Best Practice Framework for Online Safety Education

Implementation guide

July 2023

Introduction

The Best Practice Framework for Online Safety Education establishes a consistent national approach that supports education systems across Australia to deliver high quality programs, with clearly defined elements and effective practices. The Framework was developed using a two-stage process to research and identify the characteristics of successful online safety education.

• The first stage consisted of a rapid literature review which provided the evidence base for the Framework.
• The second stage consisted of a series of consultations that tested and refined the Framework with children's online safety experts, the school sector and other key advocacy groups.

The Framework

The Framework is organised by five 'elements'. They are the evidence-based overarching principles that should be used to determine whether best practice is being applied in a program.

- **Element 1** – Students' rights and responsibilities

- **Element 2** – Resilience and risk

- **Element 3** – Effective whole-school approaches

- **Element 4** – Integrated and specific curriculum

- **Element 5** – Continuously improved through review and evaluation

Each of the five elements has associated 'effective practices'. A total of 22 effective practices are defined within the Framework.

Purpose of the implementation guide

This implementation guide has been developed to help program providers, school leaders and educators use the Framework to design, deliver and review online safety education programs in Australia.

It provides tangible connections to the Australian curriculum, as well as existing policies, frameworks and other capability-building resources.

Each element is explained and a list of the existing policies and frameworks that support it is provided. Further context is given in a table for each element that includes examples of its effective practices, as well as links to relevant content in eSafety's Toolkit for Schools and our classroom resources. Some of the resources are recommended in multiple elements, demonstrating their relevance across the Framework.

> The Best Practice Framework delivers on Recommendation 6.22 of the **Royal Commission into Institutional Responses to Child Sexual Abuse**. The Recommendation called for eSafety to oversee the development of a framework and resources that support schools in creating child-safe online environments.

Element	Effective practices
1. Students' rights and responsibilities Online safety education is based on recognising, acknowledging, and understanding rights and responsibilities in the digital age.	**1.1** Focus on students in the context of their relationships with, and responsibilities to, others. **1.2** Uphold children's rights to provision, participation and protection in digital environments. **1.3** Acknowledge the significant opportunities and safety challenges that students face in online environments. **1.4** Empower all students to participate meaningfully in the design, development, and implementation of their online safety education.
2. Resilience and risk Online safety education positively frames the use of technology, while also building awareness of factors that decrease and increase the risk of harm.	**2.1** Use strengths-based approaches when teaching students and school communities about digital environments and online technologies. **2.2** Understand that risk of harm varies according to technology type, platform, access, and patterns of use. Not all risk results in harm. **2.3** Respect student diversity and strive to meet the needs of all students for online safety education inclusive of gender, age, culture, ability, appearance, socio-economic status, family background, geographical location, and access. **2.4** Develop and implement digital environment learning experiences and opportunities that are accessible to and relevant for all students.
3. Effective whole-school approaches Online safety education is underpinned by effective whole-school approaches for promoting student wellbeing and preventing student harm.	**3.1** Teach online safety education to every student, at every year level, and every stage. **3.2** Use engaging teaching strategies and trustworthy, relatable, technically confident, and well-trained educators. **3.3** Address topics and themes that are relevant and appropriate to students' age, development, abilities, cultures, and individual factors. **3.4** Take a balanced and positive approach, avoiding scare tactics and confrontational strategies. **3.5** Set clear goals, regularly assess, and provide feedback on students' knowledge and skills. **3.6** Build supportive school environments with strong policies, well-trained teachers, and partnerships with parents/caregivers and community outreach services for student online safety referral, advice, and support.
4. Integrated and specific curriculum Online safety education builds knowledge and skills across the curriculum. It includes both technical and relational (interpersonal) aspects needed to navigate digital environments and develops student agency to use what they have learned in practice.	**4.1** Teach digital citizenship and digital/media literacy to support critical thinking and civic engagement education. **4.2** Develop social and emotional learning skills to support students' understanding and management of emotions, respectful online relationships and resilience. **4.3** Address specific current and emerging risks, including those that students report are most important. **4.4** Promote effective help-seeking, teach where and how to obtain guidance and support.
5. Continuous improvement through review and evaluation Online safety education is continuously improved using the best available evidence, data and authoritative information from eSafety about online safety issues, risks and harms.	**5.1** Schools and teachers share good practice and learning to improve online safety education. **5.2** Engage in professional learning to build capacity and support the implementation of online safety education. **5.3** Review online safety education annually to identify strengths and weaknesses and update to ensure relevance to online safety issues, risks, and harms. **5.4** Use data and other evidence to assess and improve programs and practices.

Element 1 – Students' rights and responsibilities

> **Online safety education is based on recognising, acknowledging and understanding rights and responsibilities in the digital age.**

Understanding Element 1

All students have the right to actively participate online. This includes the right to be heard, the right to be respected and the right to feel safe. With these rights also come responsibilities.

To engage positively online, students need to understand that they have a shared responsibility for promoting and maintaining safe online communities. This includes recognising and understanding the types of behaviours that can impact their online communities, either positively or negatively.

To support students in their understanding of these behaviours, educators and online safety education providers should be working together with them to co-develop programs and policies. The programs and policies should be developmentally suitable and reflect the needs, challenges and opportunities in students' online lives.

Existing policies and frameworks that support Element 1

Australian Student Wellbeing Framework:

- **Student Voice element** – Authentic student participation.
- **Inclusion element** – Inclusive and connected school culture.

Australian Professional Standards for Teachers:

- **Standard 1:** Know students and how they learn.
- **Standard 3:** Plan for and implement effective teaching and learning.
- **Standard 4:** Create and maintain supportive and safe learning environments.

Australian Professional Standards for Principals:

- **Professional Practice 1:** Leading teaching and learning.

What can Element 1 look like in practice?

Effective practice	Examples in practice	eSafety resources that support practice
Student's rights and responsibilities.	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
1.1 Focus on students in the context of their relationships with, and responsibilities to, others.	**(F–12)** Exploring examples of respectful online relationships and unpacking what they are and are not. **(F–12)** Identifying strategies that can build positive relationships online. **(F–12)** Providing opportunities for students to share their personal experiences of how they interact with others and maintain friendships online. **(F–12)** Recognising power imbalances in online relationships between peers and how they can lead to harmful behaviours.	**Classroom resources:** **F–6:** Be Secure, Cybersmart Challenge, Game On, Being safe online – easy read booklet, Keep it Sweet Online, Online Safety Classroom Agreement, Conversation starters, Making good choices online **7-12:** Tagged, Rewrite Your Story, Be Deadly Online, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters, Being safe online – easy read booklet **Toolkit for Schools:** Prepare 2, Engage 2 3 and 4, Educate 1
1.2 Uphold children's rights to provision, participation and protection in digital environments.	**(F–6)** Asking students to share examples of what makes them feel happy, excited, confused, scared or sad when they go online. **(F–12)** Explaining what 'rights' are, what they look like online, and discussing behaviours that may revoke those rights. **(7–12)** Having a discussion with students about the concepts of Safety by Design and what services and platforms can do to help keep people safe online. **(7–12)** Asking students to develop three rules designed to help people feel safe on a social media sites. **(Whole school)** Ensure reporting processes respect students' rights to participation. This could include avoiding asking students to go offline to avoid abuse.	**Classroom resources:** **F–6:** Cybersmart Challenge, Be Secure, Game On, Be Deadly Online, Online Safety Classroom Agreement, Conversation starters, Being safe online – easy read booklet, Keep it Sweet Online, Making good choices online **7-12:** What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters, Being safe online – easy read booklet **Toolkit for Schools:** Prepare 1-5, Engage 1-6, Educate 1, Respond 6 and 9

Effective practice	Examples in practice	eSafety resources that support practice
Student's rights and responsibilities.	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
1.3 Acknowledge the significant opportunities and safety challenges that students face in online environments.	**(F–6)** Asking students to share examples of how their families use digital technology to make their lives better. **(F–6)** Recognising the importance of protecting personal information by not sharing passwords with other people. **(7–12)** Providing students with opportunities to discuss who they follow online, why they follow them and the impact they have in their everyday lives. **(F–12)** Taking a student survey to develop a better understanding of students' attitudes to online safety.	**Classroom resources:** **F–6:** <u>Cybersmart Challenge</u>, <u>Be Secure</u>, <u>Game On</u>, <u>Online Safety Classroom Agreement</u>, <u>Conversation starters</u>, <u>Being safe online – easy read booklet</u>, <u>Keep it Sweet Online</u>, <u>Making good choices online</u> **7–12:** <u>Tagged</u>, <u>Online Safety Classroom Agreement</u>, <u>Conversation starters</u>, <u>Being safe online – easy read booklet</u>, <u>What's your brand?</u>, <u>Internet and the Law</u>, <u>The YeS Project</u>, <u>Young and eSafe</u>, <u>Respect Matters</u> **Toolkit for Schools:** <u>Prepare 1 and 3</u>, <u>Engage 1-4 and 6</u>, <u>Educate 1</u>
1.4 Empower all students to participate meaningfully in the design, development, and implementation of their online safety education.	**(F–12)** Having students participate in co-designing online safety activities or lessons. **(F–12)** Embedding student-led learning exercises in the delivery of online safety education programs. **(F–12)** Seeking feedback from students about program delivery and reflecting this in your program content.	**Classroom resources:** **F–6:** <u>Online Safety Classroom Agreement</u> **7–12:** <u>Online Safety Classroom Agreement</u>, <u>The YeS Project</u> **Toolkit for Schools:** <u>Prepare 2</u>, <u>Engage 2-6</u>, <u>Educate 1</u>

Element 2 – Resilience and risk

> **Online safety education positively frames the use of technology, while also building awareness of factors that decrease and increase the risk of harm.**

Understanding Element 2

Online safety education should always promote the benefits of digital technology and the positive impacts it can have in the everyday lives of students. While it is important to recognise the benefits, online safety education should also provide all students with an opportunity to understand the:

- types of risks they can be exposed to
- factors that can influence the risk of online harm
- strategies that can help prevent harm
- strategies that can help build resilience.

It is also important to recognise that a 'one size fits all' approach when teaching about the risks, harms, prevention strategies and coping strategies may not address the needs of all students taking part in an online safety program. eSafety's <u>research</u> suggests that some children and young people are disproportionately at risk of online harms, or face additional barriers to protecting themselves or accessing support. This includes students living in low socio-economic circumstances, with disability or in out-of-home-care, as well as Aboriginal or Torres Strait Islander students, those who are from a culturally or linguistically diverse background or those who identify as LGBTQI+.

What are 'risks' in the context of online safety education?

<u>Stage 1 research</u> of the Framework suggests that risks to children vary according to their use of digital technologies and their access to them. Differences in use and access result in differences in vulnerability to risks and harms. While it is important to recognise that not all risks result in harm, online safety education should address the full range of potential issues that may impact students and their families. These issues are not static – they continue to evolve.

The range of online harms that children may be vulnerable to and should be aware of include:

- exposure to sexually-explicit content or pornography
- exposure to other age-inappropriate content (such as violence, animal cruelty, war)
- receiving or sharing unwanted contact or content (including age-inappropriate images and videos)
- sexting or sharing self-generated nudes or sexual images
- contact with strangers or offers to meet offline
- online child sexual abuse or exploitation, including grooming by sexual predators
- cyberbullying, aggression, hate speech
- breaches of privacy
- political or social radicalisation
- digital self-harm or self-harassment
- excessive time spent online interfering with homework, relationships or sleep
- being left out or excluded

- being exposed to or targeted by lies or rumours
- being exposed to fake news
- not knowing what information to trust online
- other negative experiences or incidents online.

What is 'resilience' in the context of online safety education?

'Resilience' is as an emotional strength – the ability to cope when things go wrong. Resilience is what helps people to bounce back and adapt to stress and change in a healthy way. For example, a resilient student is able to take control of their social media experience by blocking and reporting upsetting content to the appropriate social media site.

eSafety's <u>Young and eSafe</u> program has a range of helpful tips and advice on resilience for both educators and students. The resources can be adapted to meet the specific needs of students or used as part of a general online safety education program.

Existing policies and frameworks that support Element 2

Australian Student Wellbeing Framework:

- **Support** – <u>Wellbeing and support for positive behaviour</u>.
- **Student Voice element** – <u>Authentic student participation</u>.
- **Inclusion element** – <u>Inclusive and connected school culture</u>.

Australian Professional Standards for Teachers:

- **Standard 1:** <u>Know students and how they learn</u>.
- **Standard 3:** <u>Plan for and implement effective teaching and learning</u>.
- **Standard 4:** <u>Create and maintain supportive and safe learning environments</u>.

Australian Professional Standards for Principals:

- **Professional Practice 1:** <u>Leading teaching and learning</u>.
- **Professional Practice 5:** <u>Engaging and working with the community</u>.

What can Element 2 look like in practice?

Effective practice	Examples in practice	eSafety resources that support practice
Resilience and Risk	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
2.1 Use strengths-based approaches when teaching students and school communities about digital environments and online technologies.	**(F–12)** Providing learning opportunities that allow all students, regardless of their developmental level or background, to test their knowledge, understanding and skills about what it means to be safe online. **(7–12)** Developing examples of how social media can be used to raise awareness of social issues to make a positive change in society. **(Educators)** Not using scare tactics when delivering online safety presentations to parents and carers.	**Classroom resources:** **F–6:** Cybersmart Challenge, Be Secure, Game On, Online Safety Classroom Agreement, Conversation starters, Being safe online – easy read booklet, Keep it Sweet Online, Making good choices online **7–12:** Be Deadly Online, Online Safety Classroom Agreement, Being safe online – easy read booklet, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Engage 2-6, Educate 1
2.2 Understand that risk of harm varies according to technology type, platform, access, and patterns of use. Not all risk results in harm.	**(F–12)** Differentiating the types of harms young people may be susceptible to across a range of technologies and online platforms, in a way that is meaningful and appropriate for their age and development. For example, teaching young children why it is important to always log out of a device after using it, while teaching older students about the risks of sharing nudes. **(7–12)** Conceptualising social determinants that can increase exposure to harm. For example, explaining the impact that 'echo chambers' or 'filter bubbles' can have on the way we interact and perceive things, limiting users to only hearing opinions that are similar to their own.	**Classroom resources:** **F–6:** Cybersmart Challenge, Be Secure, Game On, Online Safety Classroom Agreement, Conversation starters, Being safe online – easy read booklet, Making good choices online **7–12:** Tagged, Rewrite Your Story, Be Deadly Online, Online Safety Classroom Agreement, Being safe online – easy read booklet, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters

Effective practice	Examples in practice	eSafety resources that support practice
Resilience and Risk	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
	(F-12) Helping young people understand what it means to be resilient when encountering a difficult situation online. For example, exploring how it can feel, how they can respond if something bad happens online and how they can learn from negative online experiences.	**Toolkit for Schools:** Prepare 1 and 3, Educate 1
2.3 Respect student diversity and strive to meet the needs of all students for online safety education inclusive of gender, age, culture, ability, appearance, socio-economic status, family background, geographical location, and access.	**(F-12)** Using culturally relevant examples in online safety education programs that are suitable to the needs of students. No one student or school is the same. **(F-12)** Using inclusive language and being aware of unconscious bias in program content. **(F-12)** Providing opportunities for students to recognise and understand that harm and the experiences people have online can vary from person to person.	**Classroom resources:** **F-6:** Online Safety Classroom Agreement, Being safe online – easy read booklet **7-12:** Be Deadly Online, Online Safety Classroom Agreement, Being safe online – easy read booklet, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Engage 5-6, Educate 1
2.4 Develop and implement digital environment learning experiences and opportunities that are accessible to and relevant for all students.	**(F-12)** Ensuring digital materials for learning meet the needs of all students, including those with disability. **(F-12)** Recognising the developmental needs of students before creating and delivering online safety education programs. For example, do students have the physical, mental and developmental ability to complete an activity? Can the activity be adapted to suit the needs of all students? **(F-12)** Using a diverse range of learning activities to engage students. For example, role-playing so students can test their knowledge in difficult online safety problems/situations.	**Classroom resources:** **F-6:** Be Secure, Online Safety Classroom Agreement, Being safe online – easy read booklet, Keep it Sweet Online, Making good choices online **7-12:** Tagged, Be Deadly Online, Online Safety Classroom Agreement, Being safe online – easy read booklet, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Educate 1

Online safety education is underpinned by effective whole-school approaches for promoting student wellbeing and preventing student harm.

Understanding Element 3

For online safety education programs to work, schools need to have a consistent approach that builds the capacity of students, as well as every member of the school community. This includes teachers, administrative and support staff, and parents and carers.

Teaching online safety education should be age and developmentally appropriate and relevant. It should be structured so that each lesson builds on the previous ones, with clear goals and learning objectives. Lessons that are stimulating, trustworthy and meaningful will have the most cut through. Fear tactics around risks and zero tolerance approaches to harms are far less likely to encourage positive behavioural change, and irregular one-off presentations or classes tend to be ineffective.

An online safety education program that is part of a whole-school approach recognises that every member of the school community can help shape the wellbeing of students. This can be through:

- capacity building of all school staff to help support the delivery of online safety education and understand how online harms may impact students
- building relationships with parents and carers and providing them with learning opportunities to develop their understanding of online safety, to better support the learning and development of their children
- establishing linkages with local community services that can help provide insights into current or emerging issues as well as wraparound mental health support for young people.

Existing policies and frameworks that support Element 3

Australian Student Wellbeing Framework:

- **Leadership element –** <u>Visible leadership to inspire positive school communities</u>.
- **Inclusion element –** <u>Inclusive and connected school culture</u>.
- **Student Voice element –** <u>Authentic student participation</u>.
- **Partnerships element –** <u>Effective family and community partnerships</u>.
- **Support element –** <u>Wellbeing and support for positive behaviour</u>.

Australian Professional Standards for Teachers:

- **Standard 1:** <u>Know students and how they learn</u>.
- **Standard 2:** <u>Know the content and how to teach it</u>.
- **Standard 3:** <u>Plan for and implement effective teaching and learning</u>.
- **Standard 4:** <u>Create and maintain supportive and safe learning environments</u>.
- **Standard 5:** <u>Assess, provide feedback and report on student learning</u>.
- **Standard 7:** <u>Engage professionally with colleagues, parents/carers and the community</u>.

Australian Professional Standards for Principals:

- **Professional Practice 1:** <u>Leading teaching and learning</u>.
- **Professional Practice 2:** <u>Developing self and others</u>.
- **Professional Practice 3:** <u>Leading improvement, innovation, and change</u>.
- **Professional Practice 4:** <u>Leading the management of the school</u>.
- **Professional Practice 5:** <u>Engaging and working with the community</u>.

What can Element 3 look like in practice?

Effective practice	Examples in practice	eSafety resources that support practice
Effective whole school approaches.	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
3.1 Teach online safety education to every student, at every year level, and every stage.	**(F–12)** Using the Australian Curriculum online safety curriculum connection to support the teaching and learning of all students from F-12. **(F–12)** Having age and developmentally appropriate online safety lessons with clear pathways and progressions for students from F-12.	**Classroom resources:** **F–6:** Cybersmart Challenge, Online Safety Classroom Agreement, Being safe online – easy read booklet **7-12:** Online Safety Classroom Agreement, Being safe online – easy read booklet, Young and eSafe **Toolkit for Schools:** Engage 2-6, Educate 1
3.2 Use engaging teaching strategies and trustworthy, relatable, technically confident, and well-trained educators.	**(F–12)** Including role-plays and play-based activities in online safety programs to make learning fun and engaging for students. **(F–12)** Using culturally relevant discussion starters with students when delivering an online safety program or introducing a new topic or theme. **(Educators)** Participating in eSafety's professional learning programs which cover the latest online safety research, case studies and teaching strategies to help educators integrate online safety into their programs and student wellbeing planning.	**Classroom resources:** **F–6:** Being safe online – easy read booklet, Making good choices online **7-12**: Be Deadly Online, Being safe online – easy read booklet, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe **Toolkit for Schools:** Engage 2-4, Educate 1
3.3 Address topics and themes that are relevant and appropriate to students' age, development, abilities, cultures, and individual factors.	F-12) Understanding the online interests of students and using them in online safety lessons. **(F–12)** Recognising any sensitivities when delivering an online safety lesson that may cause emotional distress among students.	**Classroom resources:** **F–6:** Cybersmart Challenge, Be Secure, Game On, Being safe online – easy read booklet, Making good choices online

Effective practice	Examples in practice	eSafety resources that support practice
Effective whole school approaches.	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
	(F-12) Using examples of current online safety issues that have been recently covered in the media to generate discussion and perspectives from students. (Note: Always consider the appropriateness of discussing sensitive issues when delivering a program to students.) **(F-12)** Using eSafety research to inform the development of online safety education programs.	**7-12:** Rewrite Your Story, Be Deadly Online, Being safe online – easy read booklet, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Engage 2-6, Educate 1
3.4 Take a balanced and positive approach, avoiding scare tactics and confrontational strategies.	**(F-12)** Avoiding non-interactive, one-way, lecture-based, one-off communications about online safety. **(F-12)** Avoiding instilling fear in students by focusing only on the dangers of being online. **(F-12)** Supporting a non-judgemental environment where students feel comfortable about sharing their perspectives. **(F-12)** Exploring how to avoid the risk of harm using proactive and preventive solutions.	**Classroom resources:** **F-6:** Cybersmart Challenge, Be Secure, Game On, Being safe online – easy read booklet, Making good choices online **7-12:** Rewrite Your Story, Be Deadly Online, Being safe online – easy read booklet, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Engage 2-5, Educate 1
3.5 Set clear goals, regularly assess, and provide feedback on student knowledge and skills.	**(F-12)** Structuring and sequencing learning so each lesson builds on the last and includes a review of prior learning. **(F-12)** Providing opportunities for students to give feedback on each lesson as part of an online safety program.	**Classroom resources:** **F-6:** Online Safety Classroom Agreement **7-12:** Online Safety Classroom Agreement, The YeS Project **Toolkit for Schools:** Engage 2-6, Educate 1

Effective practice	Examples in practice	eSafety resources that support practice
Effective whole school approaches.	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
	(F–12) Including opportunities for students to practice what they have been taught so they can develop their skills. **(F–12)** Having clear and specific learning objectives for the content being taught.	
3.6 Build supportive school environments with strong policies, well-trained teachers, and partnerships with parents/caregivers and community outreach services for student online safety referral, advice, and support.	**(Whole school)** Ensuring online safety programs support the different roles that students, educators and parents or carers play in maintaining safe and supportive online environments. **(Whole school)** Reducing barriers to reporting issues or abuse by having clear processes in place to manage online safety incidents such as cyberbullying. **(Whole school)** Developing partnerships with external specialist services to support curriculum delivery using eSafety's <u>Trusted eSafety Provider</u> information. **(Whole school)** Establishing relationships with local support services such as <u>Headspace</u> for students who have been targeted by online abuse, or have mental health issues impacting on or impacted by online behaviour. **(Whole school)** Providing parents and carers with summary sheets that include content such as discussion starters on topics that were covered in an online safety program delivered to students.	**Classroom resources:** **F–6:** <u>Online Safety Classroom Agreement</u> **7–12:** <u>Online Safety Classroom Agreement</u>, <u>The YeS Project</u> **Toolkit for Schools:** <u>Prepare 1–3 and 5</u>, <u>Engage 1 and 5</u>, <u>Educate 1–7</u>, <u>Respond 1–7 and 9</u>

Element 4 – Integrated and specific curriculum

Online safety education builds knowledge and skills across the curriculum. It includes both technical and relational (interpersonal) aspects needed to navigate digital environments, and develops student agency to use what they have learned in practice.

Understanding Element 4

For online safety education to be effective, it needs to be integrated across all key learning areas, incorporating both digital citizenship and social and emotional learning to develop students' knowledge and understanding of:

- how to participate responsibly in digital environments
- negative social behaviours
- risks of harm
- prevention strategies and proactive coping strategies and how they can be used in practice
- pro-social behaviours and how they can be used in practice.

What is 'digital citizenship'?

The Australian Curriculum, Reporting and Assessment Authority (ACARA) defines 'digital citizenship' as:

An acceptance and upholding of the norms of appropriate, responsible behaviour with regard to the use of digital technologies. This involves using digital technologies effectively and not misusing them to disadvantage others. Digital citizenship includes appropriate online etiquette, literacy in how digital technologies work and how to use them, an understanding of ethics and related law, knowing how to stay safe online, and advice on related health and safety issues such as predators and the permanence of data.

Stage 1 research of the Framework defines a 'digital citizen' as:

A person with the skills and knowledge to effectively use digital technologies to participate in society, communicate with others and create and consume digital content.

What needs to be included when teaching digital citizenship as part of online safety education?

Stage 1 research of the Framework suggests that elements of digital citizenship in an online safety program should:

- promote democratic participation and fundamental rights on the internet
- identify key platforms for specific ages, groups and activities, and how they are used for video and image sharing, social networking, gaming, and texting or messaging
- flag issues that is specific to particular platforms, including strategies to manage those (for example, inappropriate posting, nasty comments, pop-up advertisements, or known content issues around gender equity, violence, fake news)
- share how individuals can manage negative experiences, and the people, services and strategies that can help
- cover respect for privacy (the relational component), including how to avoid over-sharing without permission, how to keep one-to-one communications private and how to protect personal information online
- cover information about privacy settings (the technical component), including how to manage, store and share online information, how to protect digital footprints or user reputation and the potential consequences of information sharing online.

- discuss how information is found, viewed and interpreted, and how personal online information can be used, stored, processed or shared
- cover information about:
  - digital rights licensing, copyright and ownership
  - the concept of ownership of online content and the legal implications of breaching it (for example plagiarism and piracy)
  - respecting age limits for online services
  - avoiding scams and malware
  - protecting against identity theft
  - data and credit
  - securing passwords and devices
  - activities to encourage critical thinking around different types of media and evaluating content for truthfulness and reliability
  - problem-solving, promoted with the use of hypothetical online risk scenarios.

What is social and emotional learning?

Social and emotional learning is defined by the worldwide peak body, the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2019, para. 1) as:

the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

What needs to be included when teaching social and emotional learning as part of online safety education?

Stage 1 research suggested that elements of social and emotional learning in online safety education should include:

- digital resilience and proactive coping strategies
- dealing with negative situations and emotions and responding to others' behaviours in a range of scenarios
- respecting others and being respected
- communicating respectfully and learning how to support and connect with others (not doing or saying anything online that you would not do or say offline)
- understanding your rights and responsibilities in the digital environment
- sharing responsibility for online safety and welfare (for example, understanding the difference between bystanders and upstanders)
- developing positive and collaborative relationships
- skills for cooperation, decision making, problem solving, compromising, asking for help, group entry and participation.

How can online safety education be taught across key learning areas?

The ACARA Online safety curriculum connection has been designed to assist educators in creating online safety teaching and learning programs so they can be tailored to address the needs of school communities.

The information and resources allow educators to:
- identify content in the Australian Curriculum that supports the teaching and learning of online safety
- access a range of interdisciplinary resources developed to support the teaching and learning of online safety

- access advice and guidance on how to support the needs of Aboriginal and Torres Strait Islander students
- access advice and guidance on how to support students with special needs.

Existing policies and frameworks that support Element 4

Australian Student Wellbeing Framework:

- **Inclusion element** – Inclusive and connected school culture.
- **Student Voice element** – Authentic student participation.
- **Partnerships element** – Effective family and community partnerships.
- **Support element** – Wellbeing and support for positive behaviour.

Australian Professional Standards for Teachers:

- **Standard 1:** Know students and how they learn.
- **Standard 2:** Know the content and how to teach it.
- **Standard 3:** Plan for and implement effective teaching and learning.
- **Standard 4:** Create and maintain supportive and safe learning environments.

Australian Professional Standards for Principals:

- **Professional Practice 1:** Leading teaching and learning.
- **Professional Practice 5:** Engaging and working with the community.

What can Element 4 look like in practice?

Effective practice	Examples in practice	eSafety resources that support practice
Integrated and specific curriculum.	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
4.1 Teach digital citizenship and digital/media literacy to support critical thinking and civic engagement education.	**(F–12)** Teaching content that includes strategies for managing issues on specific platforms (such as the steps for preventing and responding to inappropriate posts, nasty comments and pop-up advertisements), as well as strategies for dealing with general issues that cross platforms (such as exposure to gender inequity, violent content and fake news). **(F–12)** Teaching strategies for keeping personal information private online, including respecting privacy, avoiding over-sharing and not sharing private one-to-one communications. (**F–12)** Developing activities to encourage critical thinking around different types of media and evaluating content for truthfulness and reliability.	**Classroom resources:** **F–6:** Cybersmart Challenge, Be Secure, Game On, Be Deadly Online, Online Safety Classroom Agreement, Conversation starters, Being safe online – easy read booklet, Keep it Sweet Online, Making good choices online **7-12:** Tagged, Rewrite Your Story, Be Deadly Online, Online Safety Classroom Agreement, Being safe online – easy read booklet, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Engage 2-4, Educate 1
4.2 Develop social and emotional learning skills to support students' understanding and management of emotions, respectful online relationships and resilience.	**(F–12)** Teaching how to communicate respectfully online. **(F–12)** Creating learning opportunities that allow students to explore a range of emotions people may feel if they see something online, for example content that makes them curious, happy, upset or uncomfortable. **(F–12)** Teaching proactive coping strategies to equip students for when they encounter negative online situations.	**Classroom resources:** **F–6:** Cybersmart Challenge, Be Secure, Game On, Being safe online – easy read booklet, Keep it Sweet Online, Making good choices online, Conversation starters **7-12:** Tagged, Rewrite Your Story, Be Deadly Online, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Engage 2-4, Educate 1

Effective practice	Examples in practice	eSafety resources that support practice
Integrated and specific curriculum.	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
4.3 Address specific current and emerging risks, including those that students report are most important.	**(Educators)** Accessing eSafety's research, tech trends and challenges position papers and professional learning to stay up to date with current and emerging online safety issues, risks and harms. These insights can be used to help inform the content of your online safety education programs. **(F–12)** Collecting insights from students prior to participating in an online safety education program to help identify current online safety issues that may be of a concern to them.	**Classroom resources:** **F–6:** Cybersmart Challenge, Be Secure, Game On, Conversation starters, Keep it Sweet Online, Making good choices online, Being safe online – easy read booklet **7–12:** Tagged, Rewrite Your Story, Be Deadly Online, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Engage 2-4 and 6, Educate 1
4.4 Promote effective help-seeking, teach where and how to obtain guidance and support.	**(Whole school)** Recognising and identifying the specific support staff and services available within and outside of the school that can provide immediate wellbeing support. For example, the school wellbeing officer, counsellors, local mental health service providers. **(F–12)** Teaching the importance of students telling a parent, carer or trusted adult if they have a negative experience online. **(F–12)** Teaching how to report inappropriate content online. **(F–12)** Identifying strategies that students can use to help friends or peers who are experiencing online harm.	**Classroom resources:** **F–6:** Cybersmart Challenge, Online Safety Classroom Agreement, Keep it Sweet Online, Making good choices online, Conversation starters **7–12:** Tagged, Rewrite Your Story, Be Deadly Online, Being safe online – easy read booklet, What's your brand?, Internet and the Law, The YeS Project, Young and eSafe, Respect Matters **Toolkit for Schools:** Engage 2-4, Educate 1-2, Respond 2-4 and 9

Element 5 – Continuous improvement through review and evaluation

> **Online safety education is continuously improved using the best available evidence, data and authoritative information from eSafety about online safety issues, risks and harms.**

Understanding Element 5

Whole-school online safety education programs should be continuously improved by reviewing and evaluating the approaches and practices that are being used within the school community. There is a range of methods schools can use to help improve their programs through review and evaluation. These include: online safety program evaluation data from participants, collecting feedback on activities to help keep content relevant and engaging, sharing ideas and expertise with other schools, and taking school community surveys on attitudes to online safety.

Parental approval should be obtained before collecting any data from students, in line with your school policies and procedures.

To support the quality of online safety education in schools, it is important that educators are also using the best available research and information about online safety issues. eSafety's research and professional learning programs allow educators to stay up to date with current and emerging online safety issues, risks and harms. They also provide advice about how to apply these findings in schools as part of a comprehensive online safety education program.

Existing policies and frameworks that support Element 5

Australian Student Wellbeing Framework:

- **Leadership element** – Visible leadership to inspire positive school communities.
- **Partnerships element** – Effective family and community partnerships.
- **Support element** – Wellbeing and support for positive behaviour.

Australian Professional Standards for Teachers:

- **Standard 3:** Plan for and implement effective teaching and learning.
- **Standard 5:** Assess, provide feedback and report on student learning.
- **Standard 6:** Engage in professional learning.
- **Standard 7:** Engage professionally with colleagues, parents/carers and the community.

Australian Professional Standards for Principals:

- **Professional Practice 3:** Leading improvement, innovation, and change.
- **Professional Practice 4:** Leading the management of the school.
- **Professional Practice 5:** Engaging and working with the community.

What can Element 5 look like in practice?

Effective practice	Examples in practice	eSafety resources that support practice
Effective practices of Element 5 – Continuously improved through review and evaluation.	Examples of how educators or online safety education providers can use effective practices in schools.	Click the links to access the resources or view their alignment with the general capabilities of the Australian Curriculum.
5.1 Schools and teachers share good practice and learning to improve online safety education.	**(Whole school)** Organising a community of practice with representatives from local schools to share and model good practice of online safety education.	**Classroom resources:** **7-12:** The YeS Project **Toolkit for Schools**: Educate 1
5.2 Engage in professional learning to build capacity and support the implementation of online safety education.	**(Educators)** Accessing eSafety's research and professional learning to stay up to date with current and emerging online safety issues, risks and harms. These insights can be used to help inform the content of your online safety education programs. **(Educators)** Reading eSafety's latest blogposts and tech trends and challenges position statements to keep up to date with emerging online safety issues.	**Classroom resources:** **Toolkit for Schools:** Educate 1-4, Respond 1-7 and 9
5.3 Review online safety education annually to identify strengths and weaknesses and update to ensure relevance to online safety issues, risks, and harms.	**(Whole school)** Collecting student and teacher feedback before, during and after delivery of an online safety education program. **(Whole school)** Responding to school community surveys to test attitudes towards online safety.	**Classroom resources:** **Toolkit for Schools:** Engage 5-6, Educate 1 and 7
5.4 Use data and other evidence to assess and improve programs and practices.	**(Educators)** Using data collected from feedback on online safety education programs to update and improve content and program delivery. **(Educators)** Using data collected from school community surveys to improve whole-school approaches to online safety. **(Educators)** Using eSafety's research and classroom resources to help inform the content and delivery of online safety education programs.	**Classroom resources:** **7-12:** The YeS Project **Toolkit for Schools:** Prepare 1 and 2, Engage 6, Educate 1 and 7