The Teachers' GDHR – ongoing improvement for our clientele!

Sexual Health and Blood-borne Virus Program
Public Health Division

John Scougall Consulting Services:
Independent external Evaluator contracted to undertake extensive Impact Evaluation study 2016.

Purpose of Impact Evaluation:

To assess how well GDHR is working for our 'partners'

(teachers/educators) and identify practical ways to strengthen it.

4 key areas investigated

1. Does GDHR add value to RSE for K - 10 students and how?

2. Teacher perceptions (as key stakeholders) of it in terms of value and quality of content.

3. Improvements needed to increase effectiveness and build educators capacity .

4. What do stakeholders aspire to see from GDHR in the future.

Guided by Cross Sector Reference Group

- Classroom Teacher (Secondary)
- A/Deputy Principal/Classroom Teacher (Primary)
- School Community Health Nurse
- Consultant Educator/Web content expert
- Academic
- Medical Researcher
- DoH staff.

Mixed Methodology approach and process

Qualitative interviews

- 8 selected users/practitioners (x 4 teachers, academics, school nurses, program managers

Case studies

- 2 sample workplace/organisational sites selected to examine practical experiences and applications of GDHR.
  - Curriculum delivery (SCSA & AISWA)
  - Essential Technical support

Methodology cont.

Program Logic Workshop – consider theories and modelling re GDHR's contribution to health outcomes.

Participants from policy & program settings (NGOs, tertiary-ed, Govt, Independent/Private sector etc.)

- Discussion and feedback on:
    - future visions for GDHR
    - rating of GDHR 's performance against tabled criteria and standards
- Presentation of a Draft RSE best practise matrix
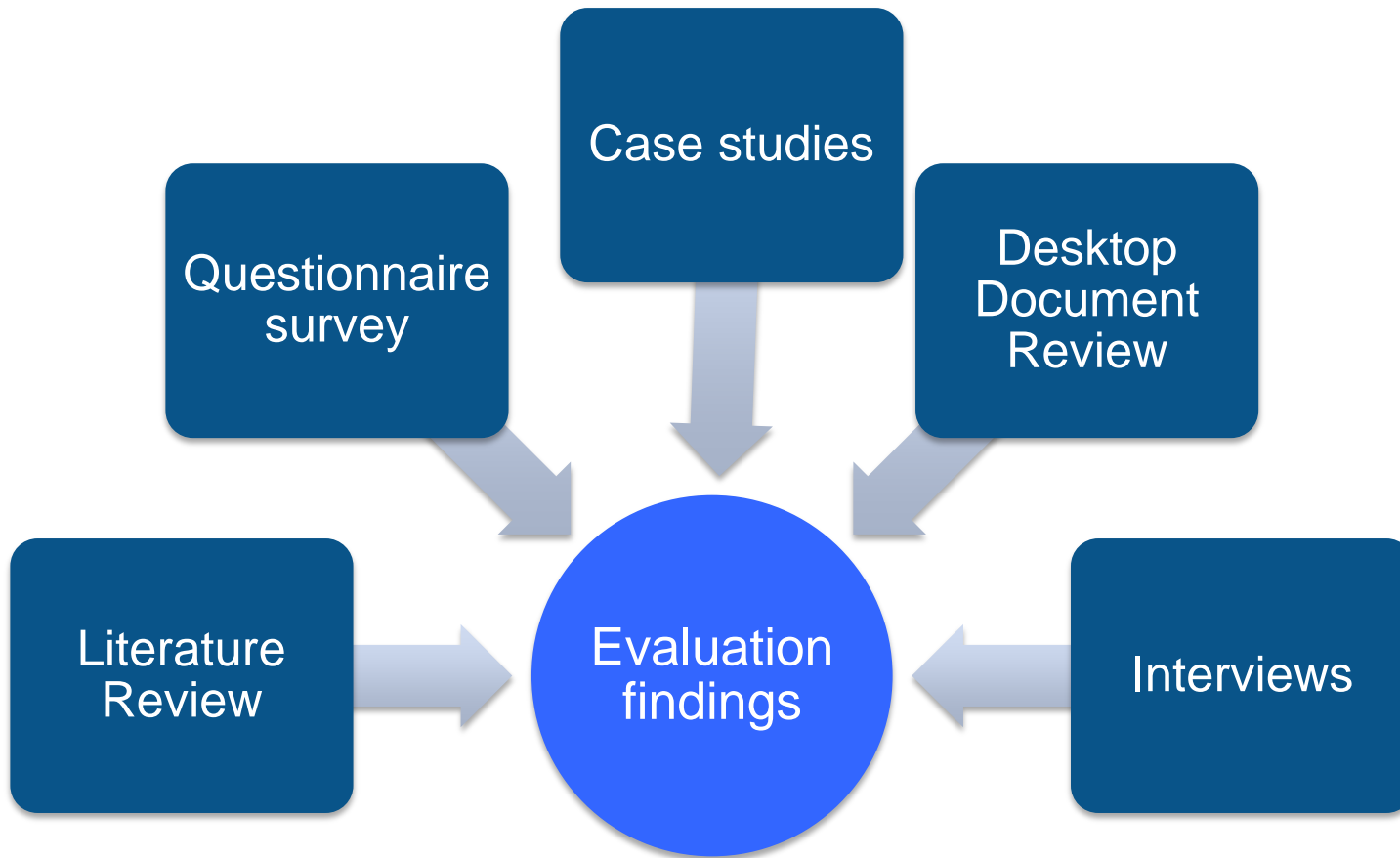
Methodology cont.

On-line survey questionnaire

- Teachers/educators contacted through direct email lists, links on websites: ACHPER, WAHPSA, SHQ and CACH school health nurses.

- 150 usable responses

Literature review

- Comprehensive review of Relationships & Sexuality Education best practice and theory

Structure of Evaluation – Sources of Data

Findings:

GDHR can equip teachers in WA schools with the capacity to deliver RSE.

Those teachers unsure about where to start teaching RSE benefit the most from GDHR.

GDHR builds capacity of Less Experienced Teachers

Provides a convenient starting point for teachers new to RSE:

- Pre-packaged
- Readily accessible & easily consumable
- Downloadable
- Time-saving

And builds confidence of apprehensive teachers.

Builds Capacity of Experienced Teachers

GDHR actually adds the most value in the classroom when delivered by experienced educators.

- Delivery is more effective when practiced over time.

- Experience builds confidence.

- Experienced teachers tend to have pre-existing trusting relationships with their class.

Some teacher perceptions:

- Seen as a useful source of practical ideas for the classroom.

- Seen to contribute to teacher knowledge, skills, understandings & confidence.

- And - most valued features:
  - curriculum alignment
  - breadth of content
  - explanatory background notes
  - content organised by school year
  - capacity to search by themed topic
  - links to other RSE resources.

However - GDHR adds most value where:

- teachers have a pre-existing relationship of empathy, trust and rapport with their class.

- teachers have access to RSE-related PD and other support.

- there is a high level of student engagement.

- there is positive reinforcement of key messages at home.

- the teacher has an interest & commitment to teaching RSE.

- the teacher is *'time poor'*.

- the teacher is new to RSE.

To access the Final Report and supporting documents – go to:
https://gdhr.wa.gov.au/impact-evaluation-report

Much more to be done!

Action Plan

IMPLEMENTATION OF RECOMENDATIONS OF THE GDHR IMPACT EVALUATION

11 highly detailed recommendations contained in Evaluation Report:

1. Make a clear statement of GDHR purpose
2. Better measure usage of the GDHR resource by target users
3. Extend quality control processes
4. Enhance the website
5. Marketing and promotion
6. Professional development
7. Governance
8. Partnership
9. Position GDHR in a broader policy context
10. Extend the portal
11. Promote good practice RSE

- Each recommendation was considered and analysed by SHBBVP in terms of current GDHR status, gaps and Program operations.

- Responding Action and Priorities Set

  - High [3 to 6 months]

  - Medium [6 to 12 months]

  - Low [12 to18 months]

Following is a selection of those relevant recommendations from the SHBBVP Action Plan of interest to teachers.

Rec 2. Better Measurement of Usage of the GDHR Resource by Target Users

- That SHBBVP monitor and report the extent of on-line use of the GDHR resource to ensure it is reaching target audience(s).

  - Evaluator gave x 4 specific proposals given re means of systematic tracking and analysis.

Rec 3. Extend Quality Control Processes

	Priority
External Advisory/Governance Group (approx. 4-6 appropriate experts and practitioners) will be established and convened twice per year to review and advise broadly on content, promotion and operation of GDHR.	High
Additional Quality Control measures will be actioned including continued communication, feedback and advice from educators re consistency with current pedagogical practice in WA schools;	Medium

Rec 4. Enhance the Website (details provided)

	Priority
Change website template to upload new learning activity structure.	
Publish new Year 7 Learning Activities with Unit theme approach and an Assessment instrument.	High
Establish 'Panel of Curriculum Writers' for GDHR .	High
Development of additional teaching-learning strategies.	High
Addition of external links supporting Protective Behaviours, abuse disclosure/reporting responsibilities.	High
Prepare new business case for submission to the SHBBVP 2018-19 Business Planning process for the development of the required new features.	High
	Low

Rec 5. Marketing and Promotion

	Priority
A Marketing Plan will be developed in association with the DoH Communications Branch incorporating those suggested strategies considered to be viable and sustainable .	Medium

Rec 6. Professional Development

SHBBVP to link teachers and other school staff directly to expanded face-to-face and on-line PD opportunities related to RSE.

	Priority
SHBBVP (GDHR) will support and assist Curtin in development of the on-line undergraduate Unit.	Medium
SHBBVP (GDHR) will work with Curtin to encourage uptake of their on-line Unit by undergraduate teaching students at Murdoch University.	Low
SHBBVP will work closely with Curtin to explore possibilities for adaption and expansion of on-line unit as a general course being made available to all teachers via GDHR.	Low

Rec 7. Governance

- As for Rec No 3.

- Establishment of External Advisory Group

- Additional Quality Control Measures – systems in place to garner communication/feedback with and from educators.

Rec 8. Partnerships pursue strategic relationships (x 7 suggested agencies)

	Priority
Marketing Plan will include focus on Partnerships recommendations.	Medium
Work Plan for Schools Team and new Schools Officer 2017/18 will address specific recommendations.	Medium
ESA syndication will be linked up post upload of new learning activities and portal update.	Medium

Rec 9. Position GDHR in a Broader Policy Context

	Priority
Future Schools Team Work and Business Planning processes will include consideration of the policy and programing context and diverse learning needs areas not currently directly addressed within GDHR: • LGBTI students, • Aboriginal students, • special needs and • culturally and linguistically diverse students.	Low

Rec 10. Extend the Portal

	Priority
Business and Budget Planning process for 2018-19 will consider proposals ideas and needs for further GDHR development.	Low

Rec 11. Promote Good Practice RSE

	Priority
A detailed analysis of Scougall's RSE Best Practice Matrix and it's ratings of GDHR will be undertaken. Those areas requiring strengthening will be acted on.	Medium
Scougall's Matrix will be presented to the RSE sector at appropriate opportunities as a valuable Benchmarking tool.	Low

Best practice in school based RSE
(J Scougall 2016) - page17, Program Logic Report

1. Content is comprehensive	2. Age appropriate	3. Delivered by trained educators	4. Informed by independent expertise	5. Commitment to continuous improvement	6. Whole-school approach	7. Inclusive of community
1.1 Content is provided across all years of schooling.	2.1 Materials are appropriately and logically sequenced from early childhood to adolescence.	3.1 Delivered by qualified teachers supported by school nurses or professional RSE service providers.	4.1 Informed by behavioural theory.	5.1 Periodic review and evaluation to identify those aspects that are working well.	6.1 Online curriculum resource is located within a broader Health Promoting Schools framework.	7.1 The development and use of RSE online curriculum support materials reflects partnership between agencies working together.
1.2 Resource imparts factual and values content, such as attitudes to areas like diversity and respectful relationships.	2.2 Resource materials align with current recommended models of curriculum support for school-based RSE educators by age.	3.2 Resource materials are made freely and easily accessible to educators.	4.2 Opportunities for input into resource development from experienced school-based RSE educators.	5.2 Materials are evidence-based.	6.2 School leadership is actively supportive of RSE.	7.2 Local communities are empowered to address and take responsibility for RSE issues, not relying wholly on external resources.
1.3 Resource provides a varied range of pedagogically sound instruction methods and tools to teach RSE.	2.3 Clear learning objectives established for each year.	3.3. Educators have opportunities to access RSE training and PD.	4.3 Resource draws on RSE research and scholarship literature.	5.3 Benchmark comparisons made with other online curriculum resources used in schools.	6.3 School has RSE policies and procedures in place.	7.3 Parents and carers have access to their own RSE resources designed to support them in informing their children.
1.4 Resource encompasses the teaching of protective behaviours and promotes harm minimisation.	2.4 Informed by current curriculum expertise and pedagogy.	3.4 Capacity building initiatives are informed by a training needs analysis.	4.4 Informed by information and communication technology and website design.	5.4 Curriculum resource is responsive to changes in the social context over time.	6.4 School ensures adequate space for RSE in a crowded curriculum.	7.4 Input into school-based RSE from parents and carers is openly encouraged.

Best practice in school based RSE cont.
(J Scougall 2016) - page17, Program Logic Report

1. Content is comprehensive	2. Age appropriate	3. Delivered by educators trained in rse	4. Informed by independent expertise	5. Commitment to continuous improvement	6. Whole-school approach	7. Inclusive of community
1.5 Resource includes activities that enable students to make informed personal and interpersonal decisions and choices.	2.5 Information about RSE resource content is available to parents/carers.	3.5 Online curriculum resource assists educators to feel both competent and comfortable when teaching RSE.	4.5 Check compliance with government policy and law.	5.5 Systematic data collection to enable judgments to be made about how well the resource is working.	6.5 Key RSE content and concepts are embedded across learning areas beyond Physical Education and Health Curriculum.	7.5 The online curriculum resource recognises, acknowledges and is respectful of diversity and difference in gender, sexual orientation, faith, culture and values.
1.6 Resource is relevant to current issues in RSE.		3.6 Curriculum standards are in place.		5.6 Opportunities to learn and share ideas with similar initiatives operating elsewhere.	6.6 Incentives are in place to encourage and motivate schools and educators to teach RSE.	7.6 Resource materials are non-judgmental and non-discriminatory.
1.7 Resource promotes access to relevant community services.		3.7 Adult learning principles are upheld.			6.7 School-based RSE educators have opportunities to link with each other as part of a community of practice.	7.7 Opportunities to enhance cultural competence of wider community, including educators.
		3.8 Sustained support available to RSE educators in the form of mentoring or coaching.			6.8 There are opportunities for student input into RSE content and process.	
		3.9 Provides clear guiding principles.			6.9 The school promotes use of the GDHR resource by teachers.	

With Thanks

From the GDHR Team