GDHR Impact Evaluation: Program Logic Workshop Report

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Government of **Western Australia**
Department of **Health**

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1. Introduction

John Scougall Consulting Services was engaged by the Sexual Health and Blood-borne Virus Program (SHBBVP) within the Communicable Diseases Control Directorate of the Department of Health WA to undertake an evaluation of the GDHR initiative. The evaluation assessed how well the GDHR online curriculum resource was working and identified practical ways in which it might be strengthened.

As part of the evaluation, a Program Logic Workshop was facilitated from 2–4pm on Thursday 21 April 2016 at Grace Vaughan House where the SHBVVP is based in Shenton Park. This appendix presents:

a. findings about the key areas of interest to the evaluation, based on information collected at the workshop;
b. a summative sense of the discussion that occurred at the workshop; and
c. the results of a rubric exercise whereby individual participants could provide their personal rating of GDHR's contribution to the achievement of RSE outcomes in WA schools.

2. Findings from the Workshop

2.1 Overview

This section of the report presents information collected at the workshop about the key areas of interest to the evaluation. The terms of reference for the evaluation identified four key areas of interest:

1. How is GDHR **adding value** to RSE of young people in WA through:

    a. building the capacity of educators from kindergarten to Year 10 (K-10)?
    b. building strategic partnerships that add value?
    c. contributing to improved health and well-being of young people?

2. How is GDHR perceived in terms of the value and **quality** of its **content** by key stakeholders?
3. What aspects of the GDHR resource could be **improved** to build capacity of educators K-10 and improve effectiveness?
4. What do stakeholders **aspire** to see as a result of GDHR in the **future**?

2.2 How GDHR adds value

Discussion at the workshop identified several ways in which GDHR adds value to the delivery of RSE in WA schools.

Firstly, it contributes to the capacity of educators to deliver RSE, primarily by helping them to know what are appropriate RSE activities for classrooms that are organised by age group from kindergarten through to the end of Year 10. Workshop participants felt it was important for teachers to know that the GDHR resource clearly aligns with school curriculum. The provision of background notes for teachers was identified as another valued feature of the GDHR resource. Furthermore, workshop participants appreciated the fact that the GDHR resource was easily accessible online by the target audience of teachers.

While GDHR is valued as a resource that can contribute to the RSE capacity of teachers in WA, it is also clear from the responses that most workshop participants think the task of building RSE teaching capacity in WA schools still has a substantial way to go.

Secondly, the level of interest displayed by agencies in attending the GDHR Program Logic Workshop indicates SHBVVP has engaged partners in the development and implementation of the GDHR resource. SHBBVP invited people who were familiar with the GDHR resource and in a position to inform the evaluation to attend the workshop. They were familiar with the key features of the resource and aspects that might be considered 'best practice' in school-based RSE.

Those present at the workshop represented a range of relevant agencies operating in the health and education sectors. Nineteen people from 11 different organisations chose to attend. They are listed below in alphabetical order organised by surname:

Barbara Elliott, Child and Adolescent Health Service, Department of Health WA;

Calandra Smith, Butler College;

Dino Manalis, School Curriculum and Standards Authority;

Dr Donna Mak, SHBBVP, Communicable Diseases Control Directorate, Department of Health WA;

Dr Jacqui Hendriks, School of Public Health, Curtin University;

Kristine Stafford, School of Isolated and Distance Education, Department of Education;

Kristen Clapé, Association of Independent Schools of Western Australia;

Lisa Bastian, SHBBVP, Communicable Diseases Control Directorate, Department of Health;

Lorraine Scorer, Department of Education;

Maryrose Baker, SHBBVP, Communicable Diseases Control Directorate, Department of Health WA;

Meagan Roberts, SHBBVP, Communicable Diseases Control Directorate, Department of Health WA;

Paul Robinson, Permeance Technologies;

Penelope Curtis, SHBBVP, Communicable Diseases Control Directorate, Department of Health WA;

Robyn Wansborough, Sexual Health Quarters;

Sally Blane, WA Health Promoting Schools Association (Inc);

Sharon McBride, Child and Adolescent Health Service, Department of Health WA;

Siobhan Cadogan, Child and Adolescent Health Service, Department of Health WA;

Trina Robinson, Permeance Technologies; and

Trisha Lee, Roseworth Primary School.

Thirdly, workshop participants discussed the pathways via which the GDHR resource might contribute to the health and well-being of school students. Amongst the group there was a shared understanding that GDHR is a health-education resource designed to build the capacity of teachers so that they in turn are enabled to educate students. Nevertheless, it was apparent that workshop participants varied in the relative emphasis they placed on desired education and/or health outcomes. This was discussion about whether the success of a resource like GDHR is ultimately measured in terms of acquired student knowledge, skills and understandings related to RSE, or primarily in terms of its contribution to improved student health and well being. The relative emphasis one chooses to place on education outcomes and/or health outcomes may reflect whether one is primarily engaged in working with the health or the education sector.

A program logic developed by the evaluator was presented for the purposes of promoting discussion about short, medium and long-term effects (refer to workshop presentation slide

16 below). It was emphasised that this is only one way in which GDHR might be envisaged as working, and that a refined alternative understanding might emerge over the course of the evaluation.

Possible GDHR Outcome Hierarchy

11. Positive societal-level change in relationships and well-being	10. Relationship and sexuality life skills are sustained beyond school thoughout the life course

8. Students acquire knowledge and positive values about relationships and sexuality from kindergarten through to Year 10 from teachers utilising GDHR resource	9. Further school-based relationships and sexuality learning opportunities for students continuing beyond Year 10

7. Schools provide opportunities and provide incentives to deliver GDHR resource materials	6. Educators choose to access the GDHR resource and motivation to utilise it in school settings

4. Schools and other educational institutions, agencies and associations promote GDHR to educators, and encourage them to use it	5. Educators have the required expertise and confidence to use GDHR

3. Appropriate dissemination and marketing of the resource to educators	2. Development of GDHR as a comprehensive online curriculm resource

1. GDHR funding and staff resources secured

2.3 Perceptions of quality and value of content

Generally, workshop participants regarded the GDHR resource as making a positive contribution to the effective teaching of RSE in WA schools. In the rubrics exercise most workshop participants identified GDHR as a "highly effective" or "valued" resource,

although one participant did rate it towards the lower end of the scale. In discussion the point was made that there are a range of quality RSE resources available to educators who may or may not choose to use the GDHR resource.

There was some discussion about what might represent best practice in the field of school-based RSE where best practice is understood as a broad statement about an ideal standard of performance. There appeared to be general acceptance of the best practice criteria presented.

There was discussion around one aspect of the criteria of best practice. The evaluator had suggested to the group that best practice RSE might be "delivered by trained educators". Differences centred on whether or not best practice required that teachers have specialist RSE training, or whether a generalist teaching qualification should suffice. In discussion it was noted that there are some teachers who had not been trained specifically in RSE, yet nevertheless do manage to teach the subject well. It was also noted that there are teachers who do have specialised training in RSE, but who may still lack the confidence to deliver it well.

There was general agreement against any mandatory requirement that teachers have specialist RSE training. Indeed, insistence on teachers having some form of specialised RSE training was seen as "setting the bar too high", potentially further restricting the already limited supply of teachers willing and able to teach RSE subject matter.

The view of those present at the workshop was that the best practice standard should be that those who teach RSE ought to have opportunities to engage in professional development to enhance their RSE teaching capacity, but such training ought not to be compulsory. Following the workshop, the best practice principles were revised to reflect this position.

2.4 Possible improvement

Workshop participants considered areas for improvement to the GDHR resource. The main issue raised was that insufficient attention has been given to the marketing and promotion of the GDHR online curriculum resource. As a consequence, too few teachers in WA know about the resource. GDHR program logic can only work where educators are engaged with the resource.

It was also stressed that a curriculum resource for teachers needs to be adaptable and flexible in order to span a diverse range of teacher needs, ranging from recent graduate teachers through to those who are very experienced in the delivery of RSE. The suggestion was that the future development of the GDHR resource be responsive to the diversity of educator needs, rather than as a generic one-size-fits-all product for teachers.

A further suggestion for improved engagement of teachers was to include case studies in the GDHR resource to illustrate how schools and teachers in WA are making good use of the GDHR resource in practice.

It was also noted that teachers are not the only ones who may contribute to the effective delivery of RSE in schools. The contribution of some school nurses and non-government agencies was also noted. The experience of one workshop participant was that most school nurses have minimal involvement with the delivery of RSE. Nevertheless, several of those present at the workshop did see scope to enhance opportunities for school nurses to become involved in support of teacher delivery of RSE content in the classroom.

2.5 Future aspirations

The terms of reference for the GDHR evaluation require that the future aspirations of stakeholders involved with the GDHR resource be ascertained. At the workshop, participants stressed the importance of growing a culture in schools that is supportive of the delivery of RSE. Discussion centred on the future prospect of GDHR becoming embedded within a broader 'whole-school' health promotion ethos. The general view expressed is that there is now growing interest in RSE within schools, albeit from a low base.

2.6 Summative conclusions

Workshop participants generally took a positive view of the GDHR resource. Specifically, it is seen as adding value to the delivery of RSE in WA schools by building the capacity of teachers to teach in this area. The involvement of SHBBVP has also added value to RSE work in schools by engaging key stakeholders with GDHR in WA. Understandings about the sequential steps involved along the causal pathways via which GDHR might contribute to improved education and health outcomes for school students appear to be shared. There were, however, some differences in the relative emphasis different individuals placed on the achievement of education and/or health outcomes. It might be inferred that a clear statement of the GDHR policy goal and objectives would contribute to greater clarity of purpose.

There were a few suggested future improvements to the GDHR resource. The main ones were recognition of the need for investment in marketing and promoting the resource, and also that educators may have a range of diverse support requirements. Greater involvement of school nurses in RSE delivery alongside teachers in the classroom may also improve quality.

The future aspiration of workshop participants for GDHR is that the resource comes to be embedded in a broader culture supportive of RSE delivery in schools. While most workshop participants believed that positive cultural change in schools in respect of RSE attitudes and practice are happening, they also indicated there is still significant room for improvement.

3. Discussion in the Workshop

3.1 Overview

This section of the report provides a sense of the flow of the discussion that occurred in the workshop. The evaluator used PowerPoint slides as a tool to facilitate workshop discussion. All of the slides used in the workshop are shown in Appendix 1.

The slide show encompassed:

1. information about the evaluation;
2. a summary description of the initiative;
3. an outcome hierarchy; and
4. assumptions implicit in how GDHR works.

Some slides attracted little comment at the workshop because they were primarily meant to inform participants about the evaluation or the workshop process. Content from slide 4 shown below is one example.

How We'll Use Our Time

Workshop Overview

- Outline the GDHR evaluation
- Brief description of GDHR resource (goal, rationale, objectives)
- Behavioural change (steps, underlying logica and assumptions, consideration of alternative pathways)
- Characteristics of recognised 'best practice' in GDHR?
- GDHR rubrics exercise
- Summation (what we learned)

The purpose of other slides, however, was to flush out understandings about GDHR held by members of the group, particularly any differences in understandings. From the outset, participants were invited to critique what was presented to them, and to share their own understandings and experiences of the GDHR resource.

Use of the slides was not meant to be prescriptive. It was stressed that the slides merely reflected the still-emerging understanding of the evaluator at the time of the workshop in respect of what GDHR was meant to do and how it was meant to operate. These understandings have subsequently morphed and been refined as a consequence of feedback received from the workshop and additional information collected over the course of the entire evaluation.

3.2 Goal of GDHR

There was discussion about what might be the goal of the GDHR resource. Two possible goal statements were considered. Initially, the evaluator proposed the following GDHR goal statement: 'To resource and equip WA teachers to deliver relationships and sexuality education in schools.' (Refer to discussion of slide 11 contents below.) This statement was designed to clearly indicate that the GDHR resource has been designed for use by teachers and to stress the intent of getting more teachers involved in the delivery of RSE in WA schools.

GDHR Goal?

To resource and equip WA teachers so they can deliver relationships and sexuality education in schools.

Assumed rationale
The problem is that WA teachers lack access to readily usable classroom materials specifically tailored to the curriculum. By filling this gap GDHR seeks to improve the capacity of educators to teach relationships and sexuality education to school students.

A participant in the workshop proposed an alternative goal statement: 'The improvement of skills and knowledge for young people in sexuality and relationships education.' The participant argued that the ultimate purpose of RSE in schools is to benefit students, not teachers, as an end in itself. Enhancing the knowledge and skills of teachers is only a short to medium-term instrumental goal. Ultimately, the long-term goal of the GDHR resource ought to be expressed in terms of contributing to positive education and/or health outcomes for students.

Workshop participants were not required to resolve what the goal of GDHR should be. The evaluator does, however, revisit this matter in the Desktop Document Review. The final report of this evaluation does recommend that SHBBVP develop and disseminate a clear goal statement for GDHR.

3.3 GDHR objectives

There was discussion about the need for a clear statement of objectives for GDHR so that progress might be rendered measurable.

The evaluator used slide 12 (refer to slide contents below) to present his understanding of what might be considered the objectives of GDHR. Participants were invited to refine, add to, and amend the stated objectives presented to them. Those present stressed that alignment between the GDHR resource and the WA school curriculum was a critical consideration.

Objectives?

1. To provide a comprehensive resource that assists teachers in planning classroom lessons and activities that address student RSE learning and personal development needs.

2. To align RSE teaching-learning resources with principles and learning outcomes set out in the comprehensive national curriculum framework.

3. To promote positive student attitudes towards relationships and sexuality, understanding that feelings, desires and sexuality are normal aspects of human relationships.

4. To assist young people in making informed relationship and sexual health decisions, and to take assertive actions over the life course.

A small but significant addition was made to Objective 2 as highlighted in blue below: 'To align RSE teaching-learning resources with principles and learning outcomes set out in national and state curriculum.' It was also suggested GDHR objectives be tied closely to the educative role of schools. In the following discussion the additional objective was posited: 'To enable students to attain age-appropriate and accurate knowledge about relationships and sexuality from a credible source.'

While workshop participants were asked for input, they were not asked to finalise what the stated objectives of GDHR should be. The evaluator does revisit this issue in Appendix 4 of the Desktop Document Review. Following the workshop, the evaluator drew on all data sources to develop a new set of GDHR objectives that might be amenable to measurement. This work builds upon and incorporates the suggestions aired at the workshop.

The Evaluation Final Report of the GDHR Impact Evaluation recommends that SHBBVP develop and share a set of agreed SMART objectives for GDHR. Work undertaken by the evaluator in this respect is purely foundational. The final decision about the objectives of GDHR rests with SHBBVP.

3.4 Target group

Slide 13 (contents displayed below) prompted some discussion at the workshop around whether the target group for the GDHR initiative is teachers or students.

Target Group

Short term: teachers (enhanced capacity to teach RSE).

Medium term: school-aged children (increased knowledge and positive attitudes)

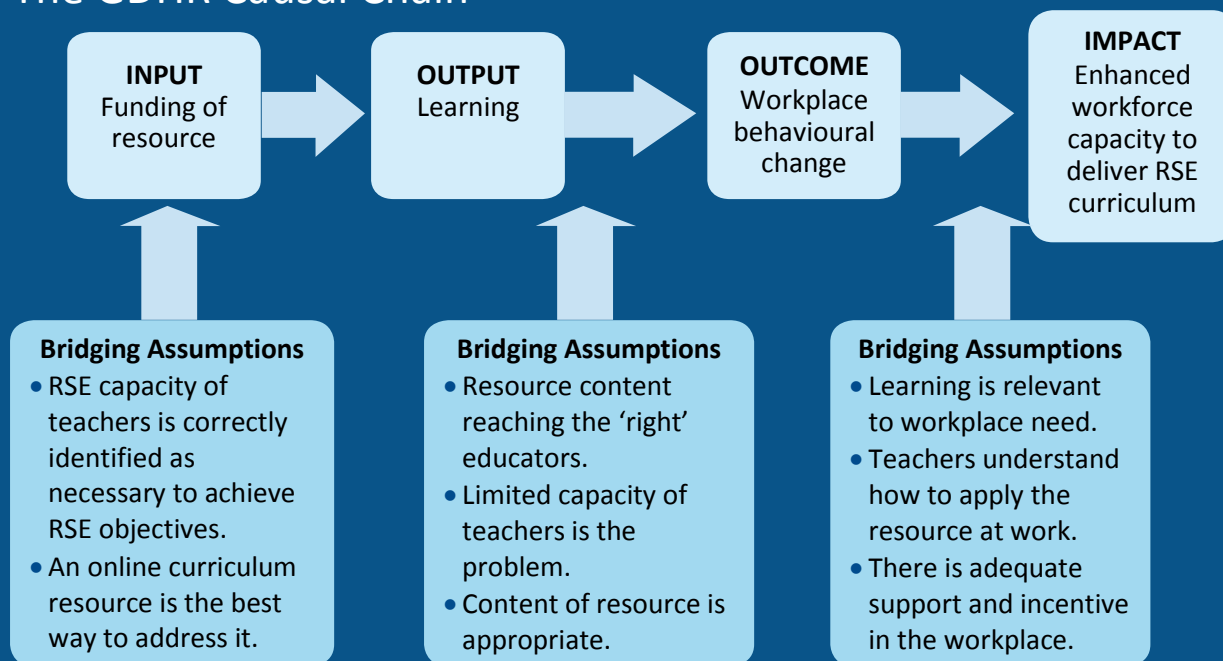**Long term**: society (population health-level change).

A participant stated that it is useful to distinguish between the identified beneficiaries of GDHR in the short, medium and long term. In the short term, it is teachers who may need to have their capacity to deliver RSE enhanced. The expectation is that teachers who utilise GDHR will have increased capacity to implement knowledge and ideas into their classroom practice. In the medium term, the expectation is that students will acquire increased knowledge and positive attitudes pertaining to relationships and sexuality. In the long term, there might be evidence of positive educational and health change for students and the broader population.

3.5 Causal chain

The evaluator stated that he would like to know how participants at the workshop understood the processes by which GDHR worked to contribute to improve health and well-being of school students in WA in the short, medium and long term.

The contents of slide 14 displayed below were presented to workshop participants as one way to conceptualise how GDHR might work. This represents the impact of the GDHR resource as a set of theoretical connections between inputs, outputs and outcomes linked together by several bridging assumptions.

The GDHR Causal Chain

INPUT Funding of resource	OUTPUT Learning	OUTCOME Workplace behavioural change	IMPACT Enhanced workforce capacity to deliver RSE curriculum

Bridging Assumptions
- RSE capacity of teachers is correctly identified as necessary to achieve RSE objectives.
- An online curriculum resource is the best way to address it.

Bridging Assumptions
- Resource content reaching the 'right' educators.
- Limited capacity of teachers is the problem.
- Content of resource is appropriate.

Bridging Assumptions
- Learning is relevant to workplace need.
- Teachers understand how to apply the resource at work.
- There is adequate support and incentive in the workplace.

A participant noted that this was a theoretical representation of how a curriculum resource like GDHR might work. The point was made that initiatives may sometimes struggle to achieve desired outcomes not because they are poorly theorised but because they are not well implemented. There can, for example, be problems related to program governance or access to the resources required for effective delivery or effective marketing.

3.6 Assumptions

Slide 15 (contents shown below) lists a number of assumptions that may be considered implicit in the operation of GDHR, at least in the evaluator's understanding. Workshop participants contributed a couple of additional assumptions they felt were missing from the slide, namely:

a. that the broader community want young people to have credible information about RSE; and

b. that children and young people themselves want to learn about RSE.

Key Assumptions

- School children need information and positive values in respect of relationships and sexuality
- Teachers are well placed to teach RSE to school-aged children
- Limited RSE capacity of teachers is correctly identified as a barrier
- An online curriculum resource is a good way to address the problem
- The content of the resource is comprehensive
- GDHR resource reaches those educators who need it most
- Resource is an appropriate curriculum fit for the workplace
- Teachers understand how to apply the resource at work in class
- There is adequate support and incentive for teachers to use the resource in the workplace
- Schools support the use of the resource.

Workshop participants understood that the engagement of students and communities with GDHR is critically important to the achievement of outcomes.

3.7 Theory of change

Earlier, in section 2.2, a hierarchy of GDHR outcomes was discussed. No one at the workshop suggested that the theory of change presented was a fundamentally flawed understanding. The general view expressed at the workshop is that GDHR is an educational resource that may contribute to educational outcomes for school students. It was acknowledged that the resource may potentially continue to contribute to changes in

knowledge, skills and attitudes beyond Year 10 over the life course, and eventually even to societal-level changes in the long term.

Nevertheless, there was a sense that stakeholders did not feel comfortable expressing GDHR outcomes in these terms. Feedback received from the workshop, and subsequently throughout the remainder of the evaluation, has resulted in a revised version of the outcome hierarchy being developed, as shown in Figure 1 below. The difference is that the final three sequential steps from slide 16 have been removed.

Figure 1: Revised GDHR outcome hierarchy

8. Students acquire knowledge and positive values about relationships and sexuality from kindergarten through to Year 10 from teachers utilising GDHR resources.
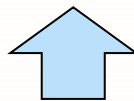
7. Schools provide opportunities and incentives to teachers to deliver GDHR resource materials.
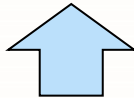
6. Educators choose to access the GDHR resource and motivation to utilise it in school settings.
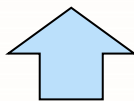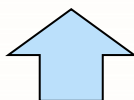
5. Educators have the required expertise and confidence to use GDHR.

4. Schools & other educational institutions, agencies and associations promote GDHR to educators and encourage them to make use of it.

3. Appropriate dissemination and marketing of the resource to educators.

2. Development of GDHR as a comprehensive online curriculum resource.

1. GDHR funding & staff resources secured.

3.8 Best practice

One of the tasks for the evaluation is to compare the GDHR resource with what might be considered recognised best practice in the field of school-based RSE. Best practice principles are understood as broad statements about an ideal standard of practice.

Slide 17 (contents shown below) posits seven characteristic features of what might be considered RSE best practice in the field of school-based RSE. In addition, the evaluator also referred workshop participants to the hardcopy matrix in Table 1 to enable them to view additional detail about each of the proposed principles of best practice. The matrix breaks each of the seven best practices into a series of descriptive sub-points.

Best practice in school-based RSE

1. **Content is comprehensive**
2. **Age-appropriate**
3. **Delivered by trained educators**
4. **Informed by independent expertise**

5. **Commitment to continuous improvement**
6. **Part of a whole-school model**
7. **Inclusive of community**

The purpose of specifying best practice is to establish an ideal RSE standard for curriculum resources like GDHR to strive towards and gauge their performance. The evaluator emphasised that it was not being suggested that any RSE curriculum resource would ever match all of the best practice performance standards outlined. Factors such as resource limitations inevitably impact performance.

Workshop participants considered what might be appropriate principles of best practice to guide the delivery of school-based RSE. Discussion was prompted by best practice criteria developed by the evaluator as part of a review of the RSE literature. In most respects workshop participants agreed that the principles developed by the evaluator provided a useful start. The changes suggested at the workshop are highlighted in blue text in Table 1, where the words '… supported by school nurses or professional RSE service providers' were added to point 3.1, and the word 'teachers' in point 3.2 was changed to 'educators'.

There was some discussion around whether or not effective delivery of RSE in schools requires only generalist teaching skills and qualifications, or whether teachers should also ideally trained specifically in RSE. One participant observed that there are some very good RSE teachers who do have specialised training in RSE. Another noted there are also teachers who have received some specialised RSE training, but who nevertheless still lack the confidence to deliver it well.

Several participants made the point that there should not be a mandatory requirement that specialised RSE training is required for those who teach RSE. A likely unintended consequence would be to further deplete the number of teachers available to take RSE classes. The general view was that it would be best practice to ensure that those who teach RSE have opportunities to engage in related forms of professional development.

There was also discussion around the role of school nurses in RSE. The GDHR resource has not been purposely designed for use by school nurses. Nevertheless, it was noted that nurses may provide valued RSE support to teachers in the classroom. Different workshop participants had different experiences in relation to the extent to which school nurses are actually involved in supporting teachers with RSE classroom delivery at present. It would appear that the situation is highly variable.

In summary, those present at the workshop were generally comfortable with the principles of best practice presented. Taking on board suggestions from the workshop, the principles of RSE best practice have been refined throughout the course of the evaluation, but the changes have not been substantial. The final version of the statement of best practice principles is presented in Appendix 2.

The evaluator stressed the importance of encouraging a broader ongoing dialogue with the health-education sector to further refine the principles developed in the course of the evaluation.

Table 1: Seven criteria of best practice in school-based RSE

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.

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.	

4. Rubrics Performance Assessment

4.1 Rubrics used in the workshop

Towards the end of the workshop the evaluator asked participants to complete a rubric exercise (refer to Appendix 1). A rubric is an assessment scale used to gauge performance against specified criteria. Rubrics are often applied in evaluation, not just to make value judgements, but also to contribute to the evidence-base about how well an initiative is working.

Each participant individually considered five rubric scales relating to the GDHR resource. Individual responses reflect their opinions, but they carry additional weight because they are the opinions of people with expertise and experience derived from being immersed within the specific context of WA school and health-education systems. All were familiar with the GDHR resource.

Eighteen of the 19 workshop participants chose to complete the rubrics exercise. This section of the GDHR Workshop Report summarises their cumulative responses. In a couple of instances, participants chose to only indicate partial agreement with a statement, indicating a preference for a position between two statements. For analytical purposes, these expressed opinions have been measured as 0.5 responses distributed across both responses.

4.2 Rubric 2: Overall assessment of GDHR resource

Participants were asked for their overall assessment of the GDHR resource. Generally they saw it as making a positive contribution to the effective teaching of RSE, and ultimately to the health and well-being of young people in WA. The bar graph in Figure 2 depicts the distribution of responses, with most respondents rating the GDHR resource as "highly effective" or "valued". One person rated the resource as "excellent", but this was counteracted by another who rated it poorly towards the lower end of the scale.

Figure 2: Overall assessment of GDHR resource
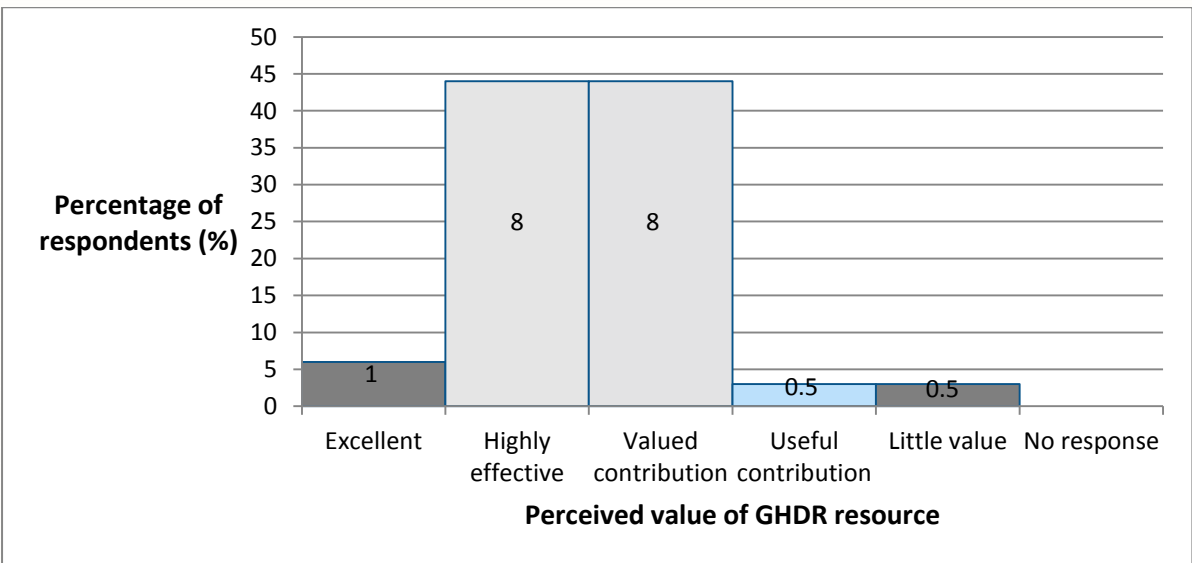
4.3 Rubric 2: Evidence-base

Those who chose to respond to this rubric about whether or not the GDHR resource is evidence based were all positioned towards the higher end of the scale. Figure 3 shows the distribution of responses. Four people agreed with a statement that the evidence-base for GDHR was "substantial", three thought it was "significant", and a further three thought it was "gradually growing". No one present at the workshop thought that the evidence-base was limited, weak or absent. However, it is significant to note that eight people chose not to respond at all, some simply writing "I don't know", "unsure", "N/A" or using a "?". This suggests that some workshop participants may have been confused about what was being asked or had not understood.

Figure 3: Supporting evidence for GHDR
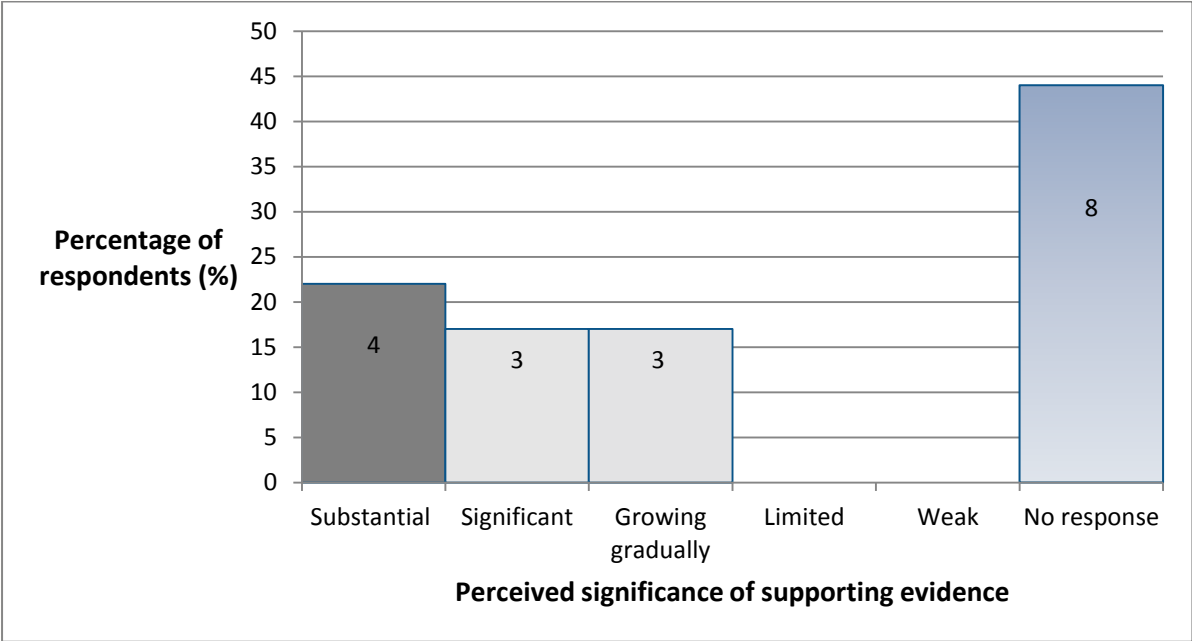
4.4 Rubric 3: Participation in RSE delivery

Seven respondents agreed with a rubric statement that the engagement of WA schools in RSE is still restricted to a relatively small group of people. This suggests there is a need to involve more teachers in RSE in WA classrooms.

Four participants chose to agree with the statement: 'More educators in WA schools are taking opportunities to become involved in relationships and sexuality education than ever before.' A further five agreed with the statement: 'Educators in WA schools are generally aware of opportunities to become involved in relationships and sexuality education if they choose to do so.' These responses suggest a positive trend towards greater teacher participation in RSE in WA schools, but off a low base.

Figure 4: Educator participation in RSE
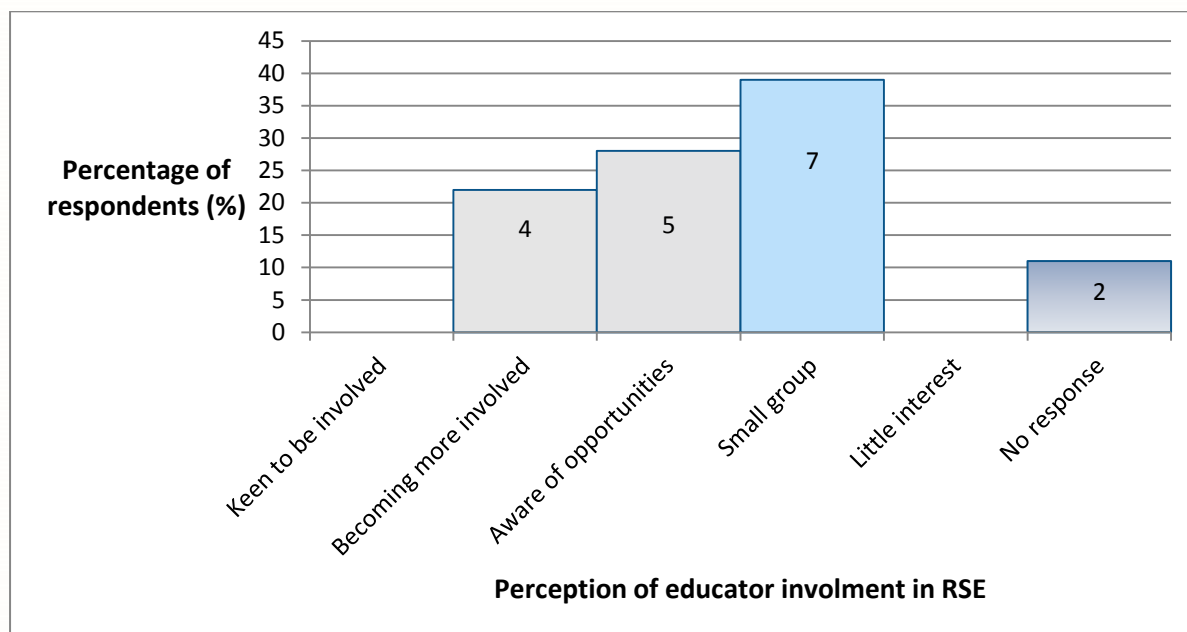
4.5 Rubric 4: Building RSE capacity of WA educators

Responses indicate that workshop participants think the task of building RSE teaching capacity in WA schools still has a substantial way to go. The bar graph in Figure 5 depicts the distribution of responses. No one felt there was substantial RSE teaching capacity, and only two respondents felt there was growing capacity. The majority of respondents (ten) felt there were opportunities to build the RSE capacity of WA educators. A further four agreed with a lower-order statement: 'For the most part, capacity to teach relationships and sexuality education in WA schools is yet to be built.'

Figure 5: Building RSE capacity of WA educators
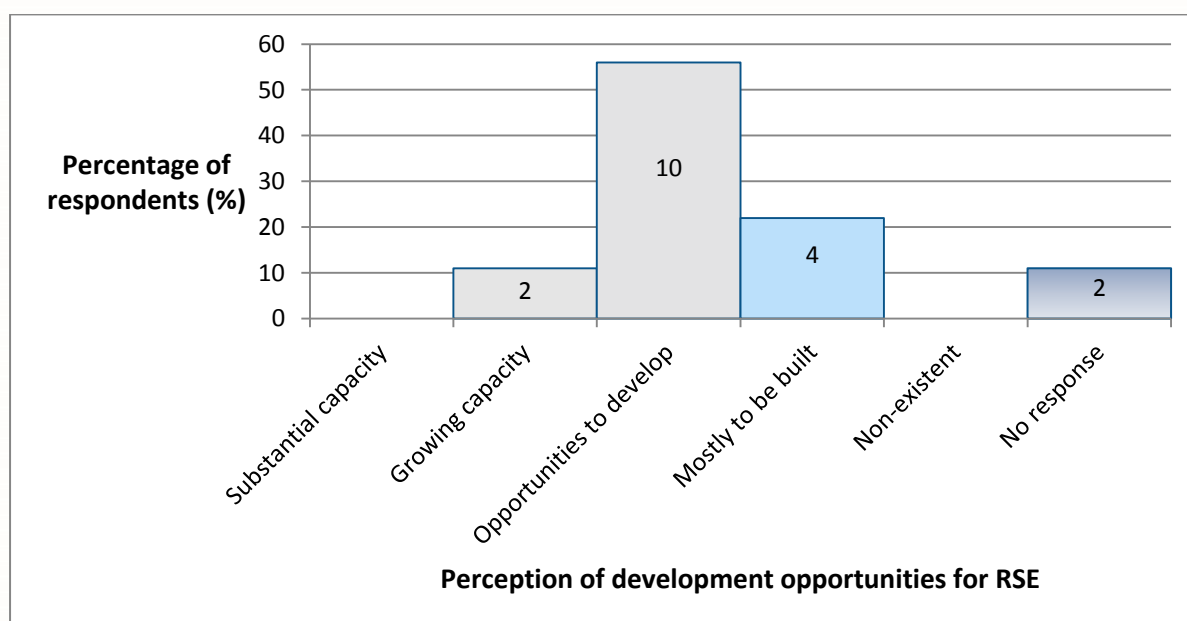
4.6 Rubric 5: Supportive school culture

The bar graph in Figure 6 depicts the distribution of workshop responses in respect of whether school culture is supportive of the use of RSE resources such as GDHR.

Ten respondents thought there was a growing level of interest in RSE amongst schools. A further four thought there was keen interest in RSE in WA schools and that it was already a priority for the sector. However, another four respondents chose to agree with the statement that suggested there was little consistent and systematic planning or action in WA schools to address RSE issues. While there may be progress towards a school culture supportive of RSE, clearly many at the workshop felt there is still a distance to travel.

Figure 6: Supportive school culture
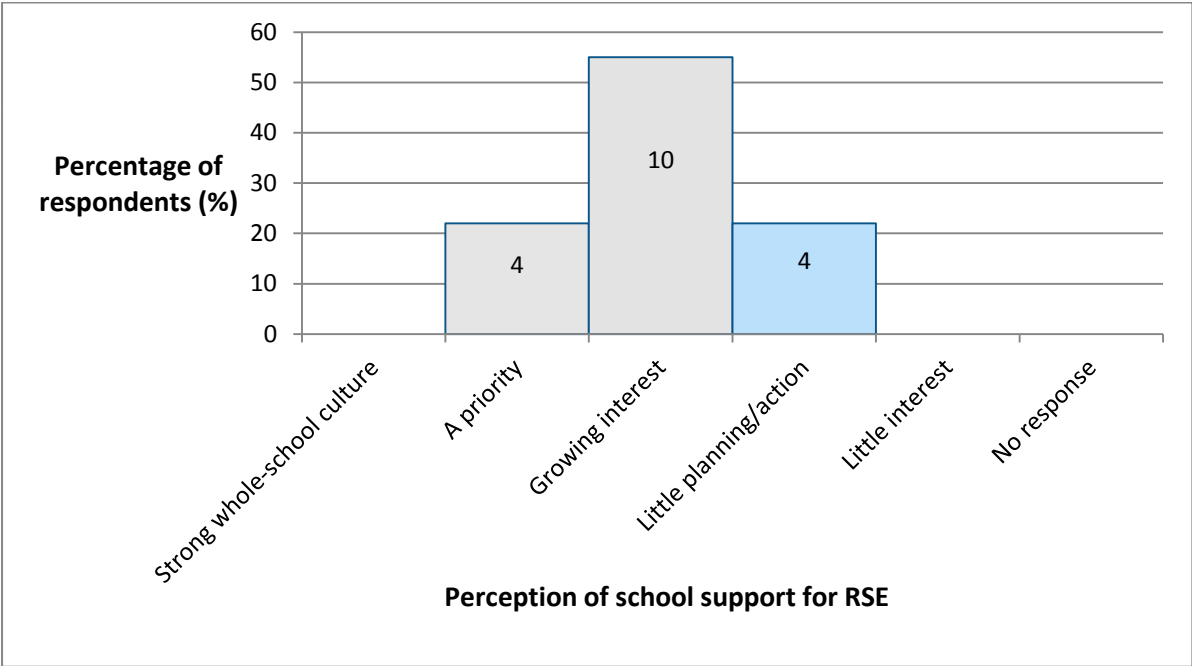
5. Concluding Comments

In summary, workshop participants generally saw GDHR as a resource that does contribute to building the capacity of teachers in WA to deliver RSE. In the longer term, the GDHR curriculum resource is regarded as having the potential to contribute to enhanced relationships and sexuality knowledge, skills and understandings amongst those students it reaches. SHBBVP has elicited the support of some partner organisations to assist the implementation of GDHR in schools.

The main area for improvement identified in the workshop was the need for greater investment in marketing and promoting the resource to teachers in WA. At present, too few teachers know about GDHR or are involved with the delivery of the resource. Discussions also suggest there may be opportunities for more school nurses to become involved in assisting teachers with RSE in the classroom, but this is yet to be demonstrated. A barrier to the roll-out of GDHR in WA is that a health promoting culture is yet to be embedded in many schools.

The value of the workshop was limited by time constraints, the large size of the group and, at the time, the limits to the knowledge and understanding of the evaluator about GDHR. Feedback received from the workshop, together with advice subsequently received from the Evaluation Reference Group, helped to develop and refine the evaluator's initial understandings about what GDHR is and how it works.

Notwithstanding some limitations, the workshop did confirm that most key stakeholders believe GDHR is an RSE resource that is making a positive contribution to the education and health of students. The workshop provided an opportunity to hear different perspectives and discuss the goal, objectives, target group and the assumptions that underpin the resource.

PURPOSE OF WORKSHOP

This workshop will unpack the theory or model of how GDHR is meant to contribute to beneficial community health outcomes in the short, medium and longer term.

Workshop participants will engage in facilitated discussion about:

- how well GDHR is working
- how GDHR is meant to work.

MY ROLE

John Scougall has been contracted by the Department of Health to undertake an Impact Evaluation of GDHR. This workshop is an important component of the evaluation.

HOW WE'LL USE OUR TIME

Workshop Overview

- Outline the GDHR evaluation
- Brief Description of GDHR resource (goal, rationale, objectives)
- Behavioural Change (steps, underlying logic and assumptions, consideration of alternative pathways)
- Characteristics of Recognised 'Best Practice' in GDHR?
- GDHR Rubrics Exercise
- Summation (what we learnt)

GDHR EVALUATION OBJECTIVES
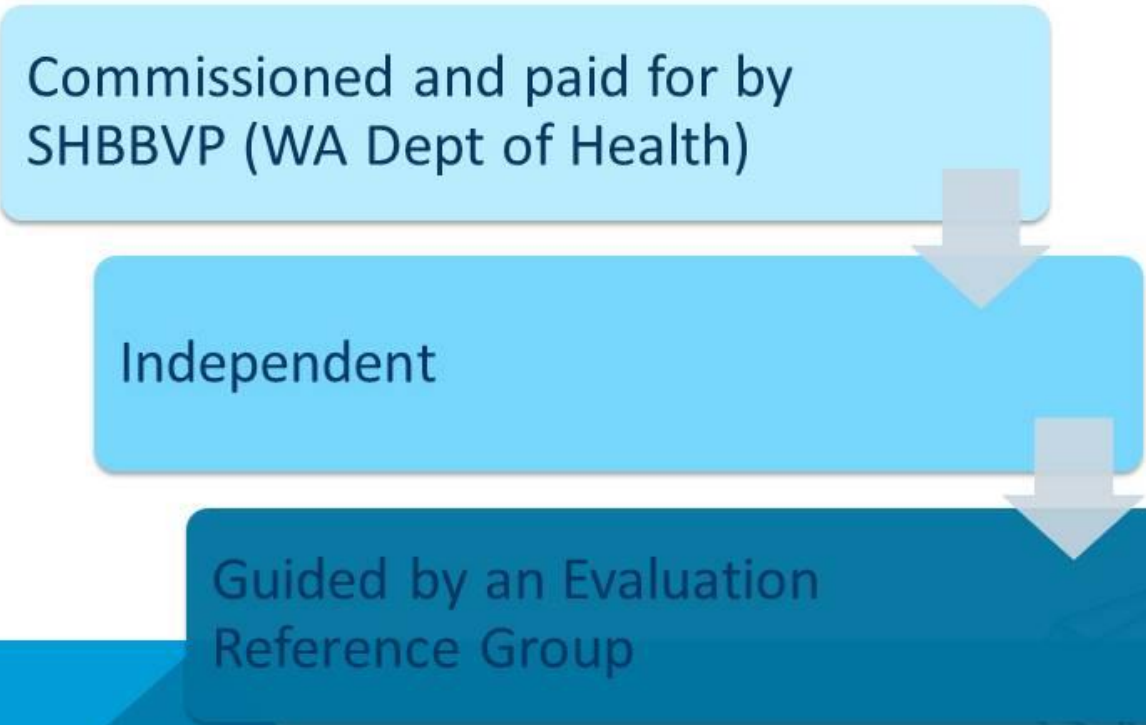
1. To assess how well the GDHR online curriculum resource is working.

2. To identify practical ways in which the GDHR resource might be strengthened.

ABOUT THE EVALUATION

Commissioned and paid for by SHBBVP (WA Dept of Health)

Independent

Guided by an Evaluation Reference Group

DATA SOURCES
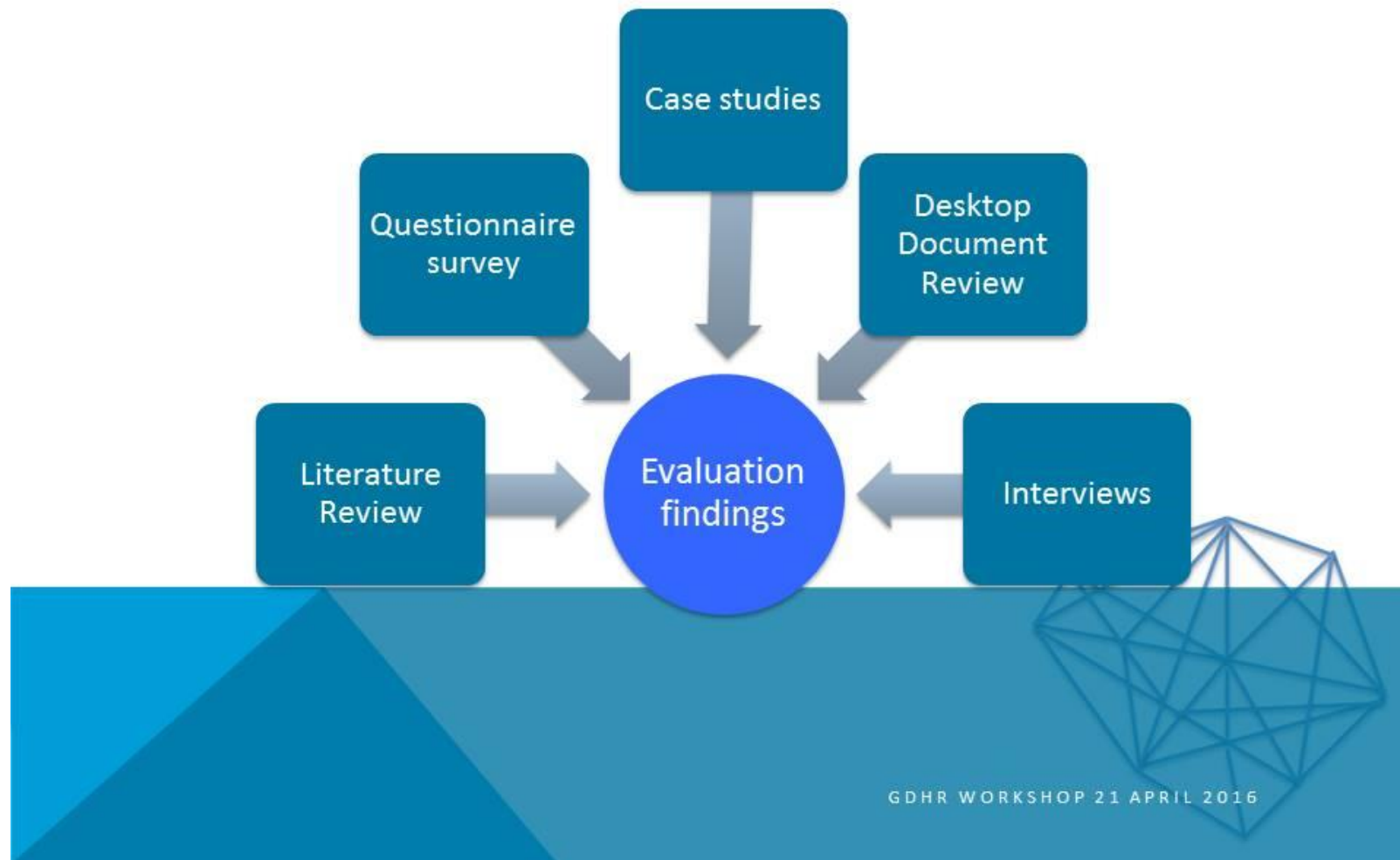
WHAT IS GDHR?

An online relationships and sexuality curriculum resource for school-based educators in WA (K-10)

ACHIEVEMENTS SO FAR

- The 'GDHR brand' (profile) is established
- Transition from hard copy to an online resource
- Substantial investment in upgrading online materials
- Long corporate memory
- Website attracting over 40,000 sessions in last year
- Cost efficient model
- Has both a quality relationships and a sexuality focus.

CHALLENGES

- Resource intensive nature of the work
- Staffing resources are spread thinly
- Key person reliance
- Diversity of skills and expertise required
- Dynamic context
- Social, cultural and political sensitivities
- Commitment to a whole-school approach
- Where to next?

GDHR WORKSHOP 21 APRIL 2016

GDHR GOAL?

To resource and equip WA teachers to deliver relationships and sexuality education in schools.

Assumed Rationale

The problem is that WA teachers lack access to readily usable classroom materials specifically tailored to the curriculum. By filling this gap GDHR seeks to improve the capacity of educators to teach relationships and sexuality education to school students.

OBJECTIVES?

1. To provide a comprehensive resource that assists teachers in planning classroom lessons and activities that address student RSE learning and personal development needs.

2. To align RSE teaching-learning resources with principles and learning outcomes set out in the comprehensive national curriculum framework.

3. To promote positive student attitudes towards relationships and sexuality, understanding that feelings, desires and sexuality are normal aspects of human relationships.

4. To assist young people in making informed relationship and sexual health decisions, and to take assertive actions over the life course.

TARGET GROUP

Short term: teachers (enhanced capacity to teach RSE).

Medium term: school-aged children (increased knowledge and positive attitudes)

Long term: society (population health-level change).

THE GDHR CASUAL CHAIN

| INPUT
Funding of resource | OUTPUT
Learning | OUTCOME
Workplace behavioural change | IMPACT
Enhanced workforce capacity to deliver RSE curriculum |

Bridging Assumptions

- RSE capacity of teachers is correctly identified as necessary to achieve RSE objectives.

- An on-line curriculum resource is the best way to address it.

Bridging Assumptions

- Resource content reaching the 'right' educators.

- Limited capacity of teachers is the problem.

- Content of resource is appropriate.

Bridging Assumptions

- Learning is relevant to workplace need.

- Teachers understand how to apply the resource at work.

- There is adequate support and incentive in the workplace.

GDHR WORKSHOP 21 APRIL 2016

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KEY ASSUMPTIONS

- School children need information and positive values in respect of relationships and sexuality
- Teachers are well placed to teach RSE to school-aged children
- Limited RSE capacity of teachers is correctly identified as a barrier.
- An online curriculum resource is a good way to address the problem
- The content of the resource is comprehensive
- GDHR resource reaches those educators who need it most
- Resource is an appropriate curriculum fit for the workplace
- Teachers understand how to apply the resource at work in class
- There is adequate support and incentive for teachers to use the resource in the workplace
- Schools support the use of the resource.

POSSIBLE GDHR OUTCOME HIERARCHY

11. Positive societal level change in relationships and wellbeing.

10. Relationship & sexuality life-skills are sustained beyond school throughout the life course.

8. Students acquire knowledge and positive values about relationships and sexuality from kindergarten through to Year 10 from teachers utilising GDHR resources.

9. Further school-based relationships and sexuality learning opportunities for students continuing beyond Year 10

7. Schools provide opportunities & provide incentives to deliver GDHR resource materials

6. Educators choose to access the GDHR resource and motivation to utilise it in school settings

4. Schools & other educational institutions, agencies & associations promote GDHR to educators and encourage them to make use of it

5. Educators have the required expertise & confidence to use GDHR

3. Appropriate dissemination & marketing of the resource to educators.

2. Development of GDHR as a comprehensive on-line curriculum resource.

1. GDHR funding & staff resources secured.

BEST PRACTICE IN SCHOOL-BASED RSE

1. Content is comprehensive
2. Age-appropriate
3. Delivered by trained educators
4. Informed by independent expertise

5. Commitment to continuous improvement

6. Part of a whole-school model

7. Inclusive of community

FUTURE VISIONS?

- RSE work is embedded in a whole-school culture

- Practice, policy, research, evaluation and curriculum resource development are understood as integrated activities

- Schools are able to contribute to regenerating their own RSE capacity

- WA recognised as an exemplar of school-based RSE

- RSE work in schools is sustained by a broad base, which continues to include SHBBVP

- The GDHR goal may have shifted: 'Supporting WA school communities to provide comprehensive relationships and sexuality education'

GDHR WORKSHOP 21 APRIL 2016

STRENGTHENING THE NETWORK

A Network = a group of interconnected organisations and services established for the purpose of facilitating **interaction**, promoting professional **contacts** and information **exchange**.

A kind of policy-practice partnership with a shared interest in promoting 'best practice' RSE.

NETWORK

Characteristics

- Mutual support
- Participants are both beneficiaries and contributors
- Joined-up (NGO, government and tertiary education sectors)
- Cooperative relationships
- Reciprocity
- Active involvement
- Two-way resource contributions
- Inclusive of service providers, funders and thinkers
- Extensive reach
- A truly collaborative network of pooled resources
- Locally accessible project support
- Recognition that capacity building can be about more than curriculum resources and PD

WHAT A NETWORK DOES

- Networks have members and email contact lists

- Networks provide professional development opportunities

- Networks provide information about relevant developments and events

- Networks create opportunities to meet up (e.g. symposium)

- Networks provide guidance on ethical practice and boundaries

Appendix 2: Rubrics Exercise

GDHR evaluation rubrics

A rubric is an assessment scale used to rate performance against specified criteria and standards. Rubrics are often applied in evaluation, not just to make value judgements, but also to make the evidence that supports them more transparent.

Overall assessment of GDHR resource

1.	**Excellent** **GDHR is an essential relationships and sexuality curriculum resource for educators in WA schools, enhancing effective teaching and ultimately the health and well-being of young people.**
2.	**Highly Effective** **GDHR is an important relationships and sexuality curriculum resource for educators in WA schools, contributing to the health and well-being of young people.**
3.	**Valued contribution** **GDHR is a valued additional curriculum resource that enables some educators to effectively teach relationships and sexuality education in WA schools, potentially contributing somewhat to the health and well-being of young people.**
4.	**Useful contribution** **GDHR is an additional curriculum resource that provides some educators to access materials that may be useful for teaching relationships and sexuality education in WA schools. However, it is not a high priority.**
5.	**Little Value** **GDHR is not an essential curriculum resource and does not enable effective teaching of RSE. It is a low priority and resources might be better used elsewhere in WA.**

Supporting evidence for GDHR

1.	**A substantial evidence-base of practice, research and evaluation informs the development of the GDHR online curriculum resource.**
2.	**The practice, research and evaluation evidence-base underpinning the design of GDHR is significant.**
3.	**The evidence-base of practice, research and evaluation underpinning the GDHR resource is gradually growing.**
4.	**The supporting evidence of practice, research and evaluation for investment in the development of online resources like GDHR is limited.**
5.	**The evidence-base for investment in online curriculum resources like GDHR is weak.**

Educator participation in RSE

1.	Most educators in WA schools are keen to become involved in relationships and sexuality education, and take up opportunities to do so whenever they can.
2.	More educators in WA schools are taking opportunities to become involved in relationships and sexuality education than ever before.
3.	Educators in WA schools are generally aware of opportunities to become involved in relationships and sexuality education if they choose to do so.
4.	A small group of dedicated educators are driving relationships and sexuality education in WA schools.
5.	Most educators in WA schools have little interest and are reluctant to become involved in teaching relationships and sexuality education.

Building RSE capacity of WA educators

1.	The goal of building broad and substantive capacity to teach relationships and sexuality education in WA schools is being achieved.
2.	Many educators in WA are building their capacity to teach relationships and sexuality education.
3.	There are opportunities for school-based educators to develop their capacity to teach relationships and sexuality education in WA schools.
4.	For the most part, capacity to teach relationships and sexuality education in WA schools is yet to be built.
5.	Capacity to teach relationships and sexuality education in WA schools is almost non-existent, with little evidence of improvement over time.

Supportive school culture

1.	A strong culture of support for relationships and sexuality education is embedded in the school sector in WA. There is a 'whole-school' vision of RSE excellence.
2.	There is keen interest in relationships and sexuality education in WA schools. These are recognised priorities in the sector. There is a planned approach towards accessing quality resources and improving outcomes.
3.	There is growing interest in relationships and sexuality education in WA schools, building off a low base.
4.	There is little consistent and systematic planning or action in WA schools to address issues of relationships and sexuality education.
5.	Generally, there is not much interest in relationships and sexuality education in WA schools. Mostly universities and government are left to take the lead.