Self–Assessment and Reflection Tool for Educators

Tools to Analyze Comprehensive Sexuality Education (CSE) Teaching Competencies

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International Alliance
for Sexual and Reproductive
Health, Rights, and Justice

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How's my teaching practice?
Self-assessment and reflection tool for educators

How can I use this tool?

This tool can be used for different purposes:

- As an individual opportunity for educators to reflect on their practices, focusing on one or all of the key competencies.

- As an institutional improvement area for teams to review how educators are working and in what areas they may require support.

- As a reflection, promotion, development, and support instrument for those who are responsible for implementing CSE.

What does the tool have?

With the objective of helping educators to analyze their teaching practice, the tool has the following elements, divided into three groups:

- Tables with situations or aspects related to the competencies developed in the first part of the document to identify their level of progress.

- Open questions to reflect on the previous aspects and identify the competencies to maintain and the ones they should strengthen in their performance as a CSE educator.

Group 1

I GENERATE A SUITABLE ENVIRONMENT FOR CSE LEARNING.

Safe spaces

I seek conditions so that, in our CSE work, people and groups trust they will not be exposed to discrimination, harassment, or any type of emotional or physical harm.

○ Not developed

○ Under development

○ Developed

Inclusive environments

I seek to understand the identities and lives of the groups and provide them with opportunities to meet their needs.

○ Not developed

○ Under development

○ Developed

Coherence

I seek that the diverse elements of my CSE program (including messages, materials, expressions, and interventions)reflect the principles of human rights, gender equity, and respect for diversity, and are free from stereotypes and bias.

○ Not developed

○ Under development

○ Developed

Language

I use inclusive, non-discriminatory, and gender-neutral language, and recognize the diversity of people and experiences (social, cultural, etc.) present in the group.

○ Not developed

○ Under development

○ Developed

Prior knowledge

I inquire about the group's prior knowledge and retrieve it for analysis.

- ( ) Not developed
- ( ) Under development
- ( ) Developed

Contextualization

I explore ideas that prevail surrounding gender, relationships between older and younger people, sexuality, pleasure, reproduction, childhood sexuality, adolescent sexuality, sexual stereotypes, and others, in order to contextualize the topics.

- ( ) Not developed
- ( ) Under development
- ( ) Developed

Cooperative learning

I convey to the groups the idea that their opinions are important and that their participation is crucial to achieve the intended objectives.

- ( ) Not developed
- ( ) Under development
- ( ) Developed

Self-critique

I question my performance if the attitude of the groups was passive and without any initiative to question or challenge certain statements.

- ( ) Not developed
- ( ) Under development
- ( ) Developed

Recap

1. How do interactions in the educational space demonstrate a safe, respectful, supportive, and challenging environment?

2. How do educators establish learning environments that value participants' identities, as well as their social and emotional aspects and specific needs?

3. How do educators create spaces that promote joint responsibility and the commitment of everyone involved in the educational process?

Analysis of strengths

1. What component of the area "I generate a suitable environment for CSE learning" has been the most useful to achieve the desired results?

2. What were the results for participants?

3. What do you believe was the most important thing you did to achieve it?

Establishing goals

1. What is the next component you wish to strengthen?

2. How will the learning experience improve for you and for the participating groups?

3. What will you do to grow in this area?

Group 2

I ADOPT A HOLISTIC APPROACH TO CSE AND VIEW SEXUALITY AS A SOURCE OF PLEASURE AND WELL-BEING.

Right to CSE

I am familiar with the fundamental right to CSE and assume my responsibility as a guarantor of this right.

○ Not developed

○ Under development

○ Developed

Comprehensiveness

I address CSE topics from its different dimensions (physical, emotional, social, and cultural) and in an appropriate manner based on participants' age and development.

○ Not developed

○ Under development

○ Developed

CSE approaches

I explicitly integrate the rights-based, gender-based, and intercultural approaches in our discussion topics.

○ Not developed

○ Under development

○ Developed

Positive and pleasurable idea of sexuality

I convey a clear concept of sexuality as an essential aspect of every human being and I foster the analysis of prevailing distorted ideas perpetuated by diverse social groups.

○ Not developed

○ Under development

○ Developed

Communication and questioning

I understand that CSE—in addition to providing clear, scientifically accurate and culturally-appropriate information—also aims to question discriminatory cultural norms and stereotypes.

◯ Not developed

◯ Under development

◯ Developed

Receptiveness

I am aware that some of the questionable opinions of the groups are the result of distorted education regarding sexuality and I respond to these in a respectful and constructive way.

◯ Not developed

◯ Under development

◯ Developed

Gradual process

I understand that CSE is a gradual process that seeks a comprehensive education and requires the implementation of a systematic plan composed of various sessions.

◯ Not developed

◯ Under development

◯ Developed

Human development

I understand that CSE promotes the development of psychosocial competencies according to the age characteristics of each group and I follow the international guidelines on the subject.

◯ Not developed

◯ Under development

◯ Developed

Social integration

I promote the integration of CSE topics with families and other community institutions (social and health services).

◯ Not developed

◯ Under development

◯ Developed

Recap

1. In what way do the learning results reflect CSE standards and are appropriate in terms of the participants' knowledge and skills?

2. How do you apply the principles of equity or how are they reflected in your CSE work?

Analysis of strengths

1. What component of the area "I adopt a holistic approach to CSE and view sexuality as a source of pleasure and well-being" has been the most useful to achieve the desired results?

2. What were the results for participants?

3. What do you believe was the most important thing you did to achieve it?

Establishing goals

1. What is the next component you wish to strengthen?

2. How will the learning experience improve for you and for the participating groups?

3. What will you do to grow in this area?

Group 3

I USE ACTIVE, PARTICIPATORY, AND CULTURALLY APPROPRIATE METHODOLOGIES.

Active methodologies

I am aware of and implement education methods that foster dialogue and critical reflection regarding sexuality.

- ○ Not developed
- ○ Under development
- ○ Developed

Participatory methodologies

I incorporate education methodologies that promote participants' autonomy and their involvement in analyzing meaningful content and situations for their current and future life.

- ○ Not developed
- ○ Under development
- ○ Developed

Cultural sensitivity

I work to ensure that I am culturally competent in communication and establish inclusive forms of interaction among group members.

- ○ Not developed
- ○ Under development
- ○ Developed

Life skills

I use methodological resources that favor the development of various skills for the conscious and responsible exercise of sexuality (assertive communication, conflict resolution, decision-making, critical analysis of cultural patterns, and others).

- ○ Not developed
- ○ Under development
- ○ Developed

Relevance

I address the group's questions and interests without delays and avoid excuses to remain in my comfort zone.

○ Not developed

○ Under development

○ Developed

Empowerment

I understand my role is to facilitate and that learning does not solely consist of providing information. I understand that groups learn best if they are allowed to critically link the information to personal experiences and/or the norms of their context.

○ Not developed

○ Under development

○ Developed

Communication

I explain CSE-related topics clearly and without bias, and I avoid imposing my own ideas.

○ Not developed

○ Under development

○ Developed

Evaluation

I make sure that each session meets the outlined objectives. I use various resources to verify learning, and I devote time so that groups can reflect on the material they learned during the session and express their conclusions.

○ Not developed

○ Under development

○ Developed

Recap

1. In what way does the structure of the sessions support the development of critical thinking and provide opportunities for the group to participate in discussions and reflections?

2. How do the activities invite participants to review challenging situations and resolve problems in a collaborative and respectful way?

3. In what way do you modify or adapt materials and resources to respond to the group's needs without losing sight of the objectives?

Analysis of strengths

1. What component of the area "I use active, participatory, and culturally appropriate methodologies" has been the most useful to achieve the desired results?

2. What were the results for participants?

3. What do you believe was the most important thing you did to achieve it?

Establishing goals

1. What is the next component you wish to strengthen?

2. How will the learning experience improve for you and for the participating groups?

3. What will you do to grow in this area?

Educator's final reflection

In your opinion, how does analyzing CSE teaching competencies impact your work?