.”

Interviewer : “That’s interesting. Any thoughts around why that might have changed, after the videos?”

Yana : “Because they may not have realised, like they may have had it as a joke but then they realised when they watched that some people started it as a joke but then they got more and more into it, they, (..) they um, (laughs) what’s the word, um, and they just, they dropped down because they realised that this is a real thing and like people do get hurt with it. And it’s not as a joke like it is to my friends and things.”

Finding #4

SGSD bullying is happening from a young age and Inside Out needs to be used earlier and for all students

Most students noted that their schools, the schools that had already begun to use the Inside Out resources, were likely to be more accepting than other schools.

However, nearly all of the students had recognised SGSD bullying in their schools and many had noted the early age with which such behaviours occurred. In Study One, some of the educators and youth workers commented that they felt some of the resources may be inappropriate for children in Year 7 and 8.

In contrast, the Year 7 and 8 students, as well as those in secondary school, wondered if these resources could not in fact be delivered earlier. In one instance, a student talked about SGSD bullying that occurred from Year 3.

In a focus group with Year 7 and 8 students in a “full” primary school, the students emphasised that within this context how important it was that students in year 7 and 8 learned about these issues more. This was critical as these students were seen as leaders in the school and could set up a more positive and inclusive environment and ensure that junior students did not learn oppressive behaviour from the seniors.

Nearly all secondary school aged students agreed that the resources should be delivered earlier. Importantly, there was a common theme that these resources should be delivered across the whole school, and not be siloed into a particular class or group.

For instance, the discussion from the interview below describes the common feeling that it was important for this resource to be delivered to all year 9 and 10 students in their school, and that this is important for students in years 7 and 8 as well:

Interviewer: “Do you have any ideas of what we can do at X school to increase acceptance or safety?”

Aleena: “Year 9 and 10 health is the most crucial part! That’s when everyone makes up their own opinions of everything and it’s definitely, there’s not pretty much more than I would push for, in this school, than year 9 and 10 health talking about this.”

Jade: “... and also in intermediates also because I mean, my intermediate didn’t touch this subject at all in any way.”

Sarah: “I don’t think ours did either.”

Jade: “It’s good to kind of tell them at least that it’s there and a little bit about it in intermediate because otherwise they are going to start making assumptions.”

Eustacia: “In intermediate we only got taught about the male and female genitals and that’s basically all the teaching you got on it. And you didn’t really get anything on the intersex community as well.”

When directly questioned about whether this resource was too advanced for young people their age, as suggested by some of the adults in phase one, students in year 7 and 8, suggested this might be because those adults may not have been as advanced in these topics at their age, as children these days are.

Finding #5

A whole-school approach is critical

Across the interviews the importance of “a whole school” approach to bullying prevention was discussed or referenced indirectly.

A whole school approach in this context refers to engaging multiple stakeholders in the school in bullying prevention and management. This approach is strongly advocated in the Ministry’s guidance for schools.²⁶ The interviews indicated that the ability of the Inside Out resources to produce changes depends, in part, on the wider bullying culture in the school.

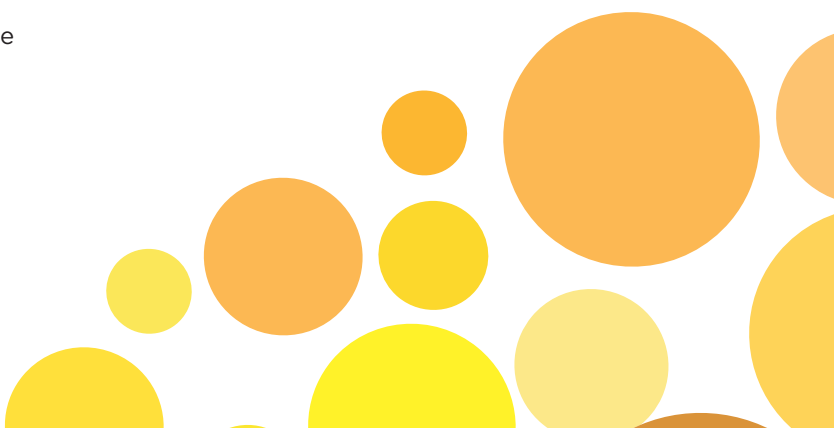
In schools where bullying was an established part of how students were accorded status, or where bullying was seen as natural and unstoppable, the ability of the Inside Out resources to reduce bullying was seen to be constrained. In these schools students reflected that the resources would reduce some of this bullying, but there would be a number of students who would continue to bully regardless of this intervention. This finding emphasises the fact that bullying is a complex phenomenon, with multiple causes, and therefore levers for intervention. A reduction of any bullying is positive, however in schools where there is sustained bullying prevention in place, this resource is likely to be more effective.

Another benefit of a whole-school approach is reflected by educators’, including youth workers’, opinions about how this can facilitate learning. The opportunity for senior leadership, including those leading learning in the health curriculum to signify this as an important theme, can make a large difference for how this learning is conducted in a school. Senior leaders can advocate for this content to be taught and resourced universally, as well as maximising opportunities for the school to continue to advocate for the support of SGS diversity.

The opportunity for this resource to stimulate the development of diversity groups in schools may be an important opportunity to support SGSD. In this way, the resources can be used to staircase in an acceptance of diversity, and the equity needs that SGSD students may have, that may make the instigation of diversity groups smoother for the school.

Ironically, one youth worker who does education in schools noted that using the resource in schools that are already attuned to SGS diversity, may make the learning in this area more effective at reducing bullying:

“...I do think that it depends on the learning environment, if you’ve got a really supportive learning environment of people who are generally accepting and are learning new things anyway, that it goes a lot farther.”



Finding #6

Storytelling fosters empathy

Hetero- and cis-normativity work to foster prejudice against people who are SGSD.

The interviews indicated that although many participants may have suggested that they were accepting of people who are SGSD, their talk nonetheless indicated negative judgement towards people who were SGSD.

For instance, it was in hearing people's stories that many participants said they learned that it took considerable strength for many people who are SGSD to manage the range of oppressions they experienced. It was also in these stories where they learned what it is like to sit outside of the hetero-, cis-norm, and how challenging this could sometimes be for those people. Participants frequently talked about how the stories stopped them "judging" people.

The stories were therefore able to produce emotion and affective engagement in the young people, which seemed to increase their engagement in the learning.

Due to the personal stories that were shared there was also a sense that these were real people, and many students talked about this uniqueness making it more possible for them to "relate" to the learning. The students reported valuing the ability to learn what things might be like, rather than learning content knowledge about specific aspects of SGS diversity (e.g., what a norm might be).

A traditional focus on statistics in these kind of learning scenarios was eschewed for a focus on experiences. These stories were important, as the quote below from a student indicates, to recognise commonalities of experience, as well as the diversity of SGS identities and experiences:

"I think it was good because we got to see different people's stories and it wasn't just one story cause like, when you think of like LGBT people you always think of one people's story that you know of that you might not be able. You might not be able to relate to it in a way, it's good 'cause you are seeing that it's not all the same."

Finding #7

Lesson resources were valued by educators

Given that much of this content is new for educators and youth workers there was a lot of emphasis on support surrounding these lessons. The format of the resource was valued for including discussion questions that could staircase and scaffold learning in discussion with groups of young people.

As many of the topics were often new for educators, there was a strong sense of support for the pedagogy guide, including the “suggested answers” resources, to support educators in having these discussions.

Of particular interest was the finding that many educators appreciated the focus on producing a safe environment for these discussions and learning:

“There was like guidelines on how to set up your classroom and coming together with like a good space so I did take on board some of those ideas. We had a bit of a contract, got the kids to sign.”

Interviewer: “Awesome, was that helpful?”

Response: “I think so. It was real interesting, one lesson, one of my special students she was like I really like how you’ve set up such a safe environment...”

Finding #8

The high-quality look, feel and production of the resources helps with learning

Across the evaluations specific comments were made about the look, feel and quality of the video resources.

Many participants in the evaluations liked the choices to include some interesting, and at times, humorous people in the videos. The high design quality of the resources was specifically mentioned by educators as a positive.

In one focus group the students talked about the design of the name of the resource, and demonstrated how this design feature fostered critical thinking. In this instance, the students had a large discussion about why the resource was called Inside Out, demonstrating a high level of creativity and critical engagement with the subject material.

Educators appreciated the smaller sized episodes as making the resource more engaging for the students, however some still suggested that twelve minutes was too long for some young people. Equally, while some students appreciated repetition of key concepts in the resources, others, including educators felt this was problematic.

In this way the repetition aspect of the design may help some students to learn some key concepts, or it may also decrease engagement and reduce learning.

The most common point made about the design was the format of the resource, with the emphasis on initially introducing people through the mechanism of the coloured speaking bubble which eventually expanded to reveal the person behind the voice. Participants noted that this helped to foster engagement and interest. Many participants, including educators, talked about how this prompted critical thinking, emphasising how it challenged assumptions that a particular voice would be matched with a particular body and gender.

Additionally, the fact that the videos were centered around provocative questions was noted as a positive as this gave space for the audience to think about their answers, which helped to make the resources engaging and also fostered critical thinking and peer engagement:

Gerard: "It was quite memorable, I liked overall how they showed the question on the screen and then they gave you a little bit of time to think about it before they started going into people's ideas. So it just kind of, that way your thoughts don't get mixed up with theirs. And then you still got to listen to their ideas as well."

A norm-challenging approach promotes critical thinking

Critical thinking was also reflected in the focus of the resources on a norm-challenging approach.

Participants from all phases of the research indicated that this approach had encouraged them to consider how norms constructed SGSD identities as negative. Young people reported being more aware of how various institutions in society could construct the hetero-, and cis-norm.

A key theme that emerged was in the ability for the media to construct a norm around how young people should present their gender. An intermediate student observed:

Yana: "I don't know who it was but they said something about billboards and TV, um and there was one other thing and (Tina: Radio) that's it, and then like you hear about it, and you see it everywhere but that doesn't mean that it's the truth, like lots of people are different, like and, yeah like people think one thing is the norm but for some people being gay or being straight is a norm for them"

Others noted that the norm challenging approach had helped to foster critical thinking about gender roles outside of the school.

In one focus group the students talked about how they had now begun to challenge gender roles at home and at school, including pointing out to a teacher how he was creating a gender norm in a maths lesson. Indeed, having learnt what the hetero- and cis-norm can look like, meant that some of the young people reported more easily being able to identify this norm at home and at school. This also was reflected in their observations about how the term "gay" as a pejorative also sets up a heteronormative norm. Excitingly, they also talked about how they could use these instances of heteronormativity to highlight these norms, and in turn, disrupt them.

Interestingly in some focus groups the young people also talked about how the norm challenging approach had helped them to identify other norms that were not related to hetero-, and cis-normativity. Some of them talked about norms in school that encouraged people to not do their best, lest they be called a nerd, and how they may think differently now about subscribing to and enacting these norms in the future.

Finding #10

Educators need greater ability and confidence in talking about issues relating to sex, gender and sexuality diversity

Educators and young people in the interviews both reflected on the need for more educators to have greater ability, confidence, and clarity in talking about issues related to SGS diversity and support.

The focus on values of inclusion, non-judgement, and diversity, in topics that are caught up in hetero- and cis-normativity, make this a particularly challenging area for some educators. The norm-challenging pedagogy requires that educators critically engage with their own experiences of these norms, including where they may have consciously or unconsciously supported or reinforced these norms.

All of the educators reported learning a lot themselves from the resources, and while many were surprised by how much the young people knew, there was, as was previously noted, a lot of learning around gender diversity that the educators reported. A tension is apparent in teaching approaches that privilege content knowledge around SGS diversity (e.g., quizzes around what terms describe which phenomena) versus those approaches which explore how oppression is enacted on the basis of SGS diversity and what opportunities exist to disrupt this oppression.

The interviews revealed that many educators lack confidence in talking about either of these elements, however a focus on content knowledge seems to be more comfortable for educators at the early stage of learning about these themes.

One of the educators with a lot of experience in this area noted that a benefit of the videos lies in their ability to be used selectively and to the ability of the educator, giving them some control over what and how they introduce the content.

The key theme that emerges is around comfort with the content and the teaching points. Another educator noted that this comfort can often require in depth thought and reflection, and it is in carefully considering the context of the learning and the learning objectives that educators can enhance learning with these resources:

“Sexuality is one area where I think the facilitator absolutely needs to have done their own work, and that is not only understanding the issues, but actually where do I sit within this, what are my values, my beliefs, my understandings and how will that inform how I relate to this topic.”

6

Summary and Recommendations

The data from these four studies demonstrates that the Inside Out resources are very positively evaluated by a range of young people and educators, including youth workers.

The co-design approach combined with alignment to policy and literature recommendations has produced a resource that meets a number of needs and opportunities. The evaluation indicates that the focus on diversity, story, empathy, critical thinking, norms, and pedagogical support are essential to the success of the resources.

A range of opportunities exist to further enhance effective teaching and learning around SGSD diversity. The resources could be appended with a specific, and more obvious, focus on indigenous SGSD identities. Opportunities also exist to emphasise identities which sit outside of the gender binary in future projects.

It is also worth noting that the current pedagogy guide could be appended to note that 6 of the 14 participants in the current resources are Māori and/or Pacific, and that half of the participants in the resources are gender diverse, with two identified as sitting outside the gender binary.

Improving educator confidence and professional development around supporting teaching on SGSD is an important recommendation from this resource. Many schools rely on external facilitators for this learning. While this external input is valued by students and educators, it can produce problems by framing this issue as not in the realm of teacher expertise, responsibility, or capability.

Equally, supporting teachers to lead this learning seems important to enable this content to be introduced into a learning programme appropriately (e.g., towards the end of the year, spread out across a term, and in single rather than shared classrooms). The timing of this teaching, and the control of teachers over delivery, will likely reduce concerns that exist around the repetitive elements that some young people and educators recognised.

The analysis demonstrates that educators and many young people in the schools involved in this evaluation were aware of hetero- and cis-normative harassment or bullying. Given that the schools who have participated in this early stage are likely to be progressive, this indicates that there is significant more support required to address SGSD bullying in NZ schools. The findings also indicate that these resources' ability to effect change is mediated by the overall bullying culture that exists in a school. A whole school approach is important to emphasise, and may be used to explore how other subject areas (other than health) may be utilised to share this learning time (e.g., the focus in the resources on norms and media makes this a possible unit in critical media literacy, etc.).

7 Challenges & Opportunities

In addition to the key findings, the evaluation also revealed a number of opportunities and challenges for resources like Inside Out.

- Most educators need more professional development, ability and confidence to teach about issues relating to sex, gender and sexuality diversity.
- Additional resources are required to explore issues of indigenous sex, gender, and sexuality diversity in more depth.
- Access difficulties for some educators and facilitators need to be overcome to ensure broader reach and delivery to young people
- Resources and lesson plans which cater specifically for even younger levels of teaching are required
- Schools need greater support to communicate with families, whānau parents and communities about teaching this content
- As more learning stories emerge there are increased opportunities for pedagogical refinement and innovation

8

Next Steps

Our hope is that the evaluation findings will help others to nurture continued learning and foster safe spaces for all young people to belong.

Without continued funding, Inside Out will still remain available online; however we would like to explore partnerships with others working with young people to help realise some of the opportunities identified in the evaluation and extend the possibilities of Inside Out even further.

The evaluation tells a clear story of efficacy, but we believe that greater access, reach, engagement and participation is critical and that Inside Out has a significant role to play in making safer environments for our young people.

If you would like to know more about Inside Out or how you can support this work please contact:

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