

Respectful Relationships Education in Australia:

National Stocktake and Gap Analysis of Respectful
Relationships Education Material and Resources Final Report



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PREVENTION CENTRE



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2. Abbreviations

ACARA	Australian Curriculum, Assessment and Reporting Authority
AC-HPE	Australian Curriculum in Health and Physical Education
AIC	Australian Institute of Criminology
AITSL	Australian Institute for Teaching and School Leadership
ARCHS	Australian Research Centre in Sex, Health and Society
COP	Community of Practice
DEECD	Department of Education and Early Childhood Development (Victoria), now known as the Department of Education and Training (DET) (Victoria).
DEET	The Australian Government Department of Employment, Education and Training, now known as the Department of Education, Skills and Employment
DESE	The Australian Government Department of Education, Skills and Employment , formerly the Department of Employment, Education and Training (DEET)
DET	Department of Education and Training, formerly the Department of Education and Early Childhood Development (DEECD) (Victoria).
DFSV	Domestic, family and sexual violence
DSS	Department of Social Services (Australian Government)
HPE	Health and Physical Education
IDAHOBIT	International Day Against Homophobia, Biphobia and Transphobia
ITE	Initial teacher education
LGA	Local government areas
LGBTIQ+	Lesbian, Gay, Bisexual, Trans/Transgender, Intersex, Queer, and other sexuality, gender, and bodily diverse people and communities
NGO	Non-government organisation
PD	Professional development
RRE	Respectful relationships education
RREiS	Respectful Relationships Education in Schools. A respectful relationships education pilot study delivered by Our Watch from Term 4, 2014 to Term 4, 2015 and funded by the Victorian Government.
RRRP	A Respectful Relationships Reference Panel convened by the Australian Government Department of Education, Skills and Employment
TIP	Trauma-informed practice
UNESCO	United Nations Educational, Scientific and Cultural Organization

3. Project Team

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4. Executive Summary

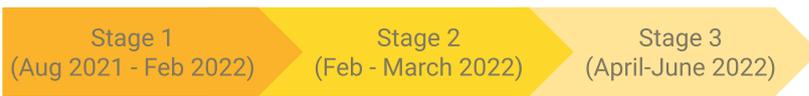
Strengthening positive, equal and respectful relationships between school students through Respectful Relationships Education (RRE) is a feature of past and present national policies to address violence against women and children (Australian Government Department of Social Services [DSS], 2022; Council of Australian Governments, 2009; Our Watch 2021a; Our Watch et al., 2015). RRE has a long and varied history in Australian schools and has been taught in some form for over 40 years (Ollis & Coll, 2018). However, what, when, where and how RRE is implemented and delivered in schools differs amongst schools, school sectors and State and Territory jurisdictions. This variation has resulted in inconsistencies in RRE student learning outcomes as well as discrepancies in RRE implementation, program development and structure, resources and support for schools across Australia.

The Australian Curriculum Version 9.0, released in May 2022 for implementation from 2023, aims to ensure that students receive more explicit education on positive and respectful relationships and consent (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2022). The new curriculum reflects increasing political commitment to RRE and shifting community expectations about the need to prioritise women's safety in Australia, spurred by recent events, such as the Teach Us Consent campaign led by Chanel Contos and the 2021 Women's March 4 Justice (Choanhan, 2021; MC, 2021).

The Australian Government Department of Education, Skills and Employment (DESE) helps to create an inclusive and prosperous Australia by maximising opportunity through national leadership on education, skills and employment policy development. In August 2021, DESE commissioned Monash University to undertake a national stocktake and gap analysis of existing RRE program and resources. This project involved the following three stages:

- » Stage 1: A national stocktake of existing RRE programs and resources, including stakeholder consultations.
- » Stage 2: A review of existing RRE program evaluations.
- » Stage 3: A gap analysis of existing RRE materials and delivery approaches.

The Stage 1 National Stocktake provided an in-depth critical assessment of existing national RRE programs and resources. This phase included national consultations with key stakeholders to capture RRE initiatives and resources that were not publicly accessible and/or formally evaluated. Stage 2 followed with a review of existing RRE program evaluations identifying the extent to which existing RRE programs have been evaluated and the reported program outcomes. Finally Stage 3 drew on the findings from the previous stages to analyse gaps in RRE materials and delivery approaches across jurisdictions, schools and organisations.



- | | | |
|--|---|--|
| <ul style="list-style-type: none"> ● National stocktake of RRE programs & resources ● Stakeholder consultation ● Interim Report 1 | <ul style="list-style-type: none"> ● Evaluation Review ● Interim Report 2 | <ul style="list-style-type: none"> ● Gap Analysis ● Final Report |
|--|---|--|

Stage 1: The National Stocktake

The national stocktake identified 68 resources that varied significantly in terms of approach, audience, focus, quality and evidence base. Fifteen focused on respectful relations programs, eight on relationships and sexuality education, three on social and emotional learning and three on personal safety. In addition to respectful relationships curriculum resources that guide learning activities and assessment in school classrooms, some resources identified in this stocktake targeted teachers and/or parents and carers. In general, resources for parents and carers are intended to give them an understanding of what students will be learning and how to continue conversations around the topics covered. Other resources were designed to provide support and professional development for teachers delivering RRE in schools. In total, the stocktake identified 24 resources that provided support and professional development for teachers delivering RRE, four that provided pre-service teacher training and five that provided support for parents/carers. A further six digital repositories were identified that offer online collections of resources for educators, schools, parents/carers and students.

Stage 2: The Evaluation Review

The aim of the evaluation review was to provide an overview of the evidence from existing evaluations of the effectiveness of RRE programs in primary and secondary schools in Australia. Eight evaluations of RRE programs delivered in Australian primary schools and 13 RRE programs delivered in Australian secondary schools were reviewed in the second stage.

The evaluation review highlighted the paucity of evidence for the scalability and sustainability of RRE due to the narrow scope of existing evaluations. Some evaluations demonstrated short-term positive changes in students' awareness, knowledge and skills in respectful relationships, conflict resolution and help-seeking avenues. However, many evaluations centred on program satisfaction, that is, whether participants found a program enjoyable, helpful and/or useful. These evaluations provide limited evidence of impact on factors known to be associated with gender-based violence. More rigorous evaluation of the effectiveness of such initiatives to support changes in the attitudes, norms and behaviours that help sustain gender-based violence over the long term is required.

Furthermore, while there is increasing uptake of RRE in Australian schools, many school-based RRE initiatives have not been rigorously evaluated and/or the evaluations are not publicly accessible. The challenges of evaluation in the gender-based violence primary prevention field are well documented, including what and how outcomes are measured and timelines for measuring sustainable change (Meade, 2010; Our Watch, 2017a; Wall, 2013). Strengthening evaluation practice by using standardised measures in RRE evaluations would improve data capture, quality and comparability. The public dissemination of evaluation findings is also critical to improving RRE evaluation practice (Our Watch, 2017a).

Sharing evaluation findings would facilitate coordinated approaches to measuring prevention efforts and build better understandings of what works for whom and in what circumstances. This is particularly important as RRE in Australian schools predominantly adopts cisgendered, heteronormative frameworks and many student groups are unrepresented in programs and related evaluations. Evaluation of RRE programs in different school settings and with different student populations is needed to advance the Australian primary prevention evidence base.

Stage 3: The Gap Analysis

The gap analysis identified common practice and policy challenges faced by existing approaches to RRE in schools including the need for:

- » Sustainable, comprehensive whole-of-school approaches to RRE.
- » High-quality RRE teaching and learning materials.
- » Professional development to equip teachers and school staff with the knowledge and skills to confidently deliver this content.
- » Systematic monitoring and evaluation to enable continuous improvement and integration of a rapidly expanding primary prevention evidence base.

The gap analysis identified four components as critical to achieving a sustainable, whole-of-school approach to RRE: 1. Having greater engagement with parents and carers; 2. Embedding dedicated RRE personnel to support RRE delivery; 3. Incorporating greater cross-sectorial collaboration; and 4. Implementing greater policy level coordination.

The gap analysis revealed several priority focus areas for urgent curriculum development including the need to move beyond focusing on heterosexual, cisgender interactions between men and women and provide gender and sexuality transformative RRE. The importance of place-based resources that provide culturally responsive and inclusive curriculum was also emphasised. So too were giving young people a voice in curriculum development and embedding trauma-informed approaches.

Aligning with the limited teacher support materials identified in the national stocktake, the most frequently cited gap in the stakeholder consultations was the need for a range of professional development and training opportunities for current and future educators. Improved professional development for teachers was universally seen by stakeholders involved in this review as the key to facilitating effective implementation of RRE in Australian schools.

Finally, the evaluation review together with the gap analysis clearly demonstrated the need to improve quality assurance and program evaluation models for RRE. Enhancing evaluation practice will require clear articulation of the program logic or theory of change underpinning RRE programs. It will also be dependent on investment in longer-term evaluation processes to build greater understanding of the scalability, sustainability and replicability of RRE programs.

Recommendations

Recommendation 1: Demonstrates leadership commitment to strengthening RRE in Australian schools

To demonstrate institutional commitment to strengthening RRE, the Australian Government in partnership with State and Territory Governments and independent experts, should develop a quality assessment tool to assist educators and schools to select and deliver effective RRE. The quality assessment tool should be accompanied by a guidance document that provides detailed descriptions of the items, justification for each item's inclusion and examples of its application. Such a quality assessment tool would enable educators and schools to judge the quality of available RRE resources.

Recommendation 2: Ensure classroom ready RRE teachers

To ensure that teachers have the necessary knowledge and skills to deliver RRE, the Australian Government in partnership with State and Territory Governments:

- i. Develop an intergovernmental RRE Workforce Development Action Plan, within 12 months, that includes specific actions to embed RRE in pre-service teacher training and continuing professional development.
- ii. Fund the exploration and development of an accredited foundations of RRE course and assessment tools that can be incorporated into pre service training at different Australian Qualifications Framework (AQF) levels.
- iii. Fund the exploration and development of a funded Respectful Relationship Leadership credential for school-based classroom teachers and leading teachers.
- iv. Consult with Teacher Education Accreditation bodies about the feasibility of mandating RRE training as a teacher registration requirement.

Recommendation 3: Increase the capacity of educators to teach respectful relationships

To improve the quality of RRE delivered in Australian schools, the Australian Government in partnership with State and Territory Governments should fund the development of best practice respectful relationships professional learning that can be accessed by State and Territory education departments as well as independent and Catholic school authorities. This should be a flexible learning package that can be modified to suit different school contexts.

Recommendation 4: An RRE online professional learning resource hub

The Australian Government in partnership with State and Territory Governments should establish an online professional learning resource hub that is freely available to educators and schools. The resource hub should include:

- v. Professional learning resources for educators and school leaders (see Recommendation 3).
- vi. Guidance on, and examples of, the practical implementation of RRE in classrooms and schools.
- vii. A repository of RRE resources, evaluations and research reports.

Recommendation 5: Monitoring, evaluation and continuous improvement of RRE in Australian schools

The Australian Government in partnership with State and Territory Governments should:

- viii. Fund the development of good practice evaluation guidelines to improve RRE evaluation practice.
- ix. Fund the development of implementation guidance including a framework for assessing and monitoring implementation fidelity.
- x. Fund long-term evaluation of promising RRE programs to improve future practice and build the Australian evidence base.

Recommendation 6: A national coordination mechanism for RRE

To demonstrate institutional leadership in creating cultures of equality and respect in Australian communities, the Australian Government in partnership with the State and Territory Governments should explore mechanisms for effective national coordination of RRE policy.

Recommendation 7: A whole-of-system approach to RRE

To support a whole-of-system approach to RRE, the Australian Government in partnership with State and Territory Governments should:

- xi. Together with the RRRP, explore opportunities to facilitate collaborative RRE partnerships between specialist DFSV services and education institutions.
- xii. Fund the development of resources for engaging parents, guardians and carers in RRE that can be adapted for different school contexts.
- xiii. Fund a dedicated RRE role in all Australian schools to support implementation of RRE.

5. Background

Prevention is a central pillar of the draft National Plan to End Violence against Women and Children 2022-2032 (Australian Government Department of Social Services [DSS], 2022). In particular, the draft National Plan 2022-32 identifies strengthening positive, equal and respectful relationships amongst students through respectful relationships and consent education as a key focus area. The strong focus on respectful relationships builds on the National Plan to End Violence against Women and their Children 2010-2022 which established promoting respectful relationships as a priority action (Council of Australian Governments, 2009). The importance of prevention in addressing violence against women was also reflected in the recommendations made in the recent Respect@Work: Sexual Harassment National Inquiry Report. Recommendation 10 calls for all Australian governments to ensure that children and young people receive RRE in schools (Australian Human Rights Commission, 2020).

Although RRE has a varied history in Australia, schools have been involved in delivering RRE in some form for more than 40 years (Ollis & Coll, 2018). In 1993 the Australian Government Department of Employment, Education and Training (DEET) in Australia released a position paper that guided the development of No Fear (1995), a resource designed to support the implementation gender-based violence education in primary and secondary schools as part of a whole-of-school approach (Ollis & Tomaszewski, 1993). This work laid the Australian foundation for what has globally come to be known as RRE (Ollis, 2011). Unfortunately, nearly 30 years on schools are still addressing these issues in ad hoc ways in sexuality and relationships education, health education, social and emotional learning, pastoral care, child protection, gender studies electives and as part of school incursions and projects conducted by outside agencies often in one off sessions (see Stage 1 report).

Policy frameworks concerning RRE vary amongst State Territory and Federal jurisdictions. Approaches to respectful relationships education take many forms in Australian schools and curriculum programs tend to fall within the following categories:

- » Respectful relationships education focused on preventing gender-based violence.
- » Relationships and sexuality education.
- » Social and emotional learning.
- » Personal safety.

Victoria is the only jurisdiction to mandate the delivery of RRE in government schools (Victorian Government, 2021). Other State and Territory governments have developed curriculum to varying degrees with several building on the Victorian and Tasmanian Government programs and resources. However, no other jurisdictions have mandated the delivery or implementation of RRE. This variation has resulted in inconsistencies in financial and resource support for schools across Australia.

What, when and how RRE is implemented and taught in schools has always been difficult to assess. To begin with, the structural nature of schooling, timetables, staffing, and differing sociocultural contexts make it impossible to compare schools and school sectors (Keddie & Ollis, 2020). Programs come and go as governments react to public concerns. In recent years events and movements such as the #MeToo movement, public disclosures of sexual violence, the 2021 Women's Marches and the work of victim-survivor advocates, such as Chanel Contos, Grace Tame and Brittany Higgins, have triggered national conversations on women's safety, gender-based violence and accountability (Choanhan, 2021; MC, 2021). These conversations reflect a paradigm shift in community expectations about how the issue of women's safety is addressed in Australia and have coincided with a review of the Australian Curriculum for Foundation to Year 10 by the Australian Curriculum, Assessment and Reporting Authority (ACARA, 2021). The updated Australian Curriculum, Version 9.0, aims to ensure that students receive more explicit education on positive and respectful relationships and consent.

The draft National Plan to Reduce Violence against Women and their children 2022-2032 reinforces the Australian Government's commitment to supporting RRE and consent education programs. The Department of Education, Skills and Employment (DESE) heads this work as part of its school education leadership role within Australian Government. In 2021, DESE commissioned Monash University to undertake a national stocktake and gap analysis of existing RRE program and resources. This final report summarises the work undertaken for that project.

6. Review Objectives And Scope

The objectives of this project as articulated by DESE were to complete:

1. A national stocktake of all existing RRE programs and resources, including:
 - a. Existing Respect Matters program content.
 - b. Materials developed and used by the State and Territory governments.
 - c. Materials developed and used by independent and Catholic school sectors.
 - d. Materials developed and used by non-government organisations that work with schools.

2. An expert gap analysis and review of existing RRE materials and delivery approaches to:
 - a. Identify duplicate materials.
 - b. Alignment of the materials with best practice for the target audience of children and young people, teachers, and parents.
 - c. Alignment of delivery approaches with best practice for engaging with the target audience of children and young people, teachers, and parents.
 - d. Identify gaps of knowledge, materials and resources between various jurisdictions, schools, and organisations are identified.

3. An evaluation review establishing the extent to which RRE programs and resources have been evaluated and provide details about the related evaluations.

4. Three reports (Interim Report 1, Interim Report 2 and Final Report) on the project to be delivered to the Department's Respectful Relationships Reference Panel (RRRP).

The project was confined in scope to all existing RRE programs and resources used in Australian primary and secondary schools. It was undertaken in three stages:

- » Stage 1: A national stocktake of existing RRE programs and resources, including consultative interviews with selected national experts working in the school sector.
- » Stage 2: A review of existing RRE program evaluations.
- » Stage 3: A gap analysis of existing RRE materials and delivery approaches.

The project team provided key findings and recommendations at the end of each stage for consideration by the Department and the Respectful Relationships Reference Panel.

7. Review Design And Method

The national stocktake and gap analysis of RRE materials used in Australian schools was undertaken in three stages:

1. A national stocktake of existing RRE programs and resources.
2. A review of existing RRE program evaluations.
3. A gap analysis of existing RRE materials and delivery approaches.

The Stage 1 National Stocktake provided an in-depth critical assessment of existing national RRE programs and resources. This phase included national consultations with key stakeholders to capture RRE initiatives and resources that were not publicly accessible and/or formally evaluated. Stage 2 followed with a review of existing RRE program evaluations. The Stage 2 RRE evaluation mapping exercise identified the extent to which existing RRE programs have been evaluated and the reported program outcomes. Finally Stage 3 drew on findings from the previous stages to analyse RRE materials and delivery approaches across jurisdictions, schools and organisations.



The project team utilised a multi-methods approach across the three stages of the review. Data collection methods used in each stage are summarised in the Table 1 below.

Table 1: Overview of data collection methods used for the three project stages

Project Stage	Data collection methods used		
	Stakeholder consultation	Open submission process	Document review
Stage 1	✓	✓	
Stage 2			✓
Stage 3	✓	✓	✓

7.1 Stage 1: National stocktake of existing RRE programs and resources

The first stage of this review involved a national stocktake of existing RRE programs and resources used in Australian schools. To conduct the stocktake, the project team employed a mixed method approach including virtual consultations with RRE stakeholders and an open submission process.

Stakeholder consultations

A total of seven consultations were held in October 2021 with 105 stakeholders (see Appendix A). Virtual stakeholder consultations were conducted via Zoom and these followed a pre-designed structure with activity tasks and expert facilitation (Blomkamp, 2018). Individual consultations were also offered when participants were unable to attend a consultation workshop due to logistical or privacy reasons.

Consultations included stakeholders from:

- » Government School sector
- » Independent School sector
- » Catholic School sector
- » Subject/discipline professional associations
- » Principals' associations
- » Specialist domestic, family and sexual violence services, agencies and peak bodies
- » Parent/carer associations and groups
- » Women's health sector
- » Community organisations
- » Student representative councils and groups
- » State, Territory and Federal education departments and school authorities
- » Academics and universities

Open submission

Interested individuals and organisations could also contribute to the stocktake by making an online submission. The open submission process was promoted during the stakeholder consultations, through social media outlets including Twitter, the Department of Education, Skills and Employment and the Monash Gender and Family Violence Prevention Centre networks and by providing information about the online submission directly to relevant organisations.

Screening process and resource selection

RRE resources were identified through the stakeholder consultations, the open submission process and a search of websites of key state, territory and commonwealth government education departments. Australian programs known to the research team were also included.

Educational resource is a broad term used to encompass written (physical and online), audio visual and people resources designed with a particular educational focus, in this case education about respectful relationships. Identified resources were sub-divided into two groups. The first group consisted of resources that provided information only, such as fact sheets, fliers, websites, videos and games. The second group consisted of resources that included information on how to develop knowledge and skills through engagement with the materials. These resources typically stated educational learning intentions and described activities to develop the intentions.

They also provided opportunities for students, teachers or school staff to develop deep, nuanced and contextual understandings of issues related to respectful relationships including the development of skills in critical analysis, interpersonal communication and health literacy including help-seeking behaviours.

For the purposes of this stocktake, resources were excluded if they did not include educational learning intentions and activities. All excluded resources were cross-checked for exclusion by a second reviewer. We note that excluded resources (see Appendix B) may be used in an educational context depending on the inclination, time and capacity of individual teachers, schools and organisations to embed these into educational programs.

The project team also screened the resources to assess whether they addressed RRE delivered in primary and/or secondary schools in government, independent and Catholic school settings. Due to the scope of the commissioned stocktake, RRE resources delivered in early childhood and tertiary education settings were excluded with the exception of those intended for pre-service teacher education. Resources not focused on education settings were also excluded.

Finally, resources were excluded if they met the above criteria but the curriculum or full teaching and learning materials were not provided within the submission timelines as there was insufficient information to make an assessment. Resources excluded at this final stage typically consisted of advertising material such as flyers and testimonials.

The national stocktake sought to authentically capture RRE programs and resources currently used in Australian schools. The breadth and depth of RRE resources identified in this stocktake was limited by the review timelines and financial constraints. The ongoing global health crisis and impact of remote learning on schools meant that some stakeholders were unable to provide full access to program materials within the review timeframes. Other resources were unavailable due to licencing and payment requirements. International resources being used by schools and agencies working with schools were outside the scope of this stocktake.

7.2 Stage 2: Review of existing RRE program evaluations

The second stage of the project involved a review of existing school-based Australian RRE program evaluations. The aim of this review was to provide an overview of the evidence from existing evaluations about the effectiveness of RRE programs in primary and secondary schools in Australia. To conduct the evaluation review, the project team drew on RRE program evaluations collected through the open submission process in Stage 1 of this project. Australian RRE program evaluations known to the research team were also included. Due to the scope of the commissioned evaluation review, evaluations of RRE programs delivered outside of education settings or in early childhood and tertiary education settings were excluded. Evaluations of social and emotional learning programs that broadly seek to assist students to establish positive relationships with others but are not directly targeted at the prevention of gender-based violence were also excluded.

7.3 Stage 3: Gap analysis of existing RRE materials and delivery approaches

The aim of the gap analysis was to identify gaps in knowledge, materials and resources within jurisdictions, school sectors and community organisations that work with and in schools. The gap analysis drew on stakeholder consultations and the earlier national stocktake and evaluation review. As part of the stakeholder consultations, participants completed a padlet activity identifying current gaps as well as immediate- and long-term needs in RRE. The padlets and consultation transcripts were thematically analysed to develop a rich understanding of stakeholders' perspectives on current knowledge and resources gaps in Australian RRE. Findings from the national stocktake (see Pfitzner et al., 2022a) and evaluation review (see Pfitzner, Ollis & Stewart, 2022) were used to develop an initial coding framework. Coding involved a cyclical process where codes were added, revised, and disregarded where they did not fit the data (Miles & Huberman, 1994). The research team engaged in a two-stage coding process. Each consultation transcript and padlet was independently coded by two team members to identify key themes within and across the stakeholder consultations. Members of the project team then discussed and reviewed the codes for similarities and divergences within and across the stakeholder consultations to construct meaningful explanations of the data (Bazeley, 2013).

8. Stage 1: National Stocktake Of RRE Resources

The RRE resources reviewed for the national stocktake varied significantly in terms of approach, audience, focus, quality and evidence basis. The stocktake identified 68 resources that met the inclusion criteria (see Section 6.1). Fifteen focused on respectful relations programs, eight on relationships and sexuality education, three on social and emotional learning and three on personal safety. In addition to respectful relationships curriculum resources that guide learning activities and assessment in school classrooms, some resources identified in this stocktake targeted teachers and/or parents and carers. In general, resources for parents and carers are intended to give them a clear understanding of what students will be learning and how to continue conversations around the topics covered. Other resources were designed to provide support and professional development for teachers delivering RRE in schools. In total, the stocktake identified 24 resources that provided support and professional development for teachers delivering RRE, four that provided pre-service teacher training and five that provided support for parents/carers. In addition six digital repositories were found to offer online collections of resources for educators, schools, parents and students. A table summarising the resources included in the national stocktake is provided in Appendix C. For detailed information on the 69 resources identified through the national stocktake, including learning activities and delivery methods, see the Stage 1 report (Pfitzner et al., 2022a).

The stocktake included RRE materials developed by community organisations. The project team had limited access to some of these which require payment for use and/or are under licence. The project team were therefore unable to comment on the extent of use or depth of delivery of these less accessible resources.

8.1 A critical assessment of RRE resources

The second phase of the national stocktake involved a critical assessment of the identified RRE resources to determine compliance with best practice principles for the design and delivery of RRE. Drawing on research evidence exploring critical success factors for the effective implementation of RRE, the project team developed a set of critical indicators to assess the resources identified through the national stocktake (Flood & Pease, 2009; Flood et al., 2009; Kearney et al., 2016; Ollis, 2014; Keddle & Ollis, 2019; 2020; Ollis et al., 2021; Our Watch, 2021b, 2021c). These were:

- » Gender and sexuality transformative and intersectional approaches
- » A sexual ethics informed approach.
- » A trauma-informed approach.
- » A strengths-based approach.
- » A whole-of-school approach.
- » Student engagement.

The following discussion explains each of these indicators and details good practice examples identified in the national stocktake.

8.1.1 Gender and sexuality transformative and intersectional approaches

Understanding the gendered dynamics of domestic, family and sexual violence (DFSV) is central to all respectful relationships and sexuality education curriculum. In addition to the gendered patterns of perpetration and victimisation, research findings show that DFSV is a gendered phenomenon with an association between attitudes to gender and attitudes towards violence against women. Violence supportive attitudes have been linked to traditional attitudes towards gender roles and low support for gender equality (Australian Institute of Criminology [AIC], The Social Research Centre, & VicHealth, 2010; Uthman et al., 2009; VicHealth, 2014; Webster et al., 2018). These findings about the association between attitudes to gender and attitudes to violence against women clearly indicate that effective education strategies must address not only individuals' attitudes towards violence against women and gender diversity but also the social fabric in which violence supportive attitudes are formed and sustained. Effective education must challenge conceptualisations of gender roles and masculinities that reinforce violence supportive beliefs (AIC et al., 2010; Flood & Pease, 2009; Heise, 1998; Uthman et al., 2009; VicHealth, 2014).

There is a growing body of research that lends support for the centrality of gender in violence education initiatives and underscores the importance of addressing the gender-based inequities that underlie violence against women including critical discussions of gender roles, norms and relations in primary prevention interventions (Barker et al., 2007; Casey et al., 2018; Glinski et al., 2018; Our Watch, 2017b).

The research evidence indicates that interventions that not only address but seek to transform the beliefs, values and discourses that support and condone gender-based violence are more likely to be effective. Gupta (2000) first developed a gender inclusion spectrum for prevention activities comprising five categories: gender reinforcing, gender neutral, gender sensitive, gender transformative and gender empowering (Glinski et al., 2018). Building on Gupta's continuum of gender-transformative approaches, Promundo, the United Nations Population Fund and MenEngage (2010) refined these approaches to gender programming into four categories:

- » Gender exploitative.
- » Gender neutral.
- » Gender sensitive.
- » Gender transformative.

They state that gender transformative programs:

Seek to transform gender relations through critical reflection and the questioning of individual attitudes, institutional practices and broader social norms that create and reinforce gender inequalities and vulnerabilities (Promundo et al., 2010, p. 14).

Gender transformative programs seek to transform people's understandings of gender roles and promote gender equitable relationships. In contrast, gender-sensitive approaches may acknowledge, but not address, gender inequalities, while gender-neutral approaches are ineffective and potentially harmful as they perpetuate or inadvertently maintain gender norms, inequalities and stereotypes (Gupta, 2000; Glinski et al., 2018; Our Watch, 2017b). Studies show that gender transformative approaches are more likely to lead to behaviour and attitude change than gender-neutral or gender-sensitive approaches (Barker et al., 2007; Glinski et al., 2018).

A key challenge in transformative gender education in RRE is acknowledging that gender relations go beyond binary ideas of male and female (Ollis et al., 2021; Robinson, 2013). Two key studies found that Victorian primary and secondary schools who had embraced and supported non-binary and transgender students were proactive and inclusive in their teaching of RRE (Keddie & Ollis, 2019). They had well established understandings of gender diversity that were supported by whole-of-school approaches including parental support and professional development (Keddie & Ollis, 2019). This enabled transformative approaches that lead to behavioural and attitudinal change.

In this analysis, also drawing on the work of Ferfolja and Ullman (2020), we have further developed Gupta's continuum (2000) into four categories that are inclusive of gender and sexual diversity:

- » Gender and sexuality exploitative.
- » Gender and sexuality neutral.
- » Gender and sexuality sensitive.
- » Gender and sexuality transformative.

Good practice resources

Very few resources identified in the stocktake could be considered gender and sexually transformative. This is not surprising as the focus has been on developing resources on violence against women by men in cis-gendered, heteronormative relationships. Gender and sexually diverse relationships have largely been invisible in much of this work. The Victorian Government Department of Education and Training's (DET) *Building Respectful Relationships: Stepping out against gender-based violence* is perhaps the most transformative as it has been updated in the past 12 months to ensure that gender and sexual diversity is acknowledged, included, examined, and explored as part of a dedicated RRE resource. We note that there are a range of excellent sexuality and relationships resources more broadly that are gender and sexuality transformative.

Another good practice example of a gender transformative approach is the *Respectful Relationships Education Toolkit* that was developed by Our Watch as part of the Respectful Relationships Education in Schools (RREiS) pilot funded by the Victorian Government. Our Watch delivered the program in 19 Victorian schools in 2015. The Toolkit was designed to support the implementation of a whole-of-school approach to RRE and draws on *Building Respectful Relationships: Stepping out against gender-based violence*. The Toolkit provides a framework for schools to promote gender equality and respectful relationships in teaching and learning as well as school cultures, systems and structures. It provides guidance for teachers on how to reflect on their own unconscious biases in curriculum planning and avoid supporting unequal gender relations and harmful gender stereotypes. Examples of such teaching practices include dedicating time in learning activities to critically unpack narratives and characters that conform to traditional gender roles and stereotypes and to integrate consideration of gender inequality into all curriculum content (e.g. sport and history). Outside of classrooms, gender-transformative activities include professional development for staff to build awareness and understanding of the links between gender-based violence and gender inequality and the development of gender equality policies for schools.

8.1.2 A sexual ethics informed approach

The idea of an ethical approach to RRE is not new. Forty years ago Carol Gilligan's feminist work on the ethics of care (1982) identified the role of ethics in addressing gender inequality. Similarly, borrowing from Foucauldian ideas of an 'ethical life', the late professor Moria Carmody developed a sexual ethics framework comprising of four key elements for sexuality and sexual violence prevention education with young people (2009a, 2009b). These are: care of the self, care of the other, negotiation and reflection. This means that educational materials should include pedagogical approaches that engage students in asking questions of themselves such as 'am I doing what I really want to do' (Carmody, 2009a, p. 89). Carmody (2009) argues that the first part of the reflective process encourages awareness of 'our own feelings and thoughts'. The second part awareness of the other person, acknowledging that our own wants and desires can impact on someone else's desires. Thirdly, there is a component of negotiating and asking about wants and desires rather than assuming and relying on non-verbal cues for issues such as consent. Finally, Carmody uses reflection dynamically, drawing on Payne's (2002) ideas of 'reflection in action' and 'reflection on action' to focus young people's attention to what is happening in real time as well as on the experience of sex and intimacy. Carmody was perhaps the first scholar to recognise that you could not teach about sexual consent, for example, unless you also taught about sexual pleasure arguing that ethical sexual behaviour and decision-making is only possible when consideration is given to 'the interrelationship among desires, acts, and pleasure, and their impact on others' (2015, p111; 2009a, 2009b). Aligning with Carmody's sexual ethics framework, more recent research shows that effective sexuality and sexual violence prevention education must focus on care, empathy, co-determination and ongoing communication rather than having a singular focus on consent (Jeffrey, 2022). The 'Sex and Ethics' framework used as an aspect of analysis in the national stocktake followed Carmody's model.

Good practice resources

The most comprehensive resource available based on a sex and ethics approach is Carmody's (2009a; 2009b) Sex and Ethics program. This is a manualised program developed for young people. It is extensive, inclusive, and developed from research with young people. The program is presented as two volumes. One is the program itself, the other documents the Australian Research Council-funded research findings and theoretical framework on which the program is based. While the original Sex and Ethics program is no longer used in schools, Carmody's sexual ethics framework forms the foundation of several current resources. The Victorian Government DET's *Building Respectful Relationship: Stepping out against gender-based violence* resource for years 8-10 uses the principles of the sex and ethics framework in several activities including a modified role play that was approved for modification by Carmody.

Another excellent example is the Commonwealth funded *The Practical Guide to Love, Sex and Relationships* developed by the Australian Research Centre in Sex, Health and Society (ARCSHS) at La Trobe University. This resource has used Carmody's ethical decision framework throughout the resource for students in years 7-10. Although it is a sexuality education resource, it demonstrates the context and interrelationship of sexuality education and relationships education. It is innovative, engaging, user-friendly and adopts an ethical decision-making approach to topics such as pornography, desire, sex, breaking up, gender and violence etc. It is an excellent example of how to use video as part of a broader teaching and learning resource.

Although focused on one topic of RRE – pornography - Maree Crabbe's *Its Time We Talked* is an illustration of a resource that uses an ethical decision-making approach. The resource takes a whole-of-school approach to pornography. It was developed from research with young people in the community and includes teacher and school professional development as well as teaching and learning activities. It includes a website with a great deal of information and, for a fee, schools are able to engage in professional development and have access to a very large resource that can be used with students and teachers.

8.1.3 A trauma-informed approach

For schools, trauma-informed care and practice represent approaches where all aspects of a school system acknowledge the prevalence of trauma and the impact trauma has on learning and behaviour (Berger & Martin, 2020). Trauma-informed practices are critical for creating safe environments for young people and children with trauma-backgrounds. For educators, trauma-informed approaches often include what Berger and Martin (2020, p.2) call the four Rs: "Realisation and Recognition of trauma and its impacts on children, upskilling regarding their Responses to children and adolescents experiencing trauma, and limiting Re-traumatisation of children". Schools that provide trauma-informed practices also tend to provide a safe, stable and understanding environment for students and staff (Avery et al., 2020).

Resources that adopt a trauma-informed approach aim to be sensitive to the needs of individuals with trauma histories and reduce the likelihood of stressful interactions (Avery et al., 2020). Therefore, in our review, resources that were identified as having a trauma-informed approach aimed to:

- » Improve realisation and recognition among educators of trauma and its impacts on children and adolescents.
- » Improve educator responses to children and adolescents experiencing trauma.
- » Limit re-traumatisation of children and adolescents by increasing support and reducing punishments in education settings.
- » Limit secondary/vicarious trauma among educators by increasing support and professional learning of educators concerning child and adolescent trauma (Berger, 2019).

Identifying whether programs or resources have a trauma-informed approach can be challenging as practices sometimes emerge from the individual skills and competencies of course facilitators. Reviewed resources did not necessarily state whether a program or resource supported a trauma-informed practice. However, some organisations offered specific trauma resources (e.g., tip sheets).

Good practice resources

The whole-of-school approach outlined in the *Respectful Relationships Education Toolkit* developed by Our Watch is a strong example of a trauma-informed approach to RRE. Their whole-of-school approach is premised on recognition of the prevalence of gender-based violence among students and staff and aims to ensure safe, sensitive and appropriate responses to disclosures and incidents of gender-based violence. Creating safe environments is achieved, in part, through professional learning for school staff on appropriately responding to disclosures of violence or discrimination and subsequent referral processes. The Toolkit identifies the development

of clear policies and procedures for responding to disclosures as a crucial precursor to the roll out of RRE in schools. The Toolkit also recommends that schools develop connections with local specialist support services to obtain expert guidance on disclosure procedures. This whole-of-school approach to RRE also recognises that staff may come to this work with their own trauma histories. Support systems for staff including awareness of support pathways, the provision of peer support through the establishment of communities of practice, familiarising staff with topics and content ahead of delivery and the ability to opt-out of curriculum delivery.

The Tasmania Government's *Respectful Relationships Teaching and Learning Package* is also framed around trauma-informed practice. The teaching and learning materials provide guidance notes to teachers on creating safe environments, managing student disclosures and referral pathways and mandatory reporting. This teaching and learning package employs a protective interrupting strategy to prevent children disclosing abuse and personal issues in front of other students. This strategy involves gently interrupting students before they disclose and advising them that they can talk privately with the teacher after the class providing students the opportunity to disclose in a safe and confidential environment.

8.1.4 A strengths-based approach

A strength-based approach is a key framework underpinning the Australian Curriculum in Health and Physical Education (AC-HPE) (ACARA, 2012). This is the learning area that includes education in relationships and sexuality. Over the past 12 months, the review of the AC-HPE has involved a review of RRE and consent education to address the growing from public support from students, ex-students, educators, researchers and NGOs for better RRE and consent education in schools (cf. Johnson et al., 2016; Maley, 2021; Vrajlal, 2021; Our Watch, 2021b; Hooker et al., 2021).

Historically Health and Physical Education (HPE) has taken a deficit model or harm reduction approach to education in health including sexuality and relationships. A decade ago, ACARA (2012) developed a framing paper to guide the then forthcoming Australian curriculum in HPE away from a deficit model to one that would challenge the deficit models characteristic of HPE. Based on a salutogenic, strengths-based approach this model in HPE is one that according to McCuaig et al. (2013, p.113) involves:

- » The promotion of healthy living rather than on preventing illness.
- » Healthy living as multi-dimensional and encompassing physical, social, mental, spiritual, environmental and community dimensions.
- » Health as something dynamic, always in the process of becoming.
- » Health as something more and also something else than the absence of disease.
- » Humans as active agents, living in relation to their environment.
- » Recognition that health is not an end goal but rather an important prerequisite for living a good life.

Translated to teaching and learning resources and pedagogical approaches in RRE, this national stocktake and gap analysis utilised four characteristics developed through school-based research undertaken by McCuaig and her team (2012) to assess resources in RRE. These included:

- » Enhancing problem solving skills through inquiry-based pedagogies. This would involve students in problem solving and critical inquiry about gender, violence and relationships.
- » Identification of resources as opposed to an exclusive focus on eradicating risk factors. A strength-based approach in RRE would focus on health literacy such as what, where and how to access resources that identify, assess and address issues related to gender, violence, and relationships.
- » Listening to and encouraging students' voices in the development of educational resources and strategies in RRE.
- » Feedback from teachers and students following educational programs and resources in RRE.

Good practice resources

The *Fightback* resource developed by the Fitzroy High School Feminist Collective in Victoria under the guidance of Briony O'Keeffe is an excellent example of a strength-based resource. This resource was developed in response to student voices and a desire to tackle issues of 'everyday sexism'. It was created in collaboration with, and by, students. The activities require students to engage in inquiry-based pedagogies that use critical feminist pedagogy with issues about gender, power, privilege and gendered violence. Several of the activities focus specifically on the concept of privilege and intersecting sites of marginalisation in relation to gender and sexuality and enable students to explore intersecting identities. *Fightback*, as the name suggests, develops students' skills to tackle sexism and explore other more equitable ways of being. The resource was intended to be used in Fitzroy High School's whole-of-school approach to RRE.

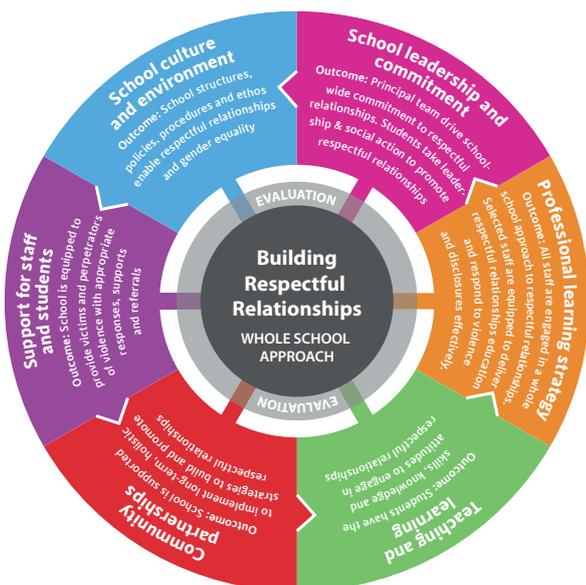
Teach it like it is also presents a strength-based resource. Developed by SHINE SA this comprehensive sexuality and relationships resource utilises inquiry-based learning. It is an excellent example of the way that at-risk behaviours can be positioned in a non-judgmental positive way that enables students to develop health literacy skills and explore ethics and community attitudes to issues of sexuality and relationships. The resource integrates issues related to power, gender and violence as well as specific activities examining consent, pornography etc. The resource can only be obtained if teachers undertake the Relationships and Sexual Health Curriculum professional development program.

8.1.5 Whole-of-school approach

There are several iterations of a whole-of-school approach, largely influenced by the Ottawa Charter for Health Promoting Schools (Ottawa Conference Report, 1986). This stocktake employs the whole-of-school approach described in the Victorian Government DET's resource, *Building Respectful Relationships: Stepping out against gender-based violence* (DET (Victoria), 2018). Built on similar principles to the Ottawa Charter and the Health Promoting Schools model, a whole-of-school approach to respectful relationships is a dynamic and multi-faceted partnership approach.

In a whole-of-school approach links to partners are often referred to as 'Community Partnerships' (Keddie & Ollis, 2020). In addition to Community Partnerships, there are five other components to a whole-of-school approach in respectful relationships that rely on partnerships to be effective. These include School Culture and Environment, School Leadership and Commitment, Support for Staff and Students, Teaching and Learning and Professional Development. These are illustrated in the following diagram.

Figure 1: A whole-of-school approach to preventing gender-based violence and building respectful relationships. Taken from *Building Respectful Relationships: Stepping Out Against Gender-based Violence* Department of Education and Training (2014)



Current research on best practice delivery of respectful relationships education in schools indicates that whole-of-school strategies that view schools as microcosms of society and acknowledge and work in this partnership model are more likely to be effective (Aguilar, 2016; Flood & Pease, 2009; Our Watch et al., 2015; Kearney et al., 2016; Ollis & Harrison 2015; Our Watch, 2021b). This approach aims to reach all stakeholders and influence the embedded drivers of gendered violence across the broader school setting (Our Watch et al., 2015, Our Watch 2021a, 2021b). It recognises that as a workplace staff should have equal opportunities and feel respected and safe, as an educational setting students can safely learn about gender equality and respect and that the whole-of-school environment is a model for students and the broader community of gender equality and healthy, respectful, equal relationships.

The key to preventing gender-based violence is the development such a whole-of-school approach that provides schools with:

- » A common framework for understanding and responding to respectful relationships.
- » Effective curriculum delivery.
- » Relevant, inclusive and culturally sensitive practice and reflection.
- » Evaluation of the impact of strategies on the whole-of-school community (DET (Victoria), 2018, p. 8).

Good practice resources

Many of the resources reviewed included elements that could be part of a whole-of-school approach, such as the provision of professional development, community partnerships, parent involvement or school leadership. Some resources acknowledged the importance of such a holistic approach, however, very few were able to demonstrate a complete whole-of-school approach as identified in the above model. The Victorian Government DET (2018) has perhaps the most developed examples of RRE teaching and learning resources that are embedded within a whole-of-school approach. These include the *Resilience, Rights and Respectful Relationships; Building Respectful Relationships: Stepping Out Against Gender Based Violence* and the *Catching On* sexuality education materials. Moreover, this model has been trial and modified in research funded by Victorian Government DEECD (Flood et al., 2009) and again as part of the rollout of RRE currently being undertaken in all Victoria primary and secondary schools.

Sexual Health Victoria (formally Family Planning Victoria) have a clear framework and advice for embedded sexuality and relationships education in a whole-of-school approach. Their suite of teaching and learning resources are embedded into a whole-of-school approach and they provide professional development to schools to assist the implementation.

Maree Crabbe's *Its Time we Talked*, discussed earlier in the report, is another example of the model being adapted and used in one aspect of RRE, pornography.

8.1.6 Student Engagement

A growing body of research has demonstrated the importance of student engagement in the development of teaching and learning resources in RRE (Ollis et al., 2022; Renold et al., 2021; Coll et al., 2018; Johnson et al., 2016). Research and student activism have shown that what is currently being used and taught in sexuality and relationships education does not meet the needs of young people (Johnson et al., 2016; Pound et al., 2017; Maley, 2021; Vrajlal, 2021).

Politicians and education departments across Australia have recognised the importance of student voice and engagement in RRE education. Most recently we have seen the engagement and endorsement of Chanel Contos, founder of Teach us Consent, by education departments to provide advice on consent education (Bita, 2022; Gossling, 2022). Moreover, many State and Territory education departments have specified policies for their inclusion on committees and curriculum review (cf Department of Education (Australian Capital Territory), n.d.; Department of Education, (NSW) 2020; DET (Victoria), 2018).

This evidence strongly suggests that teaching and learning resources developed from research with, alongside, in consultation with, and by young people, have more relevance and engagement (Ollis et al., 2022). Other recent research also suggests that review of teaching and learning strategies by primary aged students can improve their relevance and inclusivity in RRE (Keddie & Ollis, 2019).

This important indicator has been difficult to assess because many resources did not include specific information on their development nor the consultation process.

Good practice resources

The *Fightback* resource, discussed earlier in the report, was perhaps the only teaching and learning resource reviewed that explicitly arose from student need, engagement and development. It is perhaps worth noting that Fitzroy High School in Victoria who developed this resource in response to students also planned, developed and ran a feminist conference for over 400 students in years 8-10 in 2019. The content of this conference was heavily focused on RRE (see O'Keeffe, 2019).

Other reviewed resources were based on research on young people's ideas about respectful relationships and sexuality and relationships education as well as data collected from focus group interviews with students in primary and secondary schools from the trial of respectful relationships curriculum implementation. Some good examples of this were the Victorian Government DET's *Catching On, Resilience Rights and Respectful Relationships* and *Building Respectful Relationships: Stepping out against gender-based violence*.

9. Stage 2: Review Of Existing RRE Program Evaluations

The second stage of the project involved a review of existing school-based Australian RRE program evaluations. Its aim was to provide an overview of the evidence from existing evaluations about the effectiveness of RRE programs in primary and secondary schools in Australia. To conduct the evaluation review, the project team drew on RRE program evaluations collected through the open submission process in Stage 1. Australian RRE program evaluations known to members of the research team were also included. Due to the scope of the commissioned evaluation review, evaluations of RRE programs delivered outside of education settings or in early childhood and tertiary education settings were excluded. Evaluations of social and emotional learning programs that broadly seek to assist students to establish positive relationships with others but are not directly targeted at the prevention of gender-based violence were also excluded. The evaluation review included eight evaluations of RRE programs delivered in Australian primary schools and 13 RRE programs delivered in Australian secondary schools. The results of these evaluations are reported in the following discussion. An overview of the evaluations included and their design is provided in Appendix D.

9.1 Evaluations of RRE programs delivered in Australian primary schools

Evaluation: Le Brocque et al. (2014)
Program: Building Resilience (kids Connexions and My Family)

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness.
A negative but not statistically significant change in responses to anger scale post-program.
Statistically significant improvement in conflict resolution scale post-program.

Evaluation: Le Brocque et al. (2014)
Program: You, Me and Us

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness.
Statistically significant improvement in responses to anger and conflict resolution scales post-program.

Evaluation: Le Brocque et al. (2014)
Program: Kids, Family and Community

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness.
Post-program anger and conflict resolution scale results not reported due to small sample size (three students).

Evaluation: Le Brocque et al. (2014)
Program: Respect, Communicate, Choose

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness.

A positive but not statistically significant change in responses to anger scale post-program. No statistically significant changes in the conflict resolution scale post-program.

Evaluation: Le Brocque et al. (2014)
Program: Developing and Maintaining Respectful Relationships “X-Pect Respect”

RESULTS SUMMARY

Findings from the process evaluation are not publicly available. An outcome evaluation has not been undertaken for this program.

Evaluation: Le Brocque et al. (2014)
Program: RESPECT

RESULTS SUMMARY

Students reported enjoyment of the program and that the session changed their use of social media.

The young women reported that the program helped develop skills in recognising problems in relationships.

Evaluation: Le Brocque et al. (2014)
Program: Respectful Relationships

RESULTS SUMMARY

Students had a high level of program content recall in the post-program focus groups.

Students reported that the program improved their understanding of abusive relationships and were able to articulate characteristics of abusive relationships in the focus group sessions.

Students reported changes in their behaviour online and use of social media.

Evaluation: Our Watch (2021b)
Program: Respectful relationships education to prevent gender-based violence

RESULTS SUMMARY

Statistically significant reduction in students’ holding stereotypical gender attitudes regarding jobs and activities at the end of the pilot (n = 217).

School Staff/Teachers/Leadership (n = 371) agreement with their schools’ commitment to respectful relationships remained stable throughout the pilot; as did their support for the statements ‘my school does not tolerate gender discrimination/ sexual harassment’.

Agreement on the importance of providing RRE remained high and consistent across all groups. Statistically significant improvement in teacher support post-program.

School Staff/Teachers/Leadership agreed on the importance of the school’s involvement in RRE. They also demonstrated understanding of the link between RRE and the prevention of violence against women. Scores on these two measures were lower than other responses. School Leaders reported negative significant shifts between pre- and post-scores for both statements.

Confidence to deliver, understand and integrate RRE was low. A slight improvement post-intervention. One State had a statistically significant improvement in understanding respectful relationships post-program.

The majority of parents (n = 13) saw the value in RRE being taught in schools to increase gender equality and reduce gender-based violence.

9.2 Evaluations of RRE programs delivered in Australian secondary schools

Evaluation: Le Brocque et al. (2014)

Program: LOVEBITES

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness. Between 84% and 89% of students reported increased relationships skills and awareness of abusive behaviours, treatment of others and self, and help seeking resources.

No statistically significant changes in responses to anger and conflict resolution scales post-program.

No statistically significant change in students' acceptance of dating violence post-program.

A positive but not statistically significant change in students' attitudes towards male dating violence post-program.

Statistically significant change in students' attitudes towards female dating violence post-program.

No change in students' attitudes towards women post-program.

Evaluation: Le Brocque et al. (2014)

Program: Respectful Relationships Initiative

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness.

Between 92% and 100% of students reported increased relationships skills and awareness of abusive behaviours, treatment of others and self, and help seeking resources.

No statistically significant changes in responses to anger and conflict resolution scales post-program.

No statistically significant change in students' acceptance of dating violence post-program.

Evaluation: Le Brocque et al. (2014)

Program: Promoting Respect

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness. Between 69% and 94% of students reported increased relationships skills and awareness of abusive behaviours, treatment of others and self, and help seeking resources.

No statistically significant changes in responses to anger and conflict resolution scales post-program.

No statistically significant change in students' acceptance of dating violence post-program.

Statistically significant change in students' attitudes towards male dating violence post-program.

A positive but not statistically significant change in students' attitudes towards female dating violence post-program.

No change in students' attitudes towards women post-program.

Evaluation: Le Brocque et al. (2014)

Program: You, Me and Us

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness. Between 76% and 94% of students reported increased relationships skills and awareness of abusive behaviours, treatment of others and self, and help seeking resources.

No statistically significant changes in responses to anger and conflict resolution scales post-program.

No statistically significant change in students' acceptance of dating violence post-program.

Evaluation: Le Brocque et al. (2014)

Program: Kids, Family and Community

RESULTS SUMMARY

High student ratings for program satisfaction in terms of enjoyment and usefulness. Between 75% and 88% of students reported increased relationships skills and awareness of abusive behaviours, treatment of others and self, and help seeking resources.

No statistically significant change in students' acceptance of dating violence post-program.

No statistically significant changes in responses to anger and conflict resolution scales post-program.

Evaluation: Kedzior, Calabretto, Drummond, Oswald, Lassi, Moore & Rumbold (2021).

Program: Relationships and Sexual Health Programme

RESULTS SUMMARY

High student ratings for overall program satisfaction and the safety and support of the class environment (across 2006 to 2017 student cohorts).

The relationships topic was consistently rated the most useful topic across 2013-2017 student cohorts.

Students reported primarily seeking sexual health support from parents/carers (60%) followed by friends (46%), health services (39%), the internet (39%) and teachers (32%).

Very high student ratings for the program being inclusive of sexual and cultural diversity.

Just under half of students across 2014 to 2017 cohorts reported that the program required no changes.

Improvements identified by students were more lessons and better class behaviour.

Evaluation: Kearney et al. (2016)

Project: Respectful Relationships Education in Schools (RREIS)

Program: Building Respectful Relationships: Stepping out against gender-based

RESULTS SUMMARY

Findings reported against the following six components of a whole-of-school approach.

1. School leadership and commitment:

Varied results. Focus group data indicated that the majority of school leaders had a clear or emerging understanding of the aims of RRE.

2. School culture and environment:

No change. High baseline ratings of school culture by staff. There was no statistically significant improvement (or decline) at the seven-month follow-up. Qualitative survey, interview and focus group data revealed examples of cultural and institutional change including teachers observing improvement in classroom behaviour and their own awareness, attitudes, behaviour and use of language.

3. Support for staff and students:

Varied results. An increase in disclosures (among students and staff) was seen as a positive reflection of program impact. However, school staff expressed low confidence in responding to disclosures and a lack of connection with community-based organisations to support this.

4. Community partnerships:

Varied results. Some resistance from community-based organisations due to lack of consultation and tight pilot timeframes. No new partnerships between schools and community-based organisations were reported.

5. Teaching and learning:

Improvements were observed in quantitative and qualitative data regarding students' understanding, attitudes and behaviour.

6. Professional learning strategy:

Varied results. The three-tiered professional learning led to greater awareness, knowledge, comfort and confidence in teachers to deliver the programs and deal with disclosures.

Delivery of the curriculum by untrained teachers had negative impacts on classes. Some untrained teachers presenting information that contradicted key messages of the curriculum.

Evaluation: SHINE SA (2021)

Program: Relationships and Sexual Health Programme

RESULTS SUMMARY

High student ratings for program satisfaction in terms of overall program satisfaction, usefulness and the safety and support of the class environment. The relationships topic was rated the most useful topic. Around one-third of students said they had discussed the program topics with their family/carers. Very high student ratings for the program being inclusive of sexual and cultural diversity.

Students reported primarily seeking sexual health support from parents/carers (63%) followed by friends (46%), the internet (38%), health service (37%), teachers (33%) and school counsellor (19%).

Roughly a third of students reported that the program required no changes. Improvements identified by students included the need for deeper information, better class behaviour and more lessons.

Evaluation: Imbesi (2008)

Program: Sexual Assault Prevention Program for Secondary Schools (SAPPSS)

RESULTS SUMMARY

Short-term outcomes (immediately post program, n = 85)

Improvements in students' knowledge of consent and free agreement, victim/survivors' rights in reporting to police, the use of force/pressure to have sex in relationships and the legitimacy of non-verbal ways of saying 'no' to unwanted sexual behaviour.

Improvements in student attitudes relating to sex, relationships and sexual assault. Notably, there was a significant increase in disagreement with the statement 'it is alright to playful slap someone on the bum' which indicates increased understanding of sexualised behaviours.

Female students showed greater improvements in attitudes compared to male students. Female students were more likely to hold respect-based attitudes than male students.

Medium-term outcomes (six-months post program)

School A (n = 197; male students n= 107, female students n= 90)

Students maintained knowledge about age of consent, illegality of rape in marriage and making jokes about someone's sexuality from post-program to six-month follow up.

Reduced knowledge in relation to victim-survivor rights in reporting to police and legitimacy of non-verbal ways of saying no by all students with a slightly greater reduction by female students.

Decrease in male students' comfort with talking about sexual assault with someone they trust six-months post-program.

Attitudes remained largely consistent from post-program to the six-month follow up. Male students showed greater acceptance of attitudes that justify coercion, pressure and inequality in relationships compared to their female counterparts. A reduction in female students believing sex is necessarily a way to prove love at the six-month post-program follow up. An increase in male students' acceptance of pressuring someone into sex at the six-month post-program follow up.

Focus groups demonstrated overall maintenance of knowledge and awareness.

Medium-term outcomes (six-months post-program)

School B (n = 117; 35 program participants, 82 non-program participants)

Decreases were observed in male program participants' knowledge of:

- › victim-survivor rights in reporting to police,
- › legitimacy of non-verbal ways of saying no, and
- › recognition that most sexual assault happens in private rather than public.

By comparison, non-program male participants demonstrated greater knowledge regarding these three statements than their male program participant counterparts.

Increases were observed in female program participants' knowledge of these areas (see above statements), as well as recognition that most offenders are known to the victim-survivor.

In general, program participants showed greater knowledge than non-program participants.

Post-program, a 24-month follow up survey and focus groups were conducted at School 1 and at 12-month follow up interviews and focus groups at School 2. Results are not reported here due to the small numbers of respondents (School 1: n = 12 written survey responses, n = 24 focus group participants; School 2: n = 16 focus group participants, n = 8 semi-structured interviews).

Themes discussed in the focus groups included definitions and identification of harmful behaviours, consent and free agreement, sexual rights and responsibilities, access to support, and social context.

The interview data was reported based on gendered patterns. Themes from the interviews with young women (n = 4) were:

- › Awareness of sexual rights, power relationships and inequality but still having to negotiate pressures to assert them.
- › Awareness of issues around sexual assault (e.g. social and gender-based pressures) and impact of broader social context but, in contrast, the tendency to attribute behaviours to individual choices.
- › Young women felt they were managing the bulk of relationships and attaching self-worth to their relationships, and this creates difficulty in expressing sexual needs and interests; a driving factor in sexual interactions was fear of judgement.

Themes from the interviews with young men (n = 4) were:

- › Awareness of sexual responsibilities and appropriate behaviours but perhaps unable to act on this awareness because they are negotiating social and gender-based pressures.
- › Perceptions of social pressure around gender and 'masculinity' affects how young men enact consent, coercion and communication.
- › Young men's sexual communication is currently inhibited by a range of pressures and external factors including a lack of places to go, reliable sources of information or trusted people to have open discussion with or learn relationship skills.

Other common themes from the interview data included the role of culture, ethnicity and religion in sexual decision-making and identification with gender roles, and that there are important differences between sex within relationships compared with casual sex or one-offs and this affects how respect and consent are enacted.

Evaluation: Dyson & Fox (2006)

Program: Sexual health and relationships education (Share) Project

RESULTS SUMMARY

This is a broad sexual health and relationships education program. Findings largely relate to students' knowledge, attitudes and behaviours in regard to sex and sexual health.

Evaluation findings relating to the respectful relationships component of the curriculum are reported in this table.

A small (but not statistically significant) increase in the number of students that agreed that an equal relationship is one where both people feel equal.

A small improvement (but not statistically significant) in students' confidence to talk with their parents about sexual health, sex and relationships problems. Notably, this improved confidence did not translate into increased communication and there was no change in the number of students actually talking with parents/family about these issues.

No change in students' assessment of the school environment post-program. Teachers who received training reported improved confidence to deliver The Share program post-training.

Development of connections to communities including local agencies were inconsistent and differed from school to school.

Staff identified the requirement to obtain written parental consent for students to participate in the Share program as a key barrier to successful implementation.

Evaluation: Struthers, Parmenter & Tilbury (2019)
Program: R4Respect

RESULTS SUMMARY

High student ratings for program satisfaction in terms of the peer education model and helpfulness. Stakeholders also reported that the peer education model was engaging and relatable for young people. They said it gave young people a voice, provided them with opportunities for peers to be leaders, engage in research and program development.

Improvements in students' awareness of, and attitudes towards, respectful behaviours and what constitutes respect and harm in relationships.

Gendered differences in agreement with gendered stereotypes and rape myths. Post-program, young men continued to hold potentially harmful gender stereotypes, acceptance of rape myths or pro-violence views.

Between 78% and 83% of participants agreed that the animation video was a useful teaching tool and helped them better understand how actions may be harmful in different types of relationships.

However, stakeholders felt that the gender analysis needed to be more explicit in the animation video. Stakeholders also reported that peer educators need extensive support to provide a gender critical lens.

The six-week follow up survey suggested there was some evidence that the workshops helped the young people in their lives. However, the greatest response was 'sometimes' on a three point rating a scale that ranged from 'not at all', 'sometimes' and 'a lot'.

The experience of the Ruby Gaea exposed the difficulties and challenges of RRE programs in out of school settings, particularly in geographically isolated locations and without the structure and support of schools.

The need to embed peer education as part of broader RRE programs in schools was a common theme. This was seen as a way of overcoming the difficulties of continued support and training of peer facilitators and dealing with the limitations of one-off sessions.

Evaluation: Huber Social (2021)
Program: LOVEBITES

RESULTS SUMMARY

*Please note that findings presented in this evaluation only report on 'largest shifts' and results for all factored measures are not provided in the publicly accessible report.

No change in student wellbeing six-weeks post-program.

Statistically significant positive shifts among students across the following capabilities post-program:

- › Access to social services and structure: reduced embarrassment in using services for unhealthy or abusive relationships, and increased knowledge of where to go in the community to get help for relationship or sexual violence.
- › Relationship and communication skills: reduction in willingness to do something just because a partner or friend wants to.
- › Problem solving: increase in knowing how to help a friend which is in an unhealthy relationship, and increased willingness to challenge a friend who is showing abusive behaviours to others.
- › Rejection of violence: increase in agreement that it's not ok to hit someone even if provoked
- › Positive shifts were found across the following capabilities for 13 facilitators six- to nine-months post-training:
 - › Relationship and communication skills: increased confidence to talk and skills to provide advice to someone in an unhealthy or abusive relationship, and increased knowledge in recognising when a relationship is unhealthy or abusive.
 - › Access to societal services and structures: increased knowledge about where to seek support in the community to deal with unhealthy relationships, and increased comfort in accessing community services for relationships or sexual violence.

Facilitators reported high levels of confidence to deliver the Love Bites program. The need to keep resources current and relevant for young people was a key theme of the facilitator feedback.

Evaluation: Flood and Kendrick (2021)

Program: LOVEBiTES

RESULTS SUMMARY

No changes in students' beliefs about aggression and alternatives across both programs. Statistically significant gendered differences in young people's attitudes towards aggressive behaviour and alternatives to it. Male students were more likely to hold attitudes supportive of the use of aggression than female students

Male students' attitudes towards bullying changed in an undesirable direction over the course of both the LOVEBiTES and Respectful Relationships programs. Female student attitudes did not change post-program.

Statistically significant changes for 3/12 statements in the aggression scale in an undesirable direction for Year 10 students who participated in the LOVEBiTES program. Statistically significant change for 1/12 statements in the aggression scale for Year 7 students who participated in the respectful relationships program.

Across Years 7 and 10 statistically significant gendered differences student attitudes towards bullying pre-program. Female students showed more desirable attitudes towards bullying than male students. The gendered differences remained post-program.

After the Respectful Relationships program, there was no change in Year 7 students' self-reported confidence in their ability to practise communicating with their friends, solving conflicts peacefully, and or helping or supporting a friend who is being bullied. The Year 7 students self-reported respectful relationships skills were very high pre-program and remained very high post-program.

Statistically significant improvements in Year 10 students (LOVEBiTES) self-reported skills in respectful relationships. Significant increase in Year 10 male students' mean score for respectful relationships skills post-program. Year 10 female students self-reported respectful relationships skills were very high pre-program and remained very high post-program.

Male and female student attitudes towards domestic violence across Years 7 and 10 showed a statistically significant improvement over the course of both programs. Male students across Years 7 and 10 also showed statistically significant improvements in their attitudes to gender relations post-program. Statistically significant gendered difference in student attitudes towards domestic violence pre-program and remained post-program. Male students were more likely than female students to agree with various statements which excuse or justify domestic violence or endorse gender inequalities which may sustain it.

No changes in students' overall attitudes to dating violence. After participation in LOVEBiTES, male students in Year 10 were less likely to endorse provocation claims in regard to partner violence and greater tolerance of females perpetrating violence against males.

Statistically significant gendered difference in student attitudes towards dating violence pre-program and remained post-program. Among Year 10 students prior to the program, male students were more likely than females to endorse statements which endorse or excuse dating violence by males against females. Male students also showed greater tolerance than female students for females using violence against males.

Year 10 male students' understanding of behaviours that constitute domestic violence became more uncertain post-program. Statistically significant improvements in Year 10 female students' perceptions of behaviours that constitute domestic violence post-program.

There was little change in Year 10 male students' willingness to support the victim or challenge the perpetrator in a dating violence scenario. However, male students were more willing also to approach others such as friends, family, and school staff post-program.

9.3 Summary of the existing Australian evaluation evidence and implications

The evaluation review indicates that some RRE programs have been associated with positive responses by students. Improved responses to anger and conflict resolution skills (Le Brocque et al., 2014), increased understanding of abusive relationships (Le Brocque et al., 2014), and reduced support for gender stereotypical attitudes towards jobs and activities (Our Watch, 2021b) were identified as benefits in primary school programs. High school students self-reported improved understanding of, and skills in, respectful relationships (Le Brocque et al., 2014; Flood & Kendrick, 2021; Struthers et al., 2019), increased awareness of help seeking opportunities (Huber social 2021) and reduced support for pro-violence attitudes. (Huber Social 2021). Notably, a few evaluations of programs delivered in secondary schools identified gendered differences in program outcomes. For example, young men involved in the R4Rspect and LOVEBITES programs continued to hold potentially harmful gender stereotypes and/or attitudes that justify, excuse or endorse violence against women (Struthers et al., 2019; Flood & Kendrick, 2021). The Victorian Government DET has commissioned a multi-year evaluation of a whole-of-school RRE initiative in schools and early childhood education settings. This evaluation is being led by ACIL Allen Consulting. At the time of writing two high level summary reports have been published (ACIL Allen 2021, 2019), however, a comprehensive evaluation report including information on the evaluation design and measures employed was not publicly available.

While there is increasing uptake of RRE in Australian schools, many school-based RRE initiatives have not been rigorously evaluated and/or the evaluations are not publicly accessible. Many of the evaluations reviewed focused on program satisfaction that is, whether participants found the program enjoyable, helpful and/or useful, and short-term outcomes such as awareness raising, knowledge and skills acquisition. Most of the evaluations also employed pre/post designs that relied on self-report measures to assess change immediately following completion of the RRE program. Notable exceptions were the SAPPSS and RREiS evaluations that included follow up with students six-months to 24-months after the program. Overall, the validity of such self-reporting measures in program evaluation are vulnerable to claims of social desirability and response-shift biases (Cox et al., 2016; Robinson & Doucek, 1994; Sprangers, 1989).

The evaluations reviewed as part of this project provided limited evidence of impact on factors known to be associated with gender-based violence. More rigorous evaluations of the effectiveness of such initiatives to support changes in the attitudes, norms and behaviours that help sustain gender-based violence over the long term are required. Furthermore, there is little evidence of the effectiveness of school-based RRE programs in preventing gender-based violence among diverse student populations. Evaluation of RRE programs in different school settings and with different student populations is needed to develop an Australian primary prevention evidence base.

The challenges of evaluation in the gender-based violence primary prevention field are well documented, including what and how outcomes are measured and timelines for measuring sustainable change (Meade, 2010; Our Watch, 2017a; Wall, 2013). The use of standardised measures in RRE evaluations would improve data capture, quality and comparability. A key conclusion of this review is that more methodologically rigorous, larger scale evaluations are needed to overcome existing evaluative weaknesses and strengthen the evidence base for achieving social change. The shortcomings in the Australian RRE evidence base reflect wider knowledge gaps. General methodological weaknesses in researching DFSV, such as lack of standardised definitions, identification tools and reporting systems, have been widely acknowledged (Australian Institute of Health and Welfare, 2019; DSS, 2022; Our Watch, 2017b; Phillips et al., 2015; Phillips and Vandenbroek, 2014). Consistent and coordinated approaches to measuring primary prevention efforts would strengthen the evidence based for school-based RRE in Australia (Our Watch, 2017a). The public dissemination of evaluation findings is key to such coordination (Our Watch, 2017a). Sharing evaluation findings would facilitate coordinated approaches to measuring prevention efforts and advance evaluation practice. It would also enable critical review and build better understandings of what works for whom and in what circumstances.

10. Stage 3: Gap Analysis of Existing RRE Materials and Delivery

This section discusses the key findings from the final stage of the review, the gap analysis of existing RRE materials and delivery approaches. The aim of the gap analysis was to identify gaps in knowledge, materials and resources within jurisdictions, school sectors and community organisations that work with and in schools. The gap analysis drew on stakeholder consultations as well as the earlier national stocktake and evaluation review.

Four main narratives emerged from our analysis of stakeholder perspectives evidenced during the consultations undertaken to identify current gaps in RRE materials and delivery approaches. These narratives are inextricably linked and emphasise the need for: sustainable, comprehensive whole-of-school approaches to RRE; high quality RRE teaching and learning materials; professional development to equip teachers with the knowledge and skills to confidently deliver this content; and systematic monitoring and evaluation to enable continuous improvement and integration of a rapidly expanding primary prevention evidence base. The following discussions explore these four overarching narratives and the clusters of themes that underly them.

10.1 The need for a sustainable, whole-of-school approach

It's [not] only for those specialist teachers that are doing it, that it's everybody's business.

Seeing that everyone has a role in this, so even if you're not directly working on the program how your role within the school, within that education system and working with the children fits, that it's a more comprehensive approach.

Stakeholders who participated in this consultation overwhelmingly supported whole-of-school approaches to RRE and emphasised the benefits that follow from such approaches for students, teachers, families and the broader community. Nevertheless, stakeholders reported that to date comprehensive whole-of-school approaches have not been widely implemented in schools due to a variety of practice and policy challenges. Stakeholders identified that four critical components are needed to achieve a sustainable, whole-of-school approach to RRE:

- » Greater engagement with parents and carers
- » Embedding dedicated RRE personnel to support RRE delivery
- » Greater cross-sectorial collaboration
- » Greater policy level coordination.

10.1.1 Greater engagement with parents and carers

Ensuring that everyone is hearing the same message and understanding the importance. I just think that is just vital to get good buy-in and good community understanding of what it is that we're trying to do.

The lack of whole-of-school community engagement in RRE was commonly identified as a barrier by stakeholders who participated in this consultation. Many stakeholders stressed the need for this to extend to greater involvement of, and work with, parents and carers:

It needs to be almost that three-pronged approach with staff, students and parents...We know that young people are...spending time at home. They're spending a lot of time at school and it's important that the messaging is constantly reinforced from different angles, from different parties and in different environments that they're spending their time in.

Participants reported that parents and carers want to be a part of the RRE process and to continue the discussions started in school at home:

Expand communication with parents. So, letting parents know about the different lessons that are being delivered in the schools or what's happening in the schools and really empowering the parents so that they can build on whatever is happening in the school. And probably to really assist with that is to put some more effort into the resourcing and the education that we provide for parents because most parents when you ask them, they want to deliver on this, they want to have conversations with their kids but they may not have the confidence to do so.

Stakeholders emphasised the need to develop tailored support materials for parents and staff. Discussing the different needs of these groups to support student learning around RRE, one stakeholder explained their experiences of working with parents and school staff on RRE:

So for parents, we're finding a lot of the engagement we do is all about actually how do you have that conversation? How do you break the ice? What are some conversation starters? What are the basics you need to know to actually engage? Whereas for staff, a lot of the time we're seeing it's trouble around breaking the ice and delivering it as opposed to actually taking and developing a resource. For them, it's about how do you actually create the safe space to deliver it in? So, I think just having those resources suitable for those three different areas and making sure there's enough there to keep them going is really important.

These comments underscore the criticality of working with parents and carers, as part of the entire school community, to reinforce RRE and establish cultures of equality and respect in classrooms, homes and the broader community.

10.1.2 Embed dedicated RRE staff to support delivery

Stakeholders consistently affirmed the need for dedicated RRE implementation coordinators in schools or groups of schools, as a critical component of sustainable RRE. In discussions with stakeholders about what is currently working well in RRE across Australian schools many highlighted the Respectful Relationships Liaison Officers used in the Victorian government funded respectful relationships program:

I think something that's really working well in Victoria from my experience is the Regional Education Respectful Relationships Specialist Staff...There are generally two per region and they work with the schools in their region to implement the Victorian Government's Respectful Relationships curriculum. Having those regional resource people to resource the schools seems to be really critical to the schools rolling out that curriculum.

What else was working well was having the regional specialist staff in Victoria that work across regions with schools to help implement the Respectful Relationships curriculum in Victoria. We had feedback that they were quite critical to schools rolling out the curriculum because schools needed help, especially with communicating the more challenging content around some of the curriculum to students such as the impact of pornography was one example.

Some participants called for the replication of the Commonwealth funding model used for the National School Chaplaincy Program for RRE. These stakeholders felt that embedding dedicated people in schools to support the implementation of curriculum, arrange professional development for school staff and act as a central point of contact to support RRE delivery would provide more sustainable school-based RRE initiatives:

I would like as futureproof for a specialist respectful relationship educator be in every school, [a] little bit like a Chaplain in every school.

A targeted position within each school would facilitate the development of context specific resources (see Section 9.2.2), build school resilience to staff turnover and provide the opportunity for place-based, long-term evaluation (see Section 9.4). The funding of such a position would require bi-partisan support to ensure continuity for this school-based resource.

10.1.3 Greater cross system and sector collaboration

Throughout the consultations, stakeholders expressed strong need for greater cross-sectoral collaboration, where education institutions work together with specialist services such as domestic, DFSV services and mental health services to provide coordinated, quality support for students and staff around issues related to RRE. By working across sectors, schools and agencies can share knowledge, expertise and resources which can improve outcomes for students and staff. Such an approach would better support the development, delivery and long-term sustainability of RRE. Participants believed that cross-sectoral collaboration could be best achieved through the adoption of a whole-of-system approach to RRE involving greater connections between schools delivering RRE and other local support services. Each of these key points is explored below.

A whole-of-system approach

Stakeholders argued that a sustainable, whole-of-school approach to respectful relationships and consent education should be underpinned by a whole-of-system approach to better support collaboration, coordination and governance of RRE at the State/Territory and Federal levels.

Cross-sector collaborations were considered critical to achieving a whole-of-system approach to the development and delivery of RRE. Stakeholders noted that this would require fostering multidisciplinary collaborations, particularly connections between education institutions and a range of other specialist organisations to build a holistic approach to RRE delivery. Numerous participants described the benefits and components of such an approach:

So referring onto other support systems such as mental health and having a whole-of-system approach to that type of tailored work directly with families was working really well.

Working with the specialist organisations, partnering with teachers to do the issues that might be confronting, and particularly when there are disclosures and other issues that have community linkages that become apparent.

Stakeholders believed that greater cross-sector collaboration would better support students and families, enhance training and support for teachers delivering the curriculum, and build stronger community connections and linkages to address this priority issue.

Many participants also felt that developing closer working partnerships between schools and relevant local support services would significantly improve the timely and appropriate provision of related support services to young people and teachers. As two stakeholders explained:

Having better integration between the specialist services, family services, domestic, family, sexual violence services, mental health, so all of those services. If we can look at making them more integrated as part of the school community and normalising that as part of that process.

In the service sector side of things, we want to see more collaboration and engagement with those frontline services...normalising that that's part of the school process, is that we actually have these different services that have this interface but actually integrating them into the school community so that it's accessible.

Increasing accessibility of services via collaborations with schools could be game changing. Such relationships if embedded effectively, have potential to provide more accessible services and referral pathways for young people impacted by DFSV, as well as mental health and other issues. One stakeholder provided a specific example of the value of schools connecting with local sexual assault services:

I think the other thing that works well is when schools have good connections with other agencies, such as their local sexual assault services, so that they can pull them in as needed to support the teachers with responding to disclosures or whatever that may be.

In discussions about the need for greater connections with local support services, several participants noted the importance of either embedding increased support for youth mental health services within schools or ensuring close collaboration and connections between youth mental health services and schools. One participant described the consequences of lack of service coordination:

It's a state school...[They] are literally triaging kids who have extreme mental health issues, and the waitlist to get into Headspace, and we're talking about an inner-city school here, is six months...So, even when they are identifying that kids are at extreme risk of self-harm and suicidal ideation, they are not actually even able to then get that support.

The benefits of creating connections with local services also extended to connecting with organisations and services through local government areas (LGA) networks. As one participant explained:

We've trained up health promotion officers and youth workers and family service workers in LGAs to support schools and create that community partnership. They've been great promoting the IDAHOBIT days and 16 days of activism and giving schools a whole program to run in that. Just going, "Here, we've got it. Just do this." That's really great feedback from them.

These comments indicate that such connections can provide students, teachers and school communities with access to complementary resources and events, such as those run during the 16 days of activism to end violence against women in November and December each year.

10.1.4 Greater policy level coordination

Throughout the stakeholder consultations participants viewed strong commitment and coordination at the policy level as critical to the successful embedding and longevity of RRE. Reflecting on current policy and practice at Federal, State and Territory levels, stakeholders highlighted the need for: improved leadership to ensure consistent and coordinated practice, political commitment and depoliticisation of RRE, and longer-term funding cycles to ensure innovation, long-term planning and workforce development. These issues are explored below.

Consistent and coordinated practice across Federal, State and Territory authorities

We have the evidence - we now need to effect change, and how we do that together, that's the most critical bit here.

Consultation participants identified the need for more systematic, consistent and coordinated policies and practices at Federal, State and Territory levels to support RRE. Stakeholders felt that coordination at this high level would encourage the development of consistent practices. Here the focus of stakeholders was not on the development of necessarily new or enhanced practices, although that arose at other points of the review, but on facilitating opportunities to coordinate currently disparate practices at State and Territory levels. As one stakeholder commented:

Lots of folks have done really good work. The trick is how do we actually have visibility around that work and build it into a comprehensive plan or suite... What do we actually do nationally to tie together all the different pieces and not become - or stay siloed in our approach about we do this really well in Victoria, we've got blah, blah. Who cares? Let's put it into a shared space and have what I describe as a jigsaw puzzle of pieces that shows a beautiful picture and you just touch on the piece that you need for whatever.

Several stakeholders also noted that more consistent and coordinated practice would better support the development of communities of practice (CoP) (see Section 9.3.1), and more readily facilitate the sharing of promising practices between schools, states and territories.

Across the consultations some participants reflected positively on specific State governments that they perceived have been better coordinated in their support for RRE. Victoria and Tasmania were cited by participants as examples of state governments that had provided the authorising environment, resources, commitment and support to ensure more, albeit not perfect, consistent and coordinated RRE practice. For example, two participants commented:

In Victoria for example, there's been the mandating of teaching of respectful relationships education and that's come with obviously an authorising environment but also some resources to support schools to implement that using a whole-school approach and bringing in the professional learning that they need.

[The] Tasmanian government has invested a huge amount of money into schools in RRE and it's been ongoing funding and support and that within the school sector, has shown that there's a real valuing and belief of the importance of it. So it hasn't just been, "We're going to mandate it in schools," they've actually not only mandated it but put the money behind it to make sure that it happens and they looked at it as an issue from birth.

Stakeholders agreed that state level coordination or funding commitments should be standard rather than an exception. As one stakeholder commented:

I think there'll be other pockets all over Australia that probably... probably [are] doing good things in bits and pieces too but we need to get all that together and somehow it's a bit disjointed.

The stakeholder observations captured in this consultation clearly demonstrate that regardless of promising practices at the individual state level, there is an outstanding need at the State and Territory, and Federal levels for clearer demonstrations of commitment and coordination to support the governance, development and delivery of RRE.

The importance of sustained long-term funding

Along with improved political commitment and policy coordination, participants emphasised the need for sustainable, long-term funding commitment at the Federal, State and Territory levels to embed and implement RRE. For many stakeholders, the need for an ongoing funding model reflected their experiences and frustrations with inadequate, short-term cycles. As two participants commented:

Trying to get commitment for government to fund on ongoing basis rather than the start stop funding that currently happens here.

Long-term funding commitments and policy commitments, the stuff we talked about in terms of depoliticising this, that's what's really needed.

In particular, stakeholders emphasised that short-term funding inhibits growth and future planning, presents significant barriers to workforce development and staff retention, and does not support the establishment of long-term partnerships. Each of these were recognised by stakeholders as critical to the development and delivery of an effective RRE model.

For some participants, there was an ambition to see a “*scaling up*” of funding to support the expansion of their effective local RRE programs to other regions or even nationally. As one stakeholder explained:

Sustainability. Scaling up. We've got some really good examples here. How do we get that to more of a national level? So that I guess, [its] spreading.

The (de)politicisation of RRE

Numerous stakeholders commented on the ways in which the politicisation of RRE by the media, political stakeholders and particular interest groups has negatively impacted upon the development and delivery of RRE and hampered opportunities for coordination and commitment at the State and Territory and Federal policy levels. As two participants commented:

The government of the day can have either weaker or stronger appetites for RRE education. I wonder if we need more lobbying of governments to take this more seriously?

We were just saying that sort of longer term, both at sort of a Federal and State [and] Territory level, it would be great to see the bipartisan support for this work to see long-term funding, to see national curriculum supported by really comprehensive curriculum documents, all of this stuff.

For this reason, the depoliticisation of RRE was viewed as vital in moving forward with a sustainable and enhanced practice model. As one stakeholder noted, “*I think that's one of the big things that we have to do to ensure that the work endures changes in government.*” Another participant explained:

In terms of depoliticising this, that's what's really needed...I think it's important to keep that conversation in front of the media in particular. The nature of a lot of political decisions at the moment is, “What's good press? What's bad press?” but I also think it's showing the being able to measure the outcomes from the work that does happen as well.

This viewpoint is not unique to RRE. Similar reflections were made during the national consultations to inform the development of the next National Plan to End Violence against Women and Children, where victim-survivor advocates emphasised the need for a “bipartisan commitment that goes beyond the political party currently in power” (Fitz-Gibbon et al., 2022, p. 33-4). In both cases all levels of government need to move beyond political lines and genuinely commit to addressing underlying community problems and gender inequalities.

10.2 High quality teaching and learning materials

Aligning with the findings of the national stocktake and evaluation review, stakeholders noted that the quality of existing RRE materials varies significantly. For the stakeholders who participated in this consultation, improving the quality of RRE depends on improving the teaching and learning materials used in schools. Stakeholders identified five focus areas for curriculum development:

- » Focus on sexuality and respectful relationships education
- » More tailored resources
- » Moving beyond heteronormative cisgender frameworks
- » Giving young people a voice
- » Building trauma-informed practice.

10.2.1 Focus on sexuality and respectful relationships education

A common theme from the whole review is the need for RRE to be embedded in sexuality and relationships education, health education or a similar context. Participants felt that it was risky for schools and teachers to provide discrete programs in RRE as these run the risk of being one-off, vulnerable to the availability of trained staff and limited by time restrictions in an already crowded curriculum. The national stocktake conducted in Stage 1 found that few resources had a broader focus on sexuality issues as a key component (see Pfitzner et al., 2022a). Several resources were gender transformative but very few could be classed as gender *and* sexuality transformative.

In addition, stakeholders emphasised the importance of embedding RRE in a way that is meaningful for young people and covers related issues such as sexual pleasure:

A need to address really positive things around sexuality and particularly issues like pleasure and how to be a good lover.

This reflects the views of scholars, such as Carmody (2009a, 2009b), whose research found that young people need to contextualise sexual consent for example, in the context of sex, gender, and sexual pleasure, to understand and explore sexual consent in any meaningful and relevant way.

Stakeholders’ recommendations align with current international guidance (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2018) and the updated Australian Curriculum, which clearly see relationships and sexuality as the focus area for RRE in all year levels from Foundation to Year 10 (ACARA, 2022). As one participant commented, “*I don’t understand why sexuality education was not included ...and I don’t understand why they’ve been separated out.*”

Across the consultation session there were repeated calls for “a uniform approach in sexuality education and RRE.” Participants wanted a focus in the future on:

Not teaching all of these things in isolation but really building on social and emotional learning, the connections between sex ed, consent, health and wellbeing, social, emotional issues.

We should have social and emotional learning, respectful relationships and sexuality education all together.

Stakeholder discussions also highlighted the importance of early intervention and embedding RRE in primary school programs. One participant’s comment captured the sentiment of many others when they say, “[RRE] at the primary level needs to be explicitly taught, not implicitly [taught].”

10.2.2 More tailored resources

Stakeholders strongly emphasised the importance of resources being relevant and adaptable to the context under which they are to be used. Recent research shows that context does matter in the provision of RRE (Keddie & Ollis 2020) reflecting school and school community differences in socio-economic status, physical environment, location, cultural, spiritual, and religious ethos, gender and sexual diversity, age, ability etc. It is difficult to separate these contextual parameters which tend to interrelate, intertwine and interlink in specific contexts. In our consultations stakeholders emphasised the following dimensions of context: a place-based approach to resources and culturally responsive and inclusive curriculum resources.

A place-based approach

Many stakeholders talked about the importance of a “place-based” approach to RRE explaining that resources should be tailored to local needs and circumstances:

Utilising that place-based approach whether that be connecting in with local services, ensuring student voice, and really considering how the program is delivered, who’s delivering it, and who the content is for. It’s not a one size fits all approach.

[We have to] look at the best fit for locations and for communities.

It needs to be an approach that’s able to be tailored to different groups.

The importance of being “culturally safe” was raised as was “flexibility for schools to be able to meet the needs of their school’s context.” Many of the participants used the phrase “one size does not fit all” adding “particularly for our regional and remote communities.” As one of the stakeholders so clearly, yet simply, said:

A metro school is not a regional school, which is not a remote school. And that access to anything, whether it’s police, or counsellors in a remote school, where that disclosure is going to be well-known within that small community in minutes, reinforces that need for stringency that’s adaptable.

It was clear that stakeholders were concerned that the rural and remote schools faced additional sensitivities in teaching about gender, sexuality and violence against women because teachers were part of their local communities and students' privacy and discomfort was an issue:

"We don't want our teachers delivering this content because that teacher is also my football coach" vs in [CBD school] "We want our teachers to deliver this to us because we want to be able to come back to them with questions. But we want them to be prepared and ready, and comfortable with the materials."

Place-based approaches are important in fostering a sense of agency in young people by enabling them to develop knowledge through engaging hands-on learning experiences focused on their local needs and communities (Rodriguez, 2008). Place-based approaches also enable students to participate actively in democratic processes that devise strategies for social change (Rodriguez, 2008, Smith, 2002).

Culturally responsive and inclusive curriculum resources

Similarly, participants were very cognisant of addressing the diversity of school communities. As one stakeholder pointed out, *"you might work in communities with particular religious backgrounds, regional differences, different challenges on access to services, there can be all sorts of things..."* Making sure that RRE can work for the specific community was seen as necessary for its sustainability.

Participants highlighted the need to ensure that resources are culturally appropriate and inclusive. Several said that they did *"a lot of significant work in culturally adapting different programs"* to be culturally inclusive. This was particularly evident for those stakeholders who worked in Indigenous educational contexts. Commonly, these stakeholders expressed the need to ensure that resources acknowledged *"the history of Australia with Aboriginal people."* One participant talked about the central value of this work as giving students:

The cultural context to our relationships and traditionally what our family structures and that looked at, and then we give the historical context to all the impacts and the policies to why we're now having to teach or share and impart this information in this way and in this format.

The LOVEBiTES program (see Appendix C) was specifically noted as an example of this practice occurring and *"working well."*

There was a strong consensus about the need to improve current resources so that they cater for and include the diversity of students in Australian schools. The earlier stages of this project demonstrated that very few resources are inclusive beyond tokenism and issues related to ableism were rarely addressed in resources reviewed. One participant noted that it is the diverse context of young people's identities and lived experiences *"that actually make a program of this nature [to] feel alive."* The Sex and Ethics resource (Carmody, 2009a, 2009b) is one of the few to include profiles of young people that included diverse cultural, ethnic, religious, gender and sexuality.

As well as content that is inclusive of young people's lives, participants identified the need to cater for the range of ways that students learn:

Exploring different delivery models, whether it be teacher delivery, external facilitators, and using a mix of these to really suit the context of the school and what the students are needing.

Supporting adaptability in RRE practice both in terms of curriculum and responding to a diverse range of learners were seen as focus areas for future curriculum and teacher development work.

10.2.3 Moving beyond heteronormative, cisgender frameworks

The national stocktake and evaluation review of existing RRE resources undertaken in previous stages of this project found that although many resources address gender, with a number including some gender transformative practice, overwhelmingly resources were cisgendered and heteronormative and lacked any real critical approach to gender relations and power. In addition, sexuality transformative resources are rare. The lack of resources inclusive of gender and sexual diversity was acknowledged as a limitation by the project team and many stakeholders. Participants said that RRE resources need to be improved to *"bring in the different experiences of the students and consider their differing intersectional factors."* As one stakeholder explained:

Improvements need to be made around the lack of intersectionality and heteronormative examples that are used within the Respectful Relationships curriculum. Often as you get up into those young people – so your Year 9, Year 10 activities, they split the groups into boys and girls, things like that, and so we're obviously not including our LGBTI community members in that.

To do this, some stakeholders suggested including specific examples. Other stakeholders argued that the lack of current resources meant that the *"basic guidance and tools"* currently available were *"not adequate to catering for the diversity of students, some who are victim, survivors, those with mental health issues, LGBTIQ kids, or kids who may have intersectional barriers."* They said what is needed is strategies, such as peer education, that cover *"not just age-wise but abilities, Aboriginal, sexual and gender diverse, culturally and linguistically diverse."*

Encouragingly, the lack of identified RRE gender and sexually diverse resources has also been acknowledged in the new Australian Curriculum in HPE (ACARA, 2022) and in Victoria the current Building Respectful Relationships and the Resilience, Rights and Respectful Relationships resources are being updated to be more inclusive of gender and sexual diversity as well as other intersectional considerations.

10.2.4 Giving young people a voice

The importance of *"involving the student voice as much as possible"* was something articulated strongly by consultation participants. Students were acknowledged as potential partners in program development and in ensuring the representation of cultural and linguistic diverse communities, and valuable advocates for RRE. As one stakeholder commented:

Regarding this question about future proofing, I think we have to engage the young people and they have to have a voice and have an opportunity to share what their experiences are, what they are imagining will be an ideal type of program...If we're constantly engaging and supporting young people to be part of the process then not only are we empowering them and creating future activists in this space but we're also giving this a bit of legitimacy in terms of they're the key stakeholders.

Research shows that a focus on student voice enables students to represent their views and perceptions and ensures that their stories permeate the classroom, curriculum and communities (Mayes, 2020). It acknowledges that students collectively have different experiences based on their backgrounds (gender and sexuality, religious, cultural, etc) (Skerritt et al., 2021). The representation provided by a focus on student voice offers a democratic inclusivity around participation enabling students to be active participants in shaping learning content creation or delivery. This helps to create a space where stakeholders can better understand student needs and current issues that concern them. It can improve program development and effectiveness by incorporating the students' views and creating a buy-in that motivates them to support the program being developed (Ollis et al., 2022). As one stakeholder commented:

Immediately there is a need for resources that...are co-designed with young people to reflect both their needs and that they are better at large parts of this conversation than the adults who think they're bringing the message to them.

Aligning with current research, several participants referred to the importance of authentic, rather than tokenistic, student engagement in curriculum development and the importance of teacher and adult allies to help lead this process (Ollis et al., 2022). For example, stakeholders discussed:

The importance of listening to the young people, what do they want to talk about. The voices of young people and children and what the wording that we're using actually means to them.

The national stocktake conducted as part of Stage 1 (see Pfitzner et al, 2022a) identified some excellent examples of this including Fightback and LOVEBITES.

Participants also emphasised that students strongly want the use of an inclusive language throughout their experience at school. They noted, as an example, that many students have mastered the use of pronouns, while adults still grapple. One participant maintained that young people in their research and resource development had said that without inclusive language:

*You are creating a really unsafe space for us because you're not **using our language**, you're not using the resources **to speak to us**, you're not talking about the spaces in which we're having sex or talking about this stuff (emphasis added).*

10.2.5 Building trauma-informed practice

Another major theme in stakeholder consultations and the broader project was the importance of using trauma-informed approaches in educator and other stakeholder professional development as well as in direct program delivery to students.

In the consultations, participants articulated the importance of preventing secondary trauma from disclosures and acknowledged that professional development may also feel triggering for some individuals. A trauma-informed approach is one that acknowledges a diverse audience, is respectful and inclusive, and it is preventative in mitigating further harm. It also facilitates recovery through an integrated process of understanding past and present experiences of violence and trauma. Trauma-informed practice (TIP) aims to prevent further psychological and health consequences of trauma. It uses an integrative approach that incorporates an understanding of the effects of trauma and approaches that prevent re-traumatisation, upskilling staff and stakeholders in responding to experiences of trauma, and using systems-informed approaches (i.e. practices and policies) to improve the school environment to support trauma-impacted students (Berger & Martin, 2020; Maynard et al., 2019).

Aligned with this, stakeholders said that simply providing RRE content knowledge was not enough, explaining that staff and students also needed information on how they could “*take care of themselves... should there be a level of disclosure.*” They highlighted the critical need for a trauma-informed lens in RRE, particularly when responding to children and young people needing support. This reflects research evidence that trauma-informed practices in schools improves student retention, performance and the school climate in general, assists to resolve trauma, builds resilience, and supports recovery when faced with future trauma (Steele & Kuban, 2011; Thomas et al., 2019). However, such processes require leadership support and strong systemic integration of approaches - e.g., positive and restorative responses to behaviour, trauma-sensitive classroom practices, teacher and staff professional development, policy and procedure changes, and cross-system collaboration with mental health services (Thomas et al., 2019).

10.3 Professional development and training

The big sticking point with resources in general is how can we make sure that not only is the resource very evidence-based and impactful but how can we ensure the person delivering it is doing a really good job with it?...That future proofing process can involve teacher training, staff PD [professional development], not only on just building their knowledge base and content but how do you actually deliver this in a really engaging way?

Overwhelmingly, the most common theme arising during the stakeholder consultations was the need for a range of professional development and training opportunities for current and future teachers. Discussions centred on the need for all teachers (and other school staff) to understand and model respectful relationships, to actively support RRE aims and to have the skills to respond appropriately and sensitively to disclosures. For new teachers, participants argued that everyone needs pre-service training in RRE. Additionally, many current and future teachers will require education in RRE awareness and teaching skills as part of their ongoing professional development. The following discussion explores issues and ideas about how to effectively address these needs.

10.3.1 Ongoing professional learning

Teacher professional development was universally seen by stakeholders as the key to facilitating effective implementation of RRE in Australian schools. This is reinforced by research that shows that professional learning not only increases knowledge but also builds awareness, commitment, confidence, comfort and a willingness to teach RRE amongst teachers and school communities (Kearney et al., 2016; Our Watch, 2021a; Joyce et al., 2018; Harrison & Ollis, 2015; Ollis, 2013, 2014).

There were many areas of professional development identified by stakeholders in discussions about what, why and to whom professional learning should be provided to improve school-based practice and the implementation and development of future RRE resources. On the one hand, comments centred on the need for professional development to overcome the current lack of knowledge and comfort of teachers:

Recognising that educators aren't always equipped without the PD [professional development] that's needed and so there's gaps.

I've got a team of wellbeing teachers that aren't necessarily so comfortable delivering the resource.

On the other hand, stakeholders acknowledged that teachers could not always get access to professional development and even if they could “*there's not the time available to teachers, even if they really want to develop their knowledge and their skills.*” As one stakeholder aptly noted:

Teachers are only really allocated a certain number of hours per year where they can actually do PD [professional development], so how can we actually bring a gendered approach to other student wellbeing topics and have this really embedded across all that they [the teacher] are learning as well as what the students are learning?

Teacher professional development and learning was considered “*essential.*” There was agreement that teachers need to be supported at several levels for it to be effective:

It needs to be ongoing so teachers can try some of the strategies and come back to it...They need to have confidence and feel supported in delivering some of this content. That includes good PD [professional development] and support throughout that, from outside of school but also within the school leadership.

One-off sessions were seen as ineffective with stakeholders explaining that they are “*not enough*” and that longer-term, ongoing and refresher training is required to keep teachers up-to-date with content, skills and confidence.

In discussions about supporting teachers to deliver RRE, stakeholders spoke highly of the communities of practice (CoP) used in the rollout of government mandated RRE in Victoria and Tasmania.

Bringing people together and I know that that's being done quite well in Victoria and it sounds like in Tasmania but in other jurisdictions as well, having a stronger community of practice around this stuff is really, really important for - and also because we learn lessons. We learn really valuable lessons so to be able to share those and have that support network, I think that's how we're going to really advance things and support people that are coming into this space really well.

Stakeholders recommended the incorporation of communities of practice as part of a programmatic approach to supporting teachers' continuing professional development. These would centre on improving professional practice through sharing practice experiences and learnings.

In addition to professional development focusing on specific RRE resources and engaging pedagogical practice, there was also consensus that professional development was essential to prepare teachers to cover sensitive aspects of RRE, such as sexual assault and family violence, as well as build skills to respond to appropriately, empathically and confidently to disclosures. As one teacher commented:

Number one, we need to be comfortable to take disclosures of things that have happened and have the competence to be able to do that and also the confidence that we know what services to refer to but also to be supported.

Several participants saw a role for specialist agencies in providing training in these areas to ensure the professional development was *"not triggering."*

Teachers also said that professional development focused on the practical application of RRE in classrooms is needed. Many stakeholders called for a publicly accessible online professional development hub for RRE educators and schools. Stakeholders explained that such a hub could provide best practice case studies and practical how-to classroom guides:

We need a hub so that regardless of what State you're in, you're doing a presentation, say to parents, and we know that there's been a couple of parents' presentations that you may be able to modify or whatever.

It has long been acknowledged that professional development to support the implementation of RRE and sexuality education resources is one of the most effective strategies to build competence, confidence and comfort amongst teachers (Ollis & Tomaszewski, 1993; ARCSHS, 1999; Leahy et al., 2004; Ollis, 2009; Our Watch, 2017b, 2021a). Moreover, it is a crucial component to effectiveness (Kirby et al., 2006; Poobalan et al., 2009), positive attitudes (Ramiro & Matos, 2008), and the implementation of a whole-of-school approach (Our Watch, 2021a).

Ultimately, the stakeholder consultations indicated that further work must be done to support teachers to deliver RRE in schools and achieve real social change. Stakeholders called for a range of professional development activities in addition to pre-service and program-specific training including managing disclosures and practical classroom guidance. The provision of professional development was universally seen by stakeholders as fundamental to effective implementation of respectful relationships resources currently and into the future.

Responding to disclosures

Aligning with stakeholder calls for whole-of-school approaches to RRE, participants stressed that training around responding to disclosures should be provided to *all* school staff:

We do need a lot more support around disclosures and supporting those staff to be able to be effective.

Supporting school staff generally, not just teachers, with reporting. And that is supporting students to report, whilst also adhering to mandatory reporting obligations on themselves.

The need to include practice guidance on responding to disclosures as part of RRE teacher training is reinforced by Victorian research showing that the introduction of RRE in schools can lead to increased disclosures from students and teachers (Kearney et al., 2016).

10.3.2 Embedding RRE in initial teacher education

Many consultation participants raised concerns about the minimal training in RRE currently provided for teachers. They explained that current approaches to RRE are typically based on the misconceived assumption that primary and secondary teachers have the required knowledge and skills to delivery RRE including the ability to lead discussions about sensitive and confronting topics. As one stakeholder said: “We just think teachers can do this. I can tell you they cannot. It is incredibly difficult for them.” The reported dearth of pre-service teacher RRE training reflects the findings of the national stocktake of RRE resources conducted during Stage 1 of this review. The national stocktake revealed that only two Australian universities currently offer pre-service training on sexuality and relationships education as part of their Health and Physical Education degrees (see Appendix C).

Stakeholders considered that RRE should be part of Initial Teacher Education (ITE) to prepare teachers to deliver RRE before they enter the workforce. In positive examples, Deakin and Curtin universities have included units on RRE, family and sexual violence, and sexuality education in their ITE programs. This results in some “new workers in the system coming in with a good base knowledge.” Participants argued that many units such as health and wellbeing units, commonly included in ITE have untapped potential to prepare teachers for teaching RRE in primary and secondary schools One stakeholder recommended adopting the model for mandatory training requirements for domestic and family violence in police academies:

*It has to be embedded and seen as core skills developing the ability to engage on this sort of content... **Core skills** that we're developing through university. It has to be included in position descriptions across the board... So, we need to make sure that everybody has the skills and the aptitude and the expectation of that position description that it is their job (emphasis added).*

Stakeholders acknowledged that embedding RRE in ITE would be challenging because universities are independent and there is already a very “crowded curriculum in ITE”, especially in primary education programs. To address this, participants suggested that there is a need for certification and teacher registration that includes RRE as a teacher standard, citing the need to go to “AITSL and to ACARA and those national curriculum organisations and leading organisations in the education space to get them onboard so that they embed it into curriculums for pre-service education.”

10.4 Monitoring and evaluation

At the moment there's no quality control or accountability so some schools can be just quite tokenistic in the way they address RRE.

Stakeholders emphasised the need for ongoing monitoring and evaluation to identify existing gaps in provision and future proof RRE in Australian schools. Quality assurance and program evaluation are essential for continuous improvement of RRE practice and programs. In recent years, evidence-based policy making has led to higher levels of accountability with increasing attention to evaluating program outcomes, identifying improvements to delivery and the financial resources required to appropriately fund programs.

In the consultations, many teachers expressed a desire to know 'what works' and to engage in evidence-based practice. Effective program design and planning is critical to evidence-based practice, and a necessary first step in program design is the clear articulation of the program logic or theory of change underpinning RRE programs. A program logic, also commonly referred to as a 'logic model', sets out how a program is supposed to work – the expected changes the program will bring about, the activities planned to contribute towards this change, the resources needed to put into the effort and any assumptions and external factors that could influence the results. As one stakeholder commented; *"I would suggest making sure that we are very clear around our theory or our logic for what we're doing."* Likewise, in discussions with stakeholders about immediate needs in RRE program curriculum another participant observed *"[we need to] have a clear evidence-based theory of change."* Articulating the program logic is also the first step in evaluation. Through evaluation you can test and verify the program logic or theory of change.

Stakeholders also stressed the importance of investing in longitudinal evaluation to assess program effectiveness and the long-term benefits of RRE. The evaluation review conducted in Stage 2 of this project revealed that many existing RRE program evaluations measure program satisfaction, that is, whether participants found the program enjoyable, helpful and/or useful, and short-term outcomes such as awareness raising, knowledge and skills acquisition. Most of these evaluations employed pre/post designs that relied on self-report measures to assess change immediately following completion of the RRE program. A central conclusion of the evaluation review was that more methodologically rigorous evaluations of the effectiveness of RRE programs is required to support changes in the attitudes, norms and behaviours that help sustain gender-based violence over the long-term. Long-term evaluation would also allow for assessments of the scalability, sustainability and replicability of RRE programs.

Aligning with discussions about adapting classroom materials for different student groups, several stakeholders noted the very limited diversity of students involved in existing RRE evaluations. The evaluation review conducted in Stage 2 of this project demonstrated the importance of building better understandings of what works for whom and in what circumstances (see Pfitzner, Ollis and Stewart, 2022). This was echoed by stakeholders: *"Making sure it's well evaluated for all of the different cohorts of students."* To date, there is little evidence of the effectiveness of school-based RRE programs in preventing gender-based violence among diverse student populations. RRE program curriculum based on evidence that includes insights from diverse student cohorts is required to underpin effective primary prevention efforts.

11. Discussion

(In)consistent learning outcomes

Recent changes to the Australian curriculum show that there is now strong political and community will to implement RRE across the nation (ACARA, 2022). However, data collected as a part of this national stocktake and gap analysis clearly demonstrate that although there are resources that adhere to best practice criteria (see section 7.1 and for further information Pfitzner et al, 2022a), States and Territories are at very different stages of access and implementation. The national stocktake confirms that educational jurisdictions and sectors conceptualise RRE through varying perspectives. Some approach RRE with a focus on preventing gender-based violence. Others use broader social and emotional learning (SEL), personal safety or relationships and sexuality education as foundations for teaching respectful relationships and promoting gender equality. Where resources used SEL and personal safety as foundations for RRE, the connections to preventing gender-based violence were sometimes unclear. Outside of government-developed resources, few resources were mapped to state and national curricula. The absence of a consistent programmatic approach to RRE within school sectors often means that the time and depth of focus given to RRE in classrooms is determined by individual teachers and school contexts. Aside from Victorian government schools, RRE is not mandated across primary and secondary schools in Australia. Implementation is at the discretion of individual education institutions with varying financial resources available to support program delivery and professional development of teaching staff.

The updated HPE curriculum may foster a more supportive authorising environment to enable the delivery of comprehensive RRE for Foundation to Year 10 students across Australian schools. The new Version 9.0 of the Australian Curriculum explicitly recognises respectful relationships, consent processes and the influence of power and gender stereotypes on relationships as essential knowledge, understanding and skills for students. However, it is important to understand that the Australian Curriculum does not provide detailed learning content nor does it prescribe pedagogical methods or durations for delivery. As such, it does not mandate a specific RRE program or suite of programs and it is up to individual teachers, schools and school sectors to interpret and implement the broader curriculum requirements. This means that consistent national outcomes cannot be guaranteed for students across different school environments and jurisdictions.

Context and culture

Context and culture were front of mind for stakeholders in discussions about gaps in RRE teaching and learning materials. This reflects growing advocacy for the inclusion of the voices, experiences and needs of First Nations people in violence prevention work (Fitz-Gibbon et al., 2022; Sibosado & Webb, 2022; Carlson, 2021; Change the record and National Family Violence Prevention Legal Services Forum, 2021). Sibosado and Webb (2022) highlight the importance of place-based, culturally appropriate, co-designed respectful relationships and consent education for First Nations young people. Many other groups also feel unseen and unrepresented in RRE to date. These include gender and sexuality diverse people and people with disabilities. This invisibility was reflected in the stocktake of RRE resources which found that many resources continue to employ a predominantly cisgender, heteronormative framework and very few resources were gender and sexually transformative. The stocktake identified some notable exceptions, such as *Catching on later*, *Teach it like it is* and *Unique You Relationship and Sexuality Education*. This review, particularly the stakeholder consultations, clearly demonstrate the urgent need for RRE to move beyond the traditional focus on heterosexual, cisgender interactions between men and women. Building more adaptable RRE practice in terms of curriculum and responding to a diverse range of learners should be a priority action.

Context was also prominent in stakeholder discussions about consent education. Many noted that sexual consent has traditionally, and rightly, been part of RRE and sexuality and relationships education. The findings of this review underscore the need for conversations about sexual consent to meaningfully reflect the lived realities of young people. This requires addressing consent in the context of learning about sexual pleasure and ethics, not just the legalities of seeking, giving and denying permission.

Issues of language

Issues of language are tied to consideration of context and culture. As one stakeholder commented:

We need...real language that resonates with the changing online landscape and the changing language. It's hard to keep up with the new words and new language of what's going on in young people's lives and I think if we're constantly engaging and supporting young people to be part of the process [this can be addressed].

The importance of consistent language emerged during data collection across all three stages of this review and particularly in the consultations with stakeholders. Not surprisingly, confusion centred around what is meant by RRE. Without an adequate history of RRE and gender-based violence education, there was a sense by some stakeholders that RRE was about respect education generally, rather than for the primary prevention of violence against women.

In addition, participants in consultations and data from stakeholder submissions referred to the importance of language being relevant to *“real life scenarios and conversations that young people, families and the broader community are having.”* Ensuring resources acknowledge the diversity of student gender and sexual identities in a positive, strength-based and inclusive way raises several implementation questions. Specifically, teachers need resources that show how to implement inclusive definitions and teaching and learning on gender that expand binary and heteronormative notions whilst acknowledging and teaching the reality that overwhelming violence is perpetrated against women and children and other men by men.

Embedding RRE skills in Initial Teacher Education: Classroom ready RRE Teachers

This national stocktake and gap analysis revealed that professional learning about respectful relationships, particularly pre-service training, is underdeveloped in many Australian jurisdictions and there is limited guidance on delivery available to educators. There was unanimous agreement among stakeholders who participated in the consultations that building the capability of teachers to deliver RRE is critical to improving the quality of RRE delivered in Australian schools and that equipping teachers with the knowledge and skills to deliver effective RRE must begin during their initial preparation for the profession. The consultation participants saw pre-service or Initial Teacher Education (ITE) as an important opportunity to develop knowledge and skills to teach RRE as part of their general workforce readiness. The Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership [AITSL], 2011, p.7) provides scope for graduate teachers in ITE accredited programs to demonstrate the following standards.

1. Know students and how they learn.
2. Know the content and how to teach it.
3. Plan for and implement effective teaching and learning.
4. Create and maintain supportive and safe learning environments.
5. Assess, provide feedback and report on student learning.
6. Engage in professional learning.
7. Engage professionally with colleagues, parents/carers and the community (Australian Institute for Teaching and School Leadership).

However, ITE accredited programs may not be the only answer to providing pre-service RRE teacher training. The already crowded curriculum in ITE programs results in university curriculum leaders making local decisions about priorities for the preparation of future teachers. These decisions can be clouded by the competing claims of the myriad of public health issues which could be included. For example, Leahy and McCuaig (2014) found that only two Australian Universities had comprehensive and dedicated sexuality and relationships units in their Health and Physical Education degrees. With the possibly limited potential for including RRE in ITE programs, teacher registration offers an alternative opportunity for ensuring some focus on RRE. However, Federal, State and Territory regulatory frameworks may restrict the feasibility of this approach. Although there is a national Australian Institution of Teaching, each State and Territory has its own requirements. More work is needed to identify the best ways of ensuring new teachers have the skills and knowledge to understand and deliver RRE.

Credentialing and professional development for teachers

Teachers and those supporting schools to implement RRE, are very often time poor. As this review has illustrated, the current provision of professional learning in RRE is ad hoc and minimal unless teachers are part of mandated and supported programs and initiatives such as the one currently operating in Victoria. Moreover, current research also demonstrates the importance of leadership in schools to support teachers and the implementation of a whole-of-school approach (Our Watch, 2017b, 2021a).

Providing incentives and credentialing for teachers and school leadership may provide a way to increase the reach of RRE professional development and therefore the skills, knowledge, comfort, commitment and willingness to educate students as part of their existing programs. Exploring some type of funded credentialing for teachers and leaders who undertake a program in RRE may be a way to encourage and build knowledge, commitment and the teaching of RRE. All States and Territories have requirements for teachers to undertake professional development so frameworks exist and the potential for accredited training programs to build workforce capabilities should be explored.

Capturing youth outside of school systems

While the scope of this project is limited to RRE delivered in Australian primary and secondary schools, the need to engage children outside of formal school systems was identified by several stakeholders in the consultations. These stakeholders noted the vulnerability and high-risk nature of this cohort with regards to victimisation and perpetration of gender-based violence. This reflects previous research that demonstrates links between exposure to adverse childhood events or trauma and future use of violence (Campbell et al., 2020). Participants noted that most work with these groups has a response rather than prevention focus and called for their inclusion in RRE initiatives:

Then another bit we did in the Northern Territory which was looking at a trauma-informed perspective...There were a lot of organisations who were working with kids outside of school so at the pointy end. These are kids who are not going to do those programs at school. They're often not at school but they're at the highest risk as both perpetrators and victims...How do you provide the education that's so needed outside of that formal setting? I think that kind of grouping if I can call it that tends to come in at the intervention end but the work that needs to be done in prevention is not highlighted nearly enough.

Sustainability

This review emphasises that the success and sustainability of RRE is dependent on long-term financial and political commitment. Promising practice examples were characterised by supportive authorising environments and sustainable funding that facilitated program growth and workforce retention. An undercurrent of all stakeholder consultations was that in order to effect change RRE must be designed as a lifelong learning initiative beginning in early childhood moving to primary and secondary schools through tertiary education into adult education settings. Reinforcing the knowledge and skills developed through RRE across an individual's life course was seen as critical to creating communities of respect and equality.

12. Recommendations

Recommendation 1: Demonstrates leadership commitment to strengthening RRE in Australian schools

To demonstrate institutional commitment to strengthening RRE, the Australian Government in partnership with State and Territory Governments and independent experts, should develop a quality assessment tool to assist educators and schools to select and deliver effective RRE. The quality assessment tool should be accompanied by a guidance document that provides detailed descriptions of the items, justification for each item's inclusion and examples of its application. Such a quality assessment tool would enable educators and schools to judge the quality of available RRE resources.

Recommendation 2: Ensure classroom ready RRE teachers

To ensure that teachers have the necessary knowledge and skills to deliver RRE, the Australian Government in partnership with State and Territory Governments:

- i. Develop an intergovernmental RRE Workforce Development Action Plan, within 12 months, that includes specific actions to embed RRE in pre-service teacher training and continuing professional development.
- ii. Fund the exploration and development of an accredited foundations of RRE course and assessment tools that can be incorporated into pre-service training at different Australian Qualifications Framework (AQF) levels.
- iii. Fund the exploration and development of a funded Respectful Relationship Leadership credential for school-based classroom teachers and leading teachers.
- iv. Consult with Teacher Education Accreditation bodies about the feasibility of mandating RRE training as a teacher registration requirement.

Recommendation 3: Increase the capacity of educators to teach respectful relationships

To improve the quality of RRE delivered in Australian schools, the Australian Government in partnership with State and Territory Governments should fund the development of best practice respectful relationships professional learning that can be accessed by State and Territory education departments as well as independent and Catholic school authorities. This should be a flexible learning package that can be modified to suit different school contexts.

Recommendation 4: An RRE online professional learning resource hub

The Australian Government in partnership with State and Territory Governments should establish an online professional learning resource hub that is freely available to educators and schools. The resource hub should include:

- » Professional learning resources for educators and school leaders (see Recommendation 3).
- » Guidance on, and examples of, the practical implementation of RRE in classrooms and schools.
- » A repository of RRE resources, evaluations and research reports.

Recommendation 5: Monitoring, evaluation and continuous improvement of RRE in Australian schools

The Australian Government in partnership with State and Territory Governments should:

- i. Fund the development of good practice evaluation guidelines to improve RRE evaluation practice.
- ii. Fund the development of implementation guidance including a framework for assessing and monitoring implementation fidelity.
- iii. Fund long-term evaluation of promising RRE programs to improve future practice and build the Australian evidence base.

Recommendation 6: A national coordination mechanism for RRE

To demonstrate institutional leadership in creating cultures of equality and respect in Australian communities, the Australian Government in partnership with the State and Territory Governments should explore mechanisms for effective national coordination of RRE policy.

Recommendation 7: A whole-of-system approach to RRE

To support a whole-of-system approach to RRE, the Australian Government in partnership with State and Territory Governments should:

- i. Together with the RRRP, explore opportunities to facilitate collaborative RRE partnerships between specialist DFSV services and education institutions.
- ii. Fund the development of resources for engaging parents, guardians and carers in RRE that can be adapted for different school contexts.
- iii. Fund a dedicated RRE role in all Australian schools to support implementation of RRE.

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14. Appendix A: List Of Consultation Participants And Organisations

Consultation participants¹

- » Alison Maclean
- » Andrew King
- » Annabelle Daniel OAM
- » Bianca Johnson
- » Beth Blackwood
- » Dr Brenda Dobia
- » A/Professor Christopher Fisher
- » Deanne Carson
- » Heather Clarke
- » Dr Jacqui Hendriks
- » Janice Atkin
- » Jennifer Rickard
- » John Hendry
- » Kristy Lang
- » Dr Lorel Mayberry
- » Maree Crabbe
- » Professor Mary Lou Rasmussen
- » Nicole Lee
- » Sharron Healy
- » Professor Susanne Gannon
- » Tricia Malowney OAM
- » Trista Newitt

Organisations

- » 3whitehorses
- » Association of Heads of Independent Schools (AHISA)
- » Association of Independent Schools of NSW
- » Australian Boarding Schools Association
- » Australian Council of State School Organisations (ACSSO)
- » Australian National University
- » Australian Parents Council
- » Australian Secondary Principals' Association (ASPA)
- » Body Safety Australia
- » Catholic Care Diocese of Broken Bay
- » Central Coast Family Centre
- » Centre Against Sexual Assault Central Victoria (CASACV)
- » Curtin University
- » Deakin University
- » Education Services Australia
- » Elephant Ed
- » Gippsland Lakes Complete Health
- » It's time we talked
- » National Association for Prevention of Child abuse and Neglect (NAPCAN)
- » National Association of Services Against Sexual Violence (NASASV)
- » Northern Centre Against Sexual Assault (NCASA)
- » NSW Department of Communities and Justice
- » Our Watch
- » Parents Victoria
- » Queensland Catholic Education Commission (QCEC)
- » Relationships Australia NSW
- » Safe and Equal
- » Sexual Health and Family Planning ACT
- » SHINE SA
- » Victoria University
- » Victorian Department of Education and Training
- » Western Sydney University
- » Women's and Girls' Emergency Centre (WAGEC)
- » Women's Community Shelters
- » Women's Health Goulburn North East (WHGNE)
- » Youth Support and Advocacy Service (YSAS)

1. There were 84 additional stakeholders who did not wish to be individually named and they have not been included in the list of consultation participants.

15. Appendix B: Submitted Resources Excluded From The Stocktake

Author	Program / Resource Name	Program / Resource Description
50/50 by 2030 Foundation, University of Canberra	From Girls to Men: Social attitudes to gender equality in Australia	This is a research program.
ABC Education	Multiple resources, including Documentary – Old people's Home for 4 year Old's , and You Can't Ask That	Support resources for teachers and students K-12, not RRE specific.
Academy for SEL in schools	What is School Culture and Climate?	Youtube video on school culture and climate from a social and emotional learning perspective.
ACHPER NSW	Respectful Relationships Workshop (running first half 2022)	PD for teachers of RRE.
Amanda Keddie	Gender-transformative work	Video presentation on gender-transformative work with boys and young men.
Australian Federal Police	Think U Know	Set of fact sheets and activities for young people, parents and teachers predominantly aimed at image-based abuse. Scope of resources are K-12. Practical actionable steps. Legal-related matters.
Blue Seat Studios	James is dead	Animated video on victim-blaming.
Body Safety Australia	Imagine Me	A body-positive program run across 3-sessions over 2 weeks, for Year 7 students.
Broken Bay	PDHPE Primary Units and Teacher Resources - November 2012	Webpage with lesson plans and support materials for teachers delivering K-6 Personal Development & Health Education (PDHPE).
Butterfly Foundation	Body Kind Schools	A range of resources and training/events for schools and young people around body positivity.
BuzzFeed	The Privilege Walk	Video unpacking privilege and visualising the impact it has.
Carolyn Shields	Transformative Leadership for Social Justice	Youtube video on Transformative Leadership Theory.
Catholic Education in South Australia (CESA)	Crossways	Mandated religious education curriculum, design to support respectful relationships in the catholic context.
Catholic Education in South Australia (CESA)	Made In The Image of God	Human sexuality curriculum in the catholic context, complimentary to Keeping Safe: Child Protection Curriculum in SA.
Coburg Special Development School	Healthy Relationships Curriculum	Based on the Relationships and Sexuality Education for Students with Disability by Family Planning Victoria. Tailored curriculum for P-12.
Cool Australia	Multiple resources	Teacher resources, mindfulness resources recommended to support delivery of RRE.
Cosmic Kids	YouTube Channel	Yoga, mindfulness and relaxation for kids, aimed at K-2, and children with ADHD or on the Autism spectrum.

Cult of Pedagogy	Multiple teacher resources – blog, podcast, videos (free and pay-for)	Teacher resources, not RRE specific.
Curtin University	Graduate Certificate in Sexology	Graduate education course looking at the biological, psychological and social aspects of human sexuality.
Curtin University	Graduate Diploma in Sexology	Graduate education course looking at the biological, psychological and social aspects of human sexuality.
Curtin University	Masters in Sexology (Professional)	Masters by course-work, aimed at developing knowledge for professional practice, scholarship further learning in relation to AQF level 9 qualifications.
Curtin University	The Relationships and Sexuality Education Project	A wide variety of professional development opportunities to anyone working in Western Australian schools. This includes two-day workshops, after-school seminars, webinars, symposiums and tertiary education units.
Daniel Morcombe Foundation	Keeping Kids Safe	Series of activities and lesson plans developed in accordance with Daniel Morcombe Child Safety Curriculum. One lesson on respectful relationships in Y10-12 learning materials.
Dove Australia	Confident Me	Resources for teachers and schools aimed at 11-14 year olds, promoting adolescent body confidence.
Dr YES – Youth Education Sessions (WA)	Youth Education Sessions (Mental Health, Sexual Health and Alcohol & Other Drugs)	Dr YES sends trained volunteer medical students into metropolitan and rural high schools to have frank, open discussions on topics concerning youth health such as drugs and alcohol, sexual health and mental health.
Emerson School	Traffic light activity	Individual student activity on relationship scenarios.
Federal Government	Stop It where it starts: <ul style="list-style-type: none"> › The Excuse Interpreter › Conversation Guide › The Respect Checklist 	Various resources to support conversations with young people around respect and prevention of violence against women and children.
Five More Minutes	Multiple resources to support inclusive pedagogy	Teacher resources, not RRE specific.
Full Stop Foundation Australia	Variety of resources: <ul style="list-style-type: none"> › Information › Training › Guidelines 	Training programs aimed at young people aged 16-25, university students, educators and support staff, covering communication in intimate relationships, sexual ethics, consent and bystander strategies.
Garrison Institute	Why CARE for Teachers Matters	YouTube video testimonials on the Garrison Institutes CARE (Cultivating Awareness and Resilience in Education) retreats, and why these things matter in schools.
Illawarra Women's Health Centre	Young Women's Program	Program to build resilience and develop skills, knowledge and confidence of girls (12-16yrs) to understand and protect themselves across three critical health domains: domestic, family and sexual violence, mental health, sexual and reproductive health.
Inclusive Schools	Multiple resources to support inclusive pedagogy	Teacher resources, not RRE specific.
Jesuit Social Services	'Arm Fold' activity	Video on changing habits, using an interactive exercise / activity.
Jesuit Social Services	'Terms we use to describe men and women'	Video using practical examples to explain the difference and inequality between terms used for men and women in the society.
Jesuit Social Services	A narrative about the importance of role models and a whole community wide approach to eliminate gendered violence	Video discussing how to start a conversation about a community-based approach to eliminate gender-based violence with colleagues to amplify this concept.

Jesuit Social Services	Path of a boy	A story-based infographic of the path of a boy to a man and what they notice on their journey and carry in their backpacks - how it affects them and the people around them.
Jesuit Social Services	Pink blanket	Video exploring the influence of gender norms on things like colour preference.
Jesuit Social Services	The Men's Project	Multiple resources on masculinity and The Man Box, including presentations, lessons plans, programs, survey, conversation guide, videos, articles, and worksheets.
Kids Helpline	kidshelpline.com.au	Multiple resources, including respectful relationships, targeted at Kids 5-12, Teens 13-17, Young Adults 18-25 and Parents. Also offer online and in-class sessions for schools in North QLD.
Man Up WA	Man Up – Educating male students	Peer-to-peer workshop and assembly style sessions for schools and communities on masculinity.
New York University	Let's Talk About Consent	Compilation video of 18 hours of interview footage on what consent means to NYU students and alumni.
Northern Centre Against Sexual Assault (NCASA)	Presentation – How to engage young men in conversations about consent	Information session for teachers on how to engage young men in conversations about consent.
Notebook Babies	What is a Friend?	Animated video on friendship.
One Love Foundation	OneLove - #LoveisLearned	Youtube Chanel that links to the One Love website - One Love Foundation is a national non-profit organization with the goal of ending relationship abuse.
Positivepsychology.com	The Gratitude Tree for Kids	Online resource for exploring gratitude with children. Company is based in the Netherlands, but used by schools in NSW.
R4Respect	Variety of resources: <ul style="list-style-type: none"> › Blog › Podcast › Tip Sheets (legal rights) › Video series (consent) 	Variety of resources aimed at young people for individual use, or as support materials to generate discussion amongst peers on a variety of topics including domestic violence, consent, sexting, and sex and the law.
Reading Australia	Pearl Barley & Charlie Parsley	Literacy activity for K-2, adaptable to explore positive relationships between people who appear to be very different.
Safe Schools Coalition	All of Us	All of Us is a collection of short videos and teaching activities designed by Safe Schools Coalition Australia, intended to assist students in understanding gender diversity, sexual diversity and intersex topics.
Scarleteen	Sex Education for the Real World	Multiple resources.
Sexual Assault and Family Violence Centre Victoria	Presentations	Delivered to high schools in Geelong area - content on healthy relationships, gender, violence against women, decisions we can control, and consent.
Sexual Health Quarters (S+HQ)	Moodtij	A resilience, relationships and sexual health education program for young indigenous people, aged 10-14 years. Designed to be delivered by local community members in pairs, in consultation with the Aboriginal community, at least one facilitator must be indigenous and all facilitators must complete the Moodtij Leader Training.
Sexual Health Quarters (S+HQ)	Multiple resources on sexual health, including some RRE	Aimed at community, educators and young people. Includes information sessions for young people on a range of topics including respectful relationships and consent, and community sessions on working with Aboriginal People , Young People and People with Disability .

Sexuality Education Counselling and Consultancy Agency (SECCA)	Variety of resources including: <ul style="list-style-type: none"> › Discussion cards › Information pages & brochures (safe sex, sexting) › Workshops (Boundary Setting & Protective Behaviours) › Sexuality, Relationships and Your Rights (SRAYR) book 	Internet resources for individuals, families and educators. Includes accessible image-based resources.
SHINE SA	Focus Schools Program - 10 Principles of Best Practice	One-page document outlining the principles for effectively implementing relationships and sexual health education.
Taylor & Francis Group (open access)	Building Better Schools with Evidence-based Policy: Adaptable Policy for Teachers and School Leaders	Book supporting educators in policy development.
TEDx Talks	Social justice leadership in living systems: Max Klau at TEDxHGSE	YouTube video on social justice leadership.
Telethon Kids Institute	Cyber Savvy	This Cyber Savvy curriculum is divided into four modules that address a) the legal issues surrounding the sharing of images; b) privacy and digital reputation, c) receiving and providing support when needed, and d) critical thinking in a cyber-environment.
The Centre for Contemplative Mind in Society	Towards an Embodied Social Justice: Integrating Mindfulness into Anti-Oppression Pedagogy	Webinar on how to teach social justice courses.
The Sexual Assault & Family Violence Centre, in partnership with Barwon Adolescent Taskforce, City of Greater Geelong, and Creative Geelong Inc, funded by the Victorian State Government under the Free from Violence Fund.	Breaking the Binary Code project	A primary prevention of family violence project – research led to development of 3 x zines designed to support conversations around challenging binary gender constructions; and healthy safe respectful relationships.
The SHIP	Website live but no links work.	NFP providing culturally inclusive, medically accurate, and pleasure guided sexuality education, therapy, and professional training to adults.
Trans 101	Gender Diversity Crash Course	Videos and booklet intended as a starter pack to support trans people around you.
University of Melbourne	Voices of Sexuality	Resource for pre-service teachers, and potentially parents. Designed to be culturally and linguistically diverse, and cater to diverse cohorts including indigenous, gender and sexually diverse, people with a disability.
Victoria Legal Aid	Sex, young people and the law – eLearning Module and education kit	Web-based resource for educators detailing legal rights and responsibilities of young people in relation to sex and relationships.
Waratah Special Development School	RRE Curriculum plan and individual resources: <ul style="list-style-type: none"> › My Amazing Body - picture book Creative Arts video series: <ul style="list-style-type: none"> › Asking for consent › Personal space › Playing with others › Waiting for the toilet 	Supporting resource for teachers in special development schools. Developed by Waratah SDS.

Western Australian Government, Department of Health	Variety of resources including: <ul style="list-style-type: none"> > Pamphlets (relationships, sex, etc) > Fact sheets (sex & gender, relationships, keeping safe) > Tip sheets for parents 	A variety of online information resources for young people and parents, focusing on relationships, sex, gender and communication.
Western University, Canada	Cycling through consent	Animated video on consent.
Yeah	Website currently under construction.	
YWCA Canberra	Relationship Things	Community resource – unable to access.
YWCA Canberra	Relationship Things online	Online resource (blog) aimed at young people.
Zones of Regulation	Mix of free and pay-for resources	American-based social and emotional learning framework and pathway to regulation.

Cost-based resources:

Author	Program / Resource Name	Program / Resource Description
Anglicare Victoria	St Luke's Innovative Resources	Card sets, stickers, books and picture books that can be used to elicit conversations about feelings, hopes, strengths, relationships, values, stories, thoughts, reflections. Pre-K to 12.
Elephant Ed	Sex Education for young people by young people	Third party provider of RRE to students, teacher PD and parent seminars.
Liz Walker	Multiple resources relating to porn	Variety of resources for parents, educators including presentations, workshops, PD and consultancy. Some free resources for parents (e.g. blog).
Sex Ed Rescue	Variety of resources for parents	Information and resources to support parents in talking to their children about sex. There is one free 5-part course parents can sign up to which is captured in the main report.
Sexual Health and Family Planning ACT	Multiple courses	Teacher PD for teaching RRE from K-12 to children and young people with a disability. Includes SoSAFE! – a set of visual and conceptual tools for educators working with people with an intellectual disability (in the moderate to severe range) and on the Autism Spectrum. Training is required to gain access to the SoSAFE! Tools.
Talk Revolution	Multiple online resources, including PD sessions for educators and videos relating to RRE	PD topics include: Consent and sex talk, gender-based violence talk. Video topics include: catcalling, pansexuality, consent (2 parts).
True – Relationships & Reproductive Health	Multiple resources for teachers & parents, relevant to RRE: The 'All School' Program , Relationship Ready Parent Carer Program , Keep Me Safe Program	Comprehensive sexuality education, mapped to the Australian Curriculum. Available in QLD for Prep – 12, and a tailored program for students with disability. Some free supporting resources, primarily for parents.
Your Choicez	Sexuality and Relationship Education for Teens	Variety of values-based school seminars and online courses for students, parents and teachers. Some free supporting resources, primarily for parents (e.g. blog).
YWCA Canberra	Respect, Communicate, Choose program	Respectful relationship program for 8-12 year olds.

Community of Practices:

Author	Program / Resource Name	Program / Resource Description
Sexual Health Quarters (S+HQ)	SHARE Forum	Community of practice for people who work with young people around sexual health.
Women's Health in the South East (WHISE) and the Victorian Department of Education and Training	Critical Friends Network	A network of professionals. Was created to train professionals in councils and community organisations, to be a critical friend to schools and support them to embed a whole of organisation approach to the promotion of gender equity.

Early Childhood:

Author	Program / Resource Name	Program / Resource Description
Safe & Equal	Early Childhood: Tools to support early childhood education	Part of the suite of resources, detailed in the main report, developed for schools, educators and the broader community sector.
South Australian Government	Keeping Safe: Child Protection Curriculum	Part of the full Keeping Safe: Child Protection Curriculum suite detailed in the main report. This resource is aimed at children aged 3 to 5.
Tasmanian Government	Respectful Relationships Early Years Teaching and Learning Package	Part of the full Respectful Relationship Education suite detailed in the main report. This resource is aimed at children from birth to kindergarten.

16. Appendix C: Resources Identified In The National Stocktake

16.1 RRE focused on preventing gender-based violence

Organisation	Resource / Program Name	Description	Jurisdiction
Australian Government	The Good Society	<p>Primary prevention initiative providing teaching and learning resources that can be delivered in the classroom by teachers or explored by students at their own pace.</p> <p>The Good Society is part of the Australian Government's Respect Matters program to support respectful relationships education in all Australian schools. It is an engaging, flexible, online compendium of resources aligned to the Australian Curriculum that helps students develop safe, healthy and respectful relationships.</p> <p>The ACARA website provides a curriculum connection to demonstrate to educators where the resources fit into Australian Curriculum.</p>	National
Briony O'Keeffe, Fitzroy High School feminist collective	Fightback: Addressing everyday sexism in Australian schools	<p>Consists of three Units of work, each containing 5-10 lessons:</p> <ul style="list-style-type: none"> • Unit 1: Introduction to gender inequality • Unit 2: Understanding objectification • Unit 3: The use of sexist language <p>The units can be taught independently or in sequence. The individual lessons within each unit can also be taught consecutively or (in most cases) independently of each other. Each lesson can be run as a 90-minute class, two 45-minute classes, or can be broken down into smaller units of time, depending on the context of the teaching environment. The resource may be integrated into existing education programs, particularly those addressing health and sexuality, personal development or life skills.</p>	Victoria
Briony O'Keeffe with funding from the Dugdale Trust	Rosie in the Classroom	<p>Lesson plans for years 7-10, includes lesson plans, activities and videos. There is a corresponding video to each of the seven x Lesson Plan topics:</p> <ul style="list-style-type: none"> • Is your relationship healthy? • Let's talk about friendship • The art of Sexting, • Real bright ideas: Long Street Coffee • Real bright ideas: Dance • Stress Less: Yoga • Stress Less: Meditation <p>A range of supporting resources are also provided including articles and blog posts.</p>	National

CASA House Melbourne	Sexual Assault Prevention Program in Secondary Schools (SAPPS) (2009)	The program utilised a whole-of-school approach to the prevention of sexual assault, ran over three years, and included staff development, train the trainer sessions, student workshops, policy review and a comprehensive evaluation. It addressed a range of social norms relating to violence against women and promoted cultural shifts towards respect and equality. Extensive resources to support facilitation, session plans and notes to guide activities were developed by CASA House, and a schedule of session plans tailored by The SAFV Centre, to meet availability and schedule of classes across year 9 and 10 in participating schools. Across the program six sessions were delivered covering a number of topics such as definitions and issues, consent, communication, impacts of sexual assault, respectful relationships, and bystander action.	Victoria
Maree Crabbe, It's Time we Talked	It's Time we Talked	Comprehensive website and suit of resources focused on pornography, sexuality and violence prevention. There is a mixture of free and paid-for resources available via the website, including facilitator manuals, teaching & learning materials, staff PD, and parent resources.	National
National Association for Prevention of Child abuse and Neglect (NAPCAN)	Love Bites (15-17 years) & Love Bites Junior (11-14 years)	Both programs are respectful relationships programs, with a whole-of-school approach ethos. Trauma-informed training is available nationally for educators and is a requirement for access to and delivery of the Love Bites and Love Bites Junior programs. This is a cost-based resource.	National
New South Wales Government	Child Protection and Respectful Relationships Education: Teaching and learning resources	All units of work and support resources across Early Stage 1 to Stage 5 (K-10) are considered 'optional guides' and must be approved for use by individual school Principals: The units at each stage include: • Early Stage 1: Keeping Myself Safe • Stage 1: Staying Safe, Strengths and Strategies for Safety • Stage 2: My Right to be Safe, Standing up for the Rights of Myself and Others • Stage 3: Safe and Unsafe Relationships, Power to Protect • Stage 4: Establishing and maintaining respectful relationships online and offline, using my personal power positively • Stage 5: Setting and respecting boundaries in relationships. The impact of power and identity on relationships	New South Wales
New South Wales Government	Child Protection and Respectful Relationships Education: Life Ready Course	Students in years 11 and 12 undertake a 25 hour mandatory 'Life Ready' course designed to extend learning on respectful relationships, protective strategies, power, abuse and violence. Skill development is focused on: • Communication and interpersonal skills • Decision-making, problem solving and critical thinking, and • Coping, transition and self-management	Information not available to this review
Queensland Government	Respectful Relationships Education Program (RREP)	RREP is a primary prevention program embedded in health and wellbeing education for P-10 and designed to be delivered through pastoral care programs for years 11 and 12. The learning and teaching resources for the RREP is available to state schools via the Learning Place, and non-state schools via Scootle. The resources are designed to be practical and encourage the use of social and emotional learning pedagogy. The resources include program guidelines, teaching overviews and resources for each year level. The curriculum for this program is currently being reviewed and redeveloped.	Queensland

R4Respect	R4Respect	<p>Youth-led organisation delivering respectful relationship workshops developed from ANROWS research. Topics covered in the presentations include respectful relationships, controlling / coercive behaviour, domestic violence, consent, sexual assault, sexting, gender stereotypes and toxic masculinity. They also run a separate workshop called Men4Respect aimed at young men.</p>	Queensland
Tasmanian Government	Respectful Relationships Education: Teaching and Learning Package	<p>A set of practical modules for birth to year 12, linked to the Early Years Learning Framework, Health and Physical Education and general capabilities of the Australian Curriculum. The resources are broken up into three junctures of schooling – Early Years (see Appendix B), Foundation to Year 6 and Years 7 to 12.</p> <p>Modules can be used in whole or part and are designed to support developmentally appropriate learning about gender stereotypes and roles, keeping safe, respectful relationships, and who to seek help from when you feel unsafe.</p> <p>This RRE resource is designed to be delivered in alignment with the following inclusive practice policies:</p> <ul style="list-style-type: none"> • Respectful Schools, Respectful Behaviour: Building inclusive practice in schools • Guide for Inclusive Practice • Guidelines for Inclusive Language • Guidelines for Supporting Sexual and Gender diversity in Schools and Colleges 	Tasmania
Western Australian Government	<p>RELATE: Respectful Relationships Education Program</p> <p>This program comprises the following resources:</p> <ul style="list-style-type: none"> • RELATE: Respectful relationships program – Stage 1 • RELATE: Respectful relationships program – Stage 2 • RELATE: Respectful relationships program – Stage 3 	<p>RELATE is a 3-stage respectful relationships program for secondary school students. Each stage adopts a scaffold learning approach that progressively builds students' knowledge and skills.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Gender stereotypes and expectations • Respectful relationship qualities • Non-consensual image sharing • Decision making frameworks • Communication techniques • Sexual consent and sexual assault • Help seeking and • Critical analysis <p>The program draws on an adapted version of the 12 principles of best practice for relationships and sexual health education developed by SHINE SA and the WA Health Promoting Schools Framework.</p>	Western Australia
White Ribbon Australia	Breaking the Silence	<p>Breaking the Silence builds on existing initiatives to strengthen a culture of respect and equality at all levels of the school community – through curriculum, role modelling from staff, policies and procedures, domestic violence education programs and strengthened family and community partnerships.</p> <p>The program consists of two key workshops. Schools are awarded the status of a 'White Ribbon School' on completion of Workshop 1, which includes the development of a whole-of-school-community Breaking the Silence plan. This is a cost-based resource.</p>	National

<p>Victorian Government</p>	<p>Resilience, Rights and Respectful Relationships (RRRR)</p>	<p>The RRRR learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education:</p> <ul style="list-style-type: none"> • Emotional Literacy • Personal Strength • Positive Coping • Problem Solving • Stress Management • Help Seeking • Gender and Identity • Positive Gender Relationships <p>The resource can be delivered standalone, or in conjunction with other materials as part of a comprehensive health program.</p> <p>The RRRR program uses social and emotional learning as a foundation for RRE with two modules at each year level (F-12) focused on the primary prevention of gender-based violence.</p>	<p>Victoria</p>
<p>Victorian Government</p>	<p>Building Respectful Relationships - Stepping out against gender-based violence</p>	<p>This package of resources includes a set of teaching and learning activities for delivery to students in Years 8, 9 and 10. It aims to educate young people about the impact of gender-based violence and focuses on the key themes of gender, respect, violence and power. Topics include:</p> <ul style="list-style-type: none"> • Introduction & overview • Unit 1 Gender, respect and relationships • Unit 2 The power of connection • Unit 3 Gender, power & media <p>These resources should be delivered in conjunction with Resilience, Rights and Respectful Relationships (RRRR). The content of these two packages is complementary, and when delivered together give students in Years 8-10 comprehensive skills and knowledge around help seeking, problem solving, emotional literacy, as well as gender, power and respect. These are delivered in single gender and mixed gender groups.</p> <p>The curriculum for this program is currently being reviewed and redeveloped.</p>	<p>Victoria</p>

16.2 Relationships and sexuality education

Organisation	Resource / Program Name	Description	Jurisdiction
Australian Research Centre in Sex, Health and Society (ARCSHS), La Trobe University	The Practical Guide to Love, Sex and Relationships	<p>A teaching resource for Years 7 to 10 including sequentially organised, age-appropriate lesson plans, fun videos to use with students, videos of teaching tips with the principal author and links to the Australian Curriculum – Health and Physical Education.</p> <p>Lesson plans include, but are not limited to:</p> <ul style="list-style-type: none"> • The truth about desire (Years 9-10), • What's OK and what's not OK (sexual harassment) (Years 7-8) • How to get to know someone (Years 7-8) • Porn, what you should know (Years 8 up) • Rollercoaster – love, sex & relationships (Years 9-10) 	National
Body Safety Australia	Unique You Relationship and Sexuality Education	<p>Unique You Relationship and Sexuality Education offers school programs for F-10. This program also works closely with parents, carers and educators as they support young people in maintaining bodily autonomy and developing healthy attitudes towards sex and relationships. All of the classes, workshops and speaking engagements are inclusive of same-sex attracted and gender-diverse youth and their families. They are also inclusive of young people from various family structures.</p>	National
Body Safety Australia	Naked Truths	<p>The Naked Truth is about creating and maintaining respectful relationships online. Workshops cover topics such as nudes, porn, trolling and grooming. This program will cover:</p> <ul style="list-style-type: none"> • Respectful relationships in social media • Healthy boundaries in exploring and expressing sexuality online • Challenging misinformation about sex and relationships • Responsible use of technology and social media • The role of age and gender related to power imbalances • The law: Children's rights and responsibilities 	National
Sexual Health Vic (formerly Family Planning Victoria)	Relationships and Sexuality Education - Family Planning Victoria	<p>Family Planning Victoria has developed a comprehensive approach to relationships and sexuality education for the community, specialising in educating youth, teachers, parents, carers and youth & disability support workers.</p> <p>Resources include classroom sessions, resources for teachers and parents/carers, podcasts, sexual health app, training for youth and community workers, fact sheets and cognitive disability education support. Resources to support existing school curriculums - these resources are designed to encourage confident and respectful conversations. They offer a mixture of free and pay-for resources.</p>	Victoria
SHINE SA	Focus Schools Program - Year 7 Teacher Resource 2021	<p>The purpose of Relationships and Sexual Health Education is to empower young people to make informed, safe, responsible, and healthy decisions through the acquisition of knowledge, the development of lifelong skills, and the exploration of values.</p>	South Australia - SHINE SA have an MOU with the South Australian Department of Education to support the delivery of this program in schools.

SHINE SA	Teach it like it is	<p>Comprehensive relationships and sexuality education for K-12, including specialised resources for students with a disability, inclusive education and Aboriginal students. SHINE SA offer a range of additional resources and training to schools who sign up to their 'Focussed School Program' which are only accessible by educators who have completed the professional development to deliver the curriculum.</p> <p>The project team are aware an Indigenous version of this program exists but it was not available for this review.</p>	South Australia - SHINE SA have an MOU with the South Australian Department of Education to support the delivery of this program in schools.
Victorian Government	Catching On Early	<p>This resource, aligned to the Victorian Curriculum, includes a set of evidence-based activities to support delivery of the compulsory sexuality education for students in Years F-6.</p> <p>Curriculum resource with advice to help primary schools teach the sexuality education components of AusVELS Foundation to Level 6 in the Health and Physical Education and Interpersonal Development domains.</p>	Victoria
Victorian Government	Catching On Later	<p>Document resource that includes a set of evidence-based activities to support delivery of sexuality education for students in Years 7-10. It is intended for delivery in the classroom.</p> <p>Sequential curriculum resource with advice and activities to teach sexuality education to Years 7-10 - this resource includes a set of evidence-based learning activities around key topics for adolescents such as body issues, sexual health, and relationships including gender and sexual diversity and gender-based violence.</p> <p>This resource was originally developed in collaboration with the Victorian Government <i>Building Respectful Relationships - Stepping out against gender-based violence</i>.</p>	Victoria

16.3 Social and emotional learning

Organisation	Resource / Program Name	Description	Jurisdiction
Body Safety Australia	Over the Rainbow	Over the Rainbow is an LGBTIQ+ diversity and inclusion program for students from Foundation to Year 12. Over the Rainbow will take students on a journey of understanding, empathy and empowerment. Facilitators spend time creating a space for safe conversations. Students can ask anonymous questions throughout the session. Discusses what it means to identify as part of the LGBTIQ+ community and how best to create an inclusive environment.	National
eSafety Commission	The YeS Project	<p>The YeS Project is a workshop-based digital and social health program that encourages young people to act as positive leaders and supportive friends in all their social spaces, especially online.</p> <p>The YeS Project moves through three themes:</p> <ul style="list-style-type: none"> • ME – students reflect on their own digital and social practices • YOU – students focus on their interactions and support with friends and peers, including how to provide informed advice • WE – students explore and plan for improvements to online safety practices and cultures within their schools and communities. <p>The YeS Project mirrors other health education programs that use an ethics framework to support young people caring for themselves, their peers and their worlds, and links to the Health and Physical Education, Personal and Social Capability and Ethical Understanding areas for Years 9 and 10 within the Australian Curriculum.</p>	National
Northern Territory Government	Northern Territory Social and Emotional Learning	<p>This guide identifies where the activities can be taught alongside the Victorian Government's Resilience, Rights and Respectful Relationships learning materials (RRRR).</p> <p>Developed in conjunction with Indigenous Education Strategy, the resources are divided into Early Years (P-2), Primary Years (3-6), Middle Years (7-9) and Senior Years (10-12).</p> <p>Each supplementary resource provides a table mapping the SEL activities with the relevant RRRR topic/s by year level.</p>	Northern Territory

16.4 Personal safety

Organisation	Resource / Program Name	Description	Jurisdiction
Body Safety Australia	Our Body Safety Superstars	Our Body Safety Superstars program for early learning and primary school children is designed to empower and educate children to understand and communicate their right to bodily autonomy. For each year level, the programs have ten age-appropriate learning objectives. As the year level increases, so does the scope and depth at which each topic is tackled. Every class is delivered by engaging the children with games, stories, activities, group work and guided discussions.	National

Catholic Education, Diocese of Wollongong (CEDoW)	CEDoW Life to the Full: A framework for Respectful Relationships, Child Safety & Human Sexuality in a Catholic Context	<p>Through this school-based activity and the culture of CEDoW schools, young people explore the Catholic vocation to love responsibly, to live life whole-heartedly, to enable self and others to flourish and have life to the full.</p> <p>This framework aims to provide a shared, consistent and supported position and approach in relation to Respectful Relationships, Child Safety and Human Sexuality education and promoting safe and respectful school cultures across our CEDoW schools.</p>	New South Wales
South Australian Government	Keeping Safe: Child Protection Curriculum (KS:CPC)	<p>The KS:CPC is a child safety and respectful relationships curriculum, designed to be delivered to children and young people from age 3 to year 12. Educators are required to undertake one day of mandatory training in order to gain access to the learning and teaching materials. There is also an online update course available for staff who completed their training prior to September 2021 to cover the changes resulting from the curriculum update released in 2021 which now includes additional information on consent and online safety. A summary of changes can be found on the South Australian Government website.</p> <p>The curriculum is divided into Early Years (Pre-school - see Appendix B), Early Years (P-2), Primary Years (3-5), Middle Years (6-9), Senior Years (10-12). Additionally resources include support materials for culturally and linguistically diverse backgrounds, disability and additional needs, and Aboriginal children and young people.</p>	The KS:CPC is used both nationally by 14 Australian sectors and 2 individual schools, in South Australia, Northern Territory, Queensland, Victoria and Western Australia, and internationally in 47 schools globally.

16.5 Teacher support resources and professional development

Organisation	Resource / Program Name	Description	Jurisdiction
Australian Capital Territory Government	Respectful Relationships Education – Resources webpage	<p>This web-based resource provides information on what respectful relationship education is and links to a variety of resources schools can use to incorporate this into their Social and Emotional Learning programs. ACT specific teaching and learning resources do not currently exist*, however they link to the Tasmanian, Victorian and Queensland Government respectful relationship education resources.</p> <p>*A roundtable event in July 2021 brought together stakeholders to discuss the future of respectful relationships education in the ACT. No firm actions were detailed, but further stakeholder engagement is expected.</p>	National
Australian Government	Respect Matters for teachers hosted on the Student Wellbeing hub	<p>A self-paced online professional learning course for teachers delivering Respect Matters materials, that comprises of the following six modules:</p> <ul style="list-style-type: none"> • Introduction • Choosing content • Respect Matters • Teaching strategies • Specific challenges • Specific cohorts • Beyond your classroom 	National

Australian Government	Respect Matters curriculum connection	The Respect Matters curriculum connection shows teachers how content from the Australian Curriculum Version 8.4 can be organised to deliver RRE. It groups RRE into the following 4 dimensions and provides links to learning areas and content descriptions: <ul style="list-style-type: none"> • Understanding and respecting ourselves and one another • Developing effective relationship skills • Identifying and evaluating options • Taking respectful action 	National
Body Safety Australia	Gender Glorious	Professional learning workshop (either two-hour or full day) for staff from Early Learning to Year 12. Through this professional learning workshop educators and support staff will learn how to: <ul style="list-style-type: none"> • Articulate the difference between 'sex', 'sexuality', 'gender' and 'gender expression' • Support the needs of those who identify as LGBTIQ+ • Identify current social and legislative changes affecting the community and workplaces • Use inclusive language, including pronouns and partners • Review the gender equity of their physical environment • Review policies, processes and paperwork • Be a better ally 	National
Domestic Violence Resource Centre Victoria (DVRVCV)	RRE Workforce Training Modules	Five training modules including a slide pack and detailed facilitator's guide: <ul style="list-style-type: none"> • Module 1 – Gender and Identity • Module 2 – Gender and Violence • Module 3 – Leadership and Commitment • Module 4 – Managing Change and Resistance • Module 5 – Intersectionality <p>The modules are suitable for practitioners whose role requires them to deliver or support the implementation of Respectful Relationships Curriculum into schools across Victoria and who have previously completed training in prevention of violence against women (PVAW) or have some experience in this content.</p> <p>Developed in relation to Victorian Government Resilience Rights Respectful Relationships curriculum.</p>	Victoria
New South Wales Government	Child Protection and Respectful Relationships Education: Teaching strategies	Provides explanations and guidance on how to appropriately use the following teaching activities for delivery of RRE: Brainstorming, Positioning Activities, Question Box, Unfinished Stories, Role Play, Debriefing, Graphic Organiser, Reflective Questioning.	New South Wales
New South Wales Government	Child Protection and Respectful Relationships Education: Evidence based practice	Provides explanations and guidance on adopting a whole-of-school approach and why it's important, including details on consent education, why learning matters, a whole-of-school approach, and child protection awareness training.	New South Wales
New South Wales Government	Child Protection and Respectful Relationships Education: School-based considerations	A web-based resource for schools implementing child protection and respectful relationships education, focusing on: <ul style="list-style-type: none"> • Planning and programming support • Selecting teaching and learning activities and resources • External providers • Communication with school community 	New South Wales

Our Watch	Respectful Relationships Education Toolkit	This toolkit aims to support schools in the delivery of RRE. The Toolkit is structured according to the respectful relationships education annual cycle with six key steps. In addition to the key steps there is an overview section, which provides the broader context for this work, and two lists of curriculum resources to assist in the delivery of Respectful relationships education. Each section of the toolkit contains further information, templates, resources and guidance based on a participatory curriculum design.	National
Our Watch	The Line	The Line is an award-winning campaign by the National body for prevention of violence against women and children – Our Watch. It provides a suite of resources including articles, quizzes, clips and interviews with and for young people aged 14+. Topics covered include dating, relationships, masculinity, sex, emotions and individuality.	National
Reach Out	Reachout.com	Suite of resources for students, parents and schools, including articles, videos and community forums on a variety of topics, including respectful relationships, sex, sexuality, friendships, gender and bullying.	National
Safe and Equal (formerly Domestic Violence Victoria and Domestic Violence Resource Centre Victoria)	Safe & Equal webpage provides a suite of resources including: <ul style="list-style-type: none"> • Respectful Relationships in Victoria: Setting the Scene • Relationships in Victoria: Engaging with parents and the wider school community • Respectful Relationships in Victoria: Embedding student voice • Respectful Relationships in Victoria: Responding to Disclosures in Prevention Settings • Respectful Relationships in Victoria: Unpacking Resistance 	A suite of online resources developed for schools, educators and the broader community sector to support a whole-of-school approach and the delivery of respectful relationships education. This website features expert panel discussions, posters and tip sheets for RRE educators. Safe and equal also offers primary prevention professional learning and communities of practice and hosts the Partners in Prevention (PiP) network.	Victoria
Sexuality Education Counselling and Consultancy Agency (SECCA)	Sexuality and relationships teaching resources App	Set of resources for educators and other practitioners working with children and adults in need of educational support (e.g. counsellors, behaviour therapists, etc). There are a range of foundational games to assess individual's understanding of relationships and sexuality concepts, as well as over 300 lesson plans that can be tailored to address specific knowledge gaps, present new concepts and support communication around learning needs.	National
Tasmanian Government	Respectful Schools Respectful Behaviour: Building inclusive practice in schools	This resource provides guidance on developing a whole-of-school approach to respectful relationships education. This includes school leadership, learning cultures and practice, and supporting ALL learners (including gender, sexuality, cultural, linguistic diversity, and individualised and supported learning). It draws on a variety of national and international evidence-based resources, including the National School Improvement Tool and the Guidelines for Inclusive Practice.	Tasmania
Tasmanian Government	Department of Education Canvas Respectful Relationships Education portal	An online portal with self-guided professional learning resources to build capacity in whole-of-school approach to delivery, understanding of family and sexual violence and identify and implement best-practice teaching methods. The portal requires a '@education.tas.edu.au' email account to access the site.	Tasmania
Tasmanian Government	2018–2021 Respectful Schools and Workplaces Framework	One-page document outlining drivers, values, priorities and outcomes for the delivery of Respectful Relationship Education in Tasmanian schools.	Tasmania

Tasmanian Government	Respectful Relationships Audit and Planning Tool	This resource has been designed to support school leadership develop, maintain and support the delivery of respectful relationship education in their schools. It's complimentary to the Respectful Schools Respectful Behaviour resource (listed above) and in accordance with the various Department of Education policies listed here: https://respectfulrelationships.education.tas.gov.au/school-leadership/	Tasmania
Victorian Government	Respectful Relationships	A web-based professional development resource that provides a resource kit, link to whole-school approach to RRE and the <i>Resilience, Rights and Respectful Relationships</i> teaching and learning materials. The materials cover eight social and emotional learning topics to support the delivery of respectful relationships content through the Victorian curriculum. These age-appropriate resources support curriculum delivery and include lesson plans and activities that help students learn and practice social skills and apply them in a positive way to learning, life and relationships.	Victoria
Victorian Government	Respectful Relationships Resources Kit	This resource kit is a guide for schools implementing the whole-of-school approach to Respectful Relationships. It provides guidance and actions for schools to apply each of the six elements (leadership and commitment, school culture and environment, professional learning, teaching and learning, community partnerships, and support for students and staff) using a five-step implementation approach: <ul style="list-style-type: none"> • Committing to action & engaging school community • Assessing where you're at • Planning and implementing • Evaluation and monitoring progress • Reviewing and reflecting on progress 	Victoria
Western Australian Government	WA Respectful Relationships Teaching Support Program	Respectful Relationships Teaching Support Program (RRTSP) is a pilot program currently being delivered (in partnership with the Western Australian Department of Education by Starick Services Inc.) in primary and secondary public schools across Western Australia. Respectful relationships programs create generational change, break the cycle of family and domestic violence and stop violence before it occurs. This program employs a whole-of-school approach and supports school staff in government schools to deliver Respectful Relationships material within the context of the curriculum. It aims to give teachers the skills to support students to build relationships characterised by non-violence, equality, mutual respect, and trust.	Western Australia
Western Australian Government	Growing and Developing Healthy Relationships website	This website, managed by the Western Australian Department of Health, provides resources for teachers delivering Relationships and Sexuality Education to K-10. This includes learning activities, teaching strategies, professional development, guidelines, and a resource repository (see section 4.1.8 for further details).	Western Australia

Women's Health Goulburn North East	Video: Building Respectful Relationships: A Whole School Approach	At a forum hosted by Women's Health Goulburn North East, Honorary A/Prof Debbie Ollis unpacks the new violence prevention curriculum Building Respectful Relationships: Stepping Out Against Gender Based Violence. Her presentation highlights why a whole-of-school approach with gender-based education is needed for more effective violence prevention.	Victoria
UNESCO	International technical guidance on sexuality education: An evidence-informed approach (revised edition)	This revised and fully updated edition of the International technical guidance on sexuality education benefits from a new review of the current evidence and reaffirms the position of sexuality education within a framework of human rights and gender equality. It promotes structured learning about sex and relationships in a manner that is positive, affirming, and centred on the best interest of the young person. By outlining the essential components of effective sexuality education programmes, the Guidance enables national authorities to design comprehensive curricula that will have a positive impact on young people's health and well-being. Like the original Guidance, this revised version is voluntary, based on research evidence and designed to support countries to implement effective sexuality education programmes adapted to their contexts.	National

16.6 Pre-service training

*Information on tertiary pre-service training was limited to publicly accessible unit outlines due to IP restrictions. A member of the project team, Honorary Associate Professor Ollis, was involved in the development of the pre-service training at Deakin University and more detailed information is provided about this resource.

Organisation	Resource / Program Name	Description	Jurisdiction
Australian Government	Respect Matters for teachers hosted on the Student Wellbeing hub	A self-paced online professional learning course for pre-teachers delivering the Respect Matters program that comprises of the following three modules: <ul style="list-style-type: none"> • Pre-service introduction • 'What and how' for pre-service teachers • Your role 	National
Curtin University	Introduction to Sexology Attitudes and Behaviours (pre-services teacher training)	Tertiary students including pre- service teacher education of study on sexuality studies for other professionals. *Based on publicly accessible unit guide.	Western Australia
Curtin University	Sexuality and Relationships Education (pre-services teacher training)	Pre- service teacher education and sexuality studies for other professional. *Based on publicly accessible unit guide.	Western Australia
Deakin University	Sexuality Education Matters (Pre-service Teacher Training)	Sexuality Education Matters is a nine-unit resource designed to support pre-service teacher education programs to prepare students to teach sexuality education in primary and secondary schools. Issues related to RRE are covered explicitly and interwoven in many of the modules. The resource has been developed, extended and modified from a compulsory unit Teaching Sexuality and Relationships Education for pre-service Health and Physical Education Teachers at Deakin University.	Victoria but available internationally

16.7 Parent/carer resources

Organisation	Resource / program name	Description	Jurisdiction
Planet Puberty	planetpuberty.com	A web-based resource for parents of children with an intellectual disability and autism. Topics covered are: <ul style="list-style-type: none"> • The body • Feeling Good • Relationships • Identity • Keeping Safe. • Resources include articles, books, factsheets, flashcards, pdfs, video and websites 	NSW based but content applicable to all.
Queensland Government	Respectful Relationships Education Program (RREP) – Parent resources	Accompanying a description learning outcomes for each year level grouping (P-2, 3-6, 7-10, 11-12) are a series of links to resources and services parents can use to reinforce and further RREP learning in the home.	Queensland
Sex Ed Rescue	Back to Basics	This online resource addresses questions such as: <ul style="list-style-type: none"> • What sex education actually is • Why parents need to talk to their kids about sex • How to get over the five most common blocks that stop parents from talking to their kids about sex • What sex education needs to include (the essentials) • How to get started with simple strategies 	Western Australia based but applicable to all
Tasmanian Government	Respectful Relationships Education Overview	Information for parents outlining why Respectful Relationships Education in Tasmanian Government Schools exists, how RRE benefits children and parents, and provides links to further information. The page includes a downloadable flyer, information and supporting materials such as videos and links to resources.	Tasmania
Tasmanian Government	Sheffield School Parent and Community Information Session	Presentation slides from a Parent and Community Information session hosted by Sheffield School. It provides information about RRE for parents/carers.	Tasmania

16.8 Digital repositories

Online Resource	Target Audience	Description
LifeStyles Educator Portal - Sex-Ed Resources https://lifestyles.com.au/educator/sign-in/	Educators – free to sign up with a school/org email	As a verified partnership between LifeStyles and La Trobe University, Melbourne, all content is backed by The Australian Research Centre in Sex, Health and Society (ARCSHS) and all that content is moderated by an experienced ARCSHS teacher and teacher trainer. The website covers the following six topics with a variety of resources provided on each topic: <ul style="list-style-type: none"> • Relationships • Sexual & Gender Diversity • Sexual Health • Reproductive Health • Online • Support

<p>Rainbow Network</p> <p>https://www.rainbownetwork.com.au</p>	<p>Educators and practitioners working with young LGBTIQ+ people.</p>	<p>Houses a variety of resources including training, PD, networking, advocacy, community of practice and research resources.</p>
<p>Respectful Relationships Education – Our Watch</p> <p>https://education.ourwatch.org.au</p>	<p>Schools and educators</p>	<p>Variety of resources including: respectful relationships education toolkit, whole-of-school approach, PD for teachers, classroom tools and resources, research.</p>
<p>Student Wellbeing Hub - Australian Government Department of Education, Skills and Employment.</p> <p>https://studentwellbeinghub.edu.au</p>	<p>Educators, parents, students</p>	<p>The Student Wellbeing Hub provides a range of resources to build safe, inclusive and connected school communities. These resources include free professional learning, webinars, the Australian Student Wellbeing Framework and a school wellbeing check survey tool as well as resources for educators, parents/carers and students.</p> <p>In the context of respectful relationships education, this site offers the following resources:</p> <ul style="list-style-type: none"> • The Good Society, an Australian Government funded online resource for teaching respectful relationships education in primary and secondary schools (see entry at 15.1 above for further information.) • Professional learning for teachers and pre-service teachers • Teacher support resources for working with Aboriginal and Torres Strait Island students, students with disability, students from culturally and linguistically diverse families, LGBTQ students and their families • Resources for parents and carers.
<p>Growing and Developing Healthy Relationships website – Resources page - Western Australian Government</p> <p>https://gdhr.wa.gov.au/resources</p>	<p>Educators</p>	<p>Part of the full Growing and Developing Healthy Relationships website detailed above (see section 4.1.5) this page provides a resource repository on a variety of topics including intimate relationships, family and domestic violence, gender and sexuality diversity, cultural and linguistically diverse and supporting children with special needs.</p>
<p>Youth Educating Peers (YEP) – Western Australian Government & YACWA</p> <p>http://theyeproject.org.au/?s=Respectful+Relationships</p>	<p>Educators, practitioners, young people</p>	<p>Provides links to a variety of respectful relationship resources.</p>

17. Appendix D: Review Design

An overview of the evaluations included in the evaluation review and their design is reported in the tables below.

17.1 Evaluations of RRE programs delivered in Australian secondary schools

Evaluation	Program	Evaluation design	Indicators	Participants
Le Brocque et al. (2014)	LOVE BiTES	Outcome evaluation with pre-post survey	<p>Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program.</p> <p>Self-reported impact of program on students' skills, beliefs and attitudes pertaining to relationships.</p> <p>Acceptance of dating violence (Dahlberg, Toal, Swahn, & Behrens, 2005; Foshee, n.d.)</p> <p>Attitudes towards male psychological dating violence scales (Price, Byers, & Team, 1999)</p> <p>Attitudes towards female psychological dating violence scales (Price et al., 1999)</p> <p>Responses to anger (Foshee, n.d.)</p> <p>Conflict resolution skills (Foshee, n.d.)</p> <p>Attitudes towards women for adolescents (Galambos & Petersen, 1985)</p>	
Le Brocque et al. (2014)	Respectful Relationships Initiative	Outcome evaluation with pre-post survey	<p>Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program.</p> <p>Self-reported impact of program on students' skills, beliefs and attitudes pertaining to relationships.</p> <p>Acceptance of dating violence (Dahlberg, Toal, Swahn, & Behrens, 2005; Foshee, n.d.)</p> <p>Responses to anger (Foshee, n.d.)</p> <p>Conflict resolution skills (Foshee, n.d.)</p>	2 schools 12 students across 2 waves
Le Brocque et al. (2014)	Promoting Respect	Outcome evaluation with pre-post survey	<p>Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program.</p> <p>Self-reported impact of program on students' skills, beliefs and attitudes pertaining to relationships.</p> <p>Acceptance of dating violence (Dahlberg, Toal, Swahn, & Behrens, 2005; Foshee, n.d.)</p> <p>Responses to anger (Foshee, n.d.)</p> <p>Conflict resolution skills (Foshee, n.d.)</p> <p>Attitudes towards male psychological dating violence scales (Price, Byers, & Team, 1999)</p> <p>Attitudes towards female psychological dating violence scales (Price et al., 1999)</p> <p>Attitudes towards women for adolescents (Galambos & Petersen, 1985)</p>	1 school 32 students across 2 waves

Le Brocque et al. (2014)	You, Me and Us	Outcome evaluation with pre-post survey * Two of these schools were private or university-based English Language Courses for adult students	Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program. Self-reported impact of program on students' skills, beliefs and attitudes pertaining to relationships. Acceptance of dating violence (Dahlberg, Toal, Swahn, & Behrens, 2005; Foshee, n.d.) Responses to anger (Foshee, n.d.) Conflict resolution skills (Foshee, n.d.)	2 schools 11 students across 2 waves
Le Brocque et al. (2014)	Kids, Family and Community	Outcome evaluation with pre-post survey	Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program. Self-reported impact of program on students' skills, beliefs and attitudes pertaining to relationships. Acceptance of dating violence (Dahlberg, Toal, Swahn, & Behrens, 2005; Foshee, n.d.) Responses to anger (Foshee, n.d.) Conflict resolution skills (Foshee, n.d.)	5 schools 72 students across 2 waves
Kearney et al. (2016)	Project: Respectful Relationships Education in Schools (RREiS) Program: Building Respectful Relationships: Stepping Out against Gender-based Violence	Outcome evaluation with pre-post surveys, focus groups, interviews and monitoring records	School culture survey (adapted from the VicHealth Gender Equity Survey) Student knowledge, attitudes and skills survey (adapted from the National Community Attitudes Survey [NCAS], Northern Bay Sexuality Education and Community Support Project survey, and the Educating Young People about Sexuality Education Survey)	19 schools 1,700 x school staff 4,000 x school students
Kedzior et al. (2021)	Relationships and Sexual Health Programme	Process evaluation Post-survey only	4-point rating scale used to measure: • Overall program satisfaction • Most useful topic Self-report survey was also used to understand students': • Helping seeking behaviours for sexual health support • Views on whether the program was respectful and inclusive of sexual and cultural diversity	29,533 students from years 8 to 10.
SHINE SA (2021)	Relationships and Sexual Health Programme	Process evaluation Post-survey only	4-point rating scale used to measure: • Overall program satisfaction • Perceived usefulness of program • Most useful topic Self-report survey was also used to understand students': • Helping seeking behaviours for sexual health support • Views on whether the program was respectful and inclusive of sexual and cultural diversity	53 schools 3,430 students from years 7 to 10

Imbesi (2008)	Sexual Assault Prevention Program for Secondary Schools (SAPPSS)	Mixed methods, including pre/post/follow-up (6mths, 1yr, 2yrs) surveys, questionnaires, focus groups, individual semi-structured interviews, informal observations	The Sex, Relationships & Sexual Assault survey (including 10 attitude-related questions adapted from the 'attitudes towards dating violence scales' developed and tested by Price Byers et al.1999)	3 schools 490 year 9-10 students
Dyson & Fox (2006)	Sexual health and relationships education (Share) Project	Mixed method evaluation that utilised a case control study design. Data collected through interviews with school staff, a workshop with project coordinators and student questionnaire.	Rating and true/false scales used to measure students': <ul style="list-style-type: none"> • Agreement with gendered stereotypes and relationship roles • Agreement with myths about sex and sexual health • Tolerance of sexual diversity Sexual health knowledge. Sexual behaviour and feelings. Confidence in, and use of, services and support about sex, sexual health and relationships. Views on whether their school environment was supportive of sexual health, sexual diversity and relationships.	2003: 375 students from years 8-10 (168 males and 207 females) 2005: 273 students from years 8-10 (131 male and 142 females)
Flood & Kendrick (2012)	LOVEBITES	13 week respectful relationships program delivered to year 7 students. LOVEBITES one day workshop delivered to year 10 students. a pre- test/post-test design, survey-matched samples	5-point rating scales used to measure students: <ul style="list-style-type: none"> • Beliefs about aggression and alternatives • Attitudes to bullying • Self-reported skills in respectful relationships • Attitudes towards domestic violence • Attitudes towards gender relations • Attitudes towards dating violence • Perceived seriousness of different types of violence • Perceptions of conflict and domestic violence 	1 school 215 students. (95 year 7 students and 115 year 10 students).
Huber Social (2001)	LOVEBITES	Outcome evaluation based on pre-post intervention design. Pre- post-program survey with students (2-4 weeks post-program), and pre-post-training survey with facilitators (6-9 months post-training)	5-point rating scale used to measure student wellbeing (details of measure used not provided in report). Student capabilities measured using a 7-point rating scale. 5-point rating scaled used to measure student need outside of the LOVEBITES program. Facilitator capabilities measured using a 7-point rating scale. Facilitator wellbeing was measured using a 7-point rating scale.	4 schools 96 Students (Baseline n = 96 & follow-up n = 63) 110 Facilitators (Baseline n = 110 & follow-up n = 13)
Struthers et al. (2019)	R4Respect	Mixed- method action research with pre-post program student survey and interviews with peer educators, teachers and NGO staff.	Survey adapted from Flood and Kendrick (2012). Five-point Likert scales were used to measure students': <ul style="list-style-type: none"> • Satisfaction with the peer education model of respectful relationships education • Understanding of acceptable/unacceptable behaviour in relationships and conflict resolution • Agreement with gendered stereotypes and rape myths A three-point rating scale used in 6 week follow up survey to assess students' use of the R4Respect information in their own lives.	2 schools, 1 NGO youth centre 86 young people aged 14-25. 2 groups of students in year 10 in QLD 2 groups of young people in Darwin 10 stakeholder interviews

17.2 Evaluations of RRE programs delivered in Australian primary schools

Evaluation	Program	Evaluation design	Indicators	Participants
Le Brocque et al. (2014)	Building Resilience (kids Connexions and My Family)	Outcome evaluation with pre-post survey	Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program. Responses to anger (Foshee, n.d.) Conflict resolution skills (Foshee, n.d.)	16 schools 417 respondents across 2 waves
Le Brocque et al. (2014)	You, Me and Us	Outcome evaluation with pre-post survey	Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program. Responses to anger (Foshee, n.d.) Conflict resolution skills (Foshee, n.d.)	4 schools 237 respondents across 2 waves
Le Brocque et al. (2014)	Kids, Family and Community	Outcome evaluation with pre/post program survey	Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program. Responses to anger (Foshee, n.d.) Conflict resolution skills (Foshee, n.d.)	2 schools 3 respondents across 2 waves
Le Brocque et al. (2014)	Respect, Communicate, Choose	Outcome evaluation with pre-post survey	Program satisfaction: The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program. Responses to anger (Foshee, n.d.) Conflict resolution skills (Foshee, n.d.)	3 schools 36 respondents across 2 waves
Le Brocque et al. (2014)	Developing and Maintaining Respectful Relationships "X-Pect Respect"	Process evaluation involving document analysis and interviews.	Process evaluation involved a document review as well as staff and teacher interviews.	Information not available
Le Brocque et al. (2014)	RESPECT	Outcome evaluation with focus Group		(limited information) Young indigenous men and women
Le Brocque et al. (2014)	Respectful Relationships	Outcome evaluation with Focus Group		1 school 131 students
Our Watch. (2021b)	Respectful relationships education to prevent gender-based violence	Process and Outcome evaluation, mixed-methods action research design with pre-post surveys, document analysis, classroom observation, interviews and focus groups.	School staff culture survey (pre/post, 18 x schools). Several of the survey questions were adapted from the Gender Equity Survey (VicHealth & La Trobe University) and the secondary school's pilot tool (Kearney et al., 2016). Professional learning evaluation survey (teachers and school leadership, 18 x schools) Building Respectful Relationships Student Survey (pre/post, 2 x case study schools) Parent survey (2 x case study schools)	18 schools 217 students 13 parents 371 school staff, teachers and leadership



