Best Practice Framework for Online Safety Education

(Stage 2)

Expert Review and Stakeholder Consultation Report

July 2023

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Professor Kerryann Walsh and Elizabeth Wallace
Faculty of Education, Queensland University of Technology

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Corresponding author contact details

Professor Kerryann Walsh
Faculty of Education
Queensland University of Technology
Victoria Park Road
Kelvin Grove QLD 4059
Phone +61 7 3138 3174
Email k.walsh@qut.edu.au
QUT staff website https://staff.qut.edu.au/staff/k.walsh

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Acknowledgement

The research team acknowledges and thanks the experts and organisational representatives who generously shared their time, experience and knowledge for this consultation. The Framework revisions would not have been possible without their contributions.

Project overview

The eSafety Commissioner engaged Queensland University of Technology to undertake research to develop a best practice framework for online safety education for Australian schools (Foundation to Year 12). This framework is needed to provide a consistent overarching national narrative for education systems (e.g. State and Territory Education Departments, Catholic and Independent school systems, and providers of online safety education in schools). It must be comprehensive enough to set directions for future online safety education initiatives and to distinguish specific program quality. The research was undertaken in two stages. The project 'requirement' is provided in Appendix 1.

Stage one (completed in 2019, ref 19CeSC20) was commissioned by eSafety to investigate what constitutes best practice in online safety education for school-aged children. This investigation involved undertaking a rapid review of eight sources of evidence to assess current understandings of best practice online safety education. Data extraction, analysis and synthesis of this information were undertaken to identify framework components. The Stage 1 report was published on 25 June 2020 on the eSafety website, along with a two-page framework consultation draft and a blog by the eSafety Commissioner.

Stage two (the current project, completed in 2020, ref 20CeSC039), also commissioned by eSafety, was to consult with a range of stakeholders, in order to test, refine and finalise the Best Practice Framework for Online Safety Education (the Framework) developed in Stage 1. Participants in Stage 2 comprised experts in children's online safety and stakeholders from organisations with an interest in school-based online safety education. Eight expert interviews and three roundtable discussions were held in this stage with a total of 51 organisational representatives.

Consultation summary

We consulted with:

- Eight (8) experts in children's online safety research with high levels of online safety knowledge, who participated in individual semi-structured interviews.
- Fifty-one (51) organisational representatives from three key stakeholder groups (Trusted eSafety Providers, education sector peak

bodies and representatives and specialist groups and advocates for children) who participated in roundtable discussions.

- Twenty-two (22) stakeholders who completed an anonymous online survey.

Key findings and recommendations

Overall presentation of the Framework

In our consultations we found a resounding consensus on the need for, and importance of, a Best Practice Framework for Online Safety Education. It was accepted as a high-level framework with capacity to provide a universal language for online safety education across Australia. There was agreement on the simplicity of a two-page format, its level of prescription, and applicability across multiple contexts. The number of Framework elements (5) was considered appropriate and sufficient.

Framework organisers

The draft Framework circulated to experts and stakeholders used the terms: 'elements' and 'actions' as Framework organisers. Several alternatives were suggested to the term 'elements', including components, pillars and principles. Several alternatives were also suggested to the term 'actions', including effective practices, practices, approaches, attributes, criteria and responsibilities. Effective practices is the term used in the Australian Student Wellbeing Framework (Education Services Australia, 2018).

Our consultations identified priority areas for Framework revisions and identified three further areas for future consideration:

1. implementation
2. serving children with diverse needs
3. continuous review, improvement and evaluation.

Framework revisions

Priority revision areas centred on the Framework's five elements and associated actions:

1. Students' rights in the digital age
2. Individual risk and protective factors
3. Effective school-wide approaches
4. Integrated and specific curriculum
5. Continuously improved through review and evaluation.

Element 1

Experts and stakeholders both raised links between children's rights and responsibilities. Experts tended to view this as the main element, though some advocated including a relational clause in this element – thinking about rights not as individualistic, but existing in the context of relationships with and responsibilities to others. Stakeholders tended to support the notion that rights and responsibilities 'go hand-in-hand'. Communicating about students' (children's) rights will be an important function for any support materials that accompany the Framework.

Element 2

Through the consultations there was consensus on the value of positive framing and a strength-based focus. Experts and stakeholders made suggestions about how this could become more evident in the Framework's actions. They also discussed the need for greater clarity in use of the term 'risk', cautioning that not all risk results in harm, and that opportunity and risk can co-exist. The ordering of phrases – described by one participant as 'leading with the positive' – was thought to be important. Terms such as 'risk and protection' would be better expressed in the reverse order, for example, as 'protection and risk'. A recurring theme in the consultations was that resilience was missing from the Framework.

Element 3

There was a preference for the term 'whole school' rather than 'school-wide' as this aligns with terminology in other Australian frameworks, policies and curriculum. There was near unanimity that parents and communities did not feature significantly enough in the Framework, and a request to focus on student wellbeing rather than harm prevention.

Element 4

Experts and stakeholders generally agreed about the relevance of the four key curriculum content areas. However, they suggested greater clarity was required for the content in each of the four action areas: digital citizenship, social and emotional learning, risks and help-seeking. This clarity will be important in any resources and materials developed to support the Framework.

Element 5

Consultation participants argued that review and evaluation methods must be inclusive, accessible and fair. They thought greater clarity was needed in what is meant by review and evaluation in the context of online safety education in schools, pointing to the need for practice examples and tools to help scaffold the process. Participants also questioned how frequently review and evaluation would be needed, and who would be responsible for this.

Framework relevance, acceptability, readability and achievability

Experts and stakeholders were asked to comment on the extent to which they found the Framework elements and associated actions to be relevant, acceptable, readable and achievable. We explored these constructs using the plain language terms suitable, fair and reasonable, clear and achievable as follows:

- Relevant – by which we mean that this element (and its actions) is *suitable* to be used as an indicator of best practice in online safety education.

- Acceptable – meaning that this element (and its actions) is *fair and reasonable* as an indicator of best practice in online safety education.
- Readable – that this element (and its actions) is *clear*, makes sense and can be easily understood.
- Achievable – meaning that this element (and its actions) is *achievable* by most schools and other organisations who will implement it.

A high proportion of stakeholders who completed the online survey agreed that the Framework elements and actions were suitable (range 86-100%), and fair and reasonable (range 82-100%). A lower proportion agreed that the elements were clear and achievable. These ratings were supported by expert and stakeholder comments and feedback provided in the interviews and roundtable discussions.

Lower ratings were received for:
- the extent to which stakeholders found the Framework element and actions to be clear (range 50-95%)
- the extent to which stakeholders found the Framework element and actions to be achievable (range 36-100%) by their organisation.

These lower ratings were given for Element 1 (student rights) and Element 5 (review and evaluation). Open-ended responses provided context to the ratings. For Element 1, stakeholders commented on the need to be very clear about students' rights at school as existing in the context of relationships with, and responsibilities to, others. For Element 5, stakeholders questioned whether evaluation of online safety education curriculum or program 'quality' was their role (rather than the role of specialist researchers or evaluators) and stressed the need for capacity building and resources to support this task.

The Framework was subjected to a round of revisions that were considered with eSafety and further refined.

Implementation

During the consultations, experts and stakeholders shared what they saw as eSafety's roles and responsibilities and what capacity building and support measures may be needed to support the Framework's uptake and use. Much of the discussion focused on how to support schools and school systems to implement the Framework.

Experts stressed the significant and respected role eSafety has as an authoritative source of information supporting the Framework's implementation. They could generally see how this Framework would align with other high-level frameworks nationally and internationally, such as the Australian Student Wellbeing Framework (Education Services Australia, 2018). Experts also emphasised that alignment would be greatly enhanced by support materials to make explicit the links between this Framework and a range of other key frameworks and school curriculum.

Participants shared many excellent ideas which could inform an implementation strategy including:

- securing State and Territory 'buy in' to support the national Framework
- driving engagement through endorsement and regular (ongoing) good practice promotion
- focusing on effective dissemination, implementation and practical examples of how implementation could be undertaken within their organisation
- developing resources, such as implementation guides, targeting different school leadership and teaching roles, and updating the Toolkit for Schools
- greater explanation as to what each action looks like in practice (especially for Element 5)
- providing Framework questions and answers
- developing mechanisms and forums for communicating and sharing good practice
- offering teacher professional learning, school staff capacity building and preservice teacher education – crucial for continuous improvement
- resourcing schools and developing career structures around online safety (though experts and stakeholders acknowledged this was beyond the project's remit)
- creating explicit links to other initiatives such as The Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership (AITSL), 2017), the Australian Student Wellbeing Framework (Education Services Australia, 2018), Bullying, No Way (Australian Education Authorities, 2020) and the Queensland Anti-CyberBullying Taskforce (Queensland Government, 2018).

Based on the low clarity and achievability ratings Element 5 received, eSafety must strongly consider the needs of schools and teachers when developing implementation material.

Serving children with diverse needs

Experts and stakeholders told us that the Framework should prioritise collaboration with a diverse range of children and young people and work to enhance children's participation in decision making about online safety education. There are many excellent guides available to assist schools in doing this, including those produced by the State and Territory Children's Commissioners and Guardians (see for example, Commissioner for Children and Young People Tasmania, 2013; Office of the Advocate for Children and Young People, 2019). These guides stress that children's participation is about listening to them, taking them seriously and incorporating their ideas and suggestions. In the context of online safety education, collaborating with diverse children in the co-design of programs, practices and resources may empower, mobilise and equip children with the ability to influence those things that most affect them, while also assisting adults to understand online safety issues from their perspective.

Experts and stakeholders also provided insights into what could be done to ensure that all students are seen, valued and respected in the Framework. The Framework was understood as a universal intervention intended to be used with all students. Although students were placed at the centre with action statements such as 'focus on the student', some participants argued strongly that specific groups had been underserved in digital environments generally, and specifically in online safety education. These included children in the early years of primary school, children with literacy-level challenges, children from culturally and linguistically diverse backgrounds, children with disability, and Aboriginal and Torres Strait Islander children. As the research has found, some children are at greater risk of harm online and groups referenced include children who identify as LGBTIQ+ children living in out-of-home care and neurodiverse children. Some of these children, participants told us, can get 'lost' or 'forgotten'. Student diversity and its intersection with vulnerability online warrants explicit reference.

In terms of accessibility, the quote below highlights an important point about universal design:

> 'In terms of embedding universal design … approaching anything from the assumption that there are going to be diverse users, people who function differently and therefore who may need to access information in different ways. In an education context, it's for example, not assuming that everyone can read text in the same way or that all students learn in the same way. So, it's like delivering content in a range of ways to make it [accessible] to as many people as possible' (Group 4)

Continuous review, improvement and evaluation

Experts and stakeholders drew on their experiences to tell us how to ensure that the Framework remains relevant and the best ways to continuously improve and evaluate it. They told us that the Framework review and evaluation must identify, and track, agreed indicators and

outcomes that are specific to children's online safety education. Many excellent ideas were put forward including:

- learning from the reviews and evaluation findings of other relevant frameworks such as the National Safe Schools Framework/Australian Student Wellbeing Framework (Education Services Australia, 2018), the Australian Professional Standards for Teachers (AITSL, 2017) and Education for a Connected World (in the UK; UK Council for Child Internet Safety, 2018)
- capturing the experiences of students, parents, school staff and the wider community to implement the Framework
- developing and using child-centred evaluation, with child-centred indicators developed collaboratively with children
- introducing systems for monitoring student progress in online safety awareness and capabilities
- tracking changes in students' attitudes, behaviours and morale, to provide rich feedback on the effectiveness of Framework implementation and possible improvements
- surveying schools to understand the ways in which they use the Framework and the extent to which they find specific implementation resources helpful.

Revised Framework

In the consultations, experts and stakeholders were asked to respond to the draft Framework's five elements and associated actions (see Appendix 2). Suggested revisions to the Framework are shown on the next pages.

Best Practice Framework for Online Safety Education

eSafety has developed a framework to guide Australian school-based online safety education initiatives and to help schools assess the quality of programs and approaches.

Best practice online safety education should be based on a multicomponent framework addressing:

1. students' rights and responsibilities in the digital age	2. Resilience and risk	3. Effective whole-school approaches	4. Integrated and specific curriculum	5. Continuously improved through review and evaluation

*This framework is based on research into existing best practice in online safety education, conducted in 2019 and 2020 by Professor Kerryann Walsh, QUT, in consultation with the eSafety Commissioner.

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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.

Next steps:

To find out more about how to use the Framework visit:
esafety.gov.au/education/best-practice-framework

Strengths and limitations

A strength of the project is the broad range of experts and organisational representatives who were consulted. Each expert had high levels of online safety knowledge and an extensive track record in children's online safety research and leadership. The organisational representatives had vast practical knowledge, essential in helping to strengthen the acceptability and relevance of the Framework and fine-tuning its language and presentation. All invitations to experts and stakeholders were accepted, reflecting positively on the strong and potentially representative sample of prospective user groups.

A limitation of the research is the absence of children and young people from the consultations, as was pointed out numerous times by the experts and organisational representatives. In addition, conducting roundtable discussions within groups rather than across groups may have prevented the cross pollination of ideas and any robust discussions about revisions needed to the Framework. This limitation may have affected the findings; however, we were reassured that we had asked the right questions by the level of frank discussion and the thoughtful critiques offered.

Expert review and stakeholder consultation process

Background

Our research process was framed by a well-established model for using evidence to inform practice (Puddy and Wilkins, 2011, p.4). The model comprises three overlapping evidence spheres: (i) the best available research evidence (ii) experiential evidence and (iii) contextual evidence). Table 1 shows the application of the three evidence spheres in the two stages of this project. The aim was to rigorously identify elements of best practice for online safety education for Australian schools.

Table 1: Puddy and Wilkins' (2011) spheres of evidence and application in this project

Evidence	Application in this project
Best available research evidence is based on studies in which data have been collected, analysed and documented. It also includes research reviews and grey literature.	**Stage 1**: Rapid review and synthesis of evidence from academic databases and websites.
Experiential evidence is based on an expert's long-term engagement in a field, offering insights into what has worked, what seems to work and what redundancies and/or omissions are evident.	**Stage 2**: Consultation with experts with high levels of online safety knowledge in children's online safety.
Contextual evidence is based on information about whether a strategy or practice is perceived as useful, relevant, feasible to implement and is acceptable to specific groups.	**Stage 2**: Consultation with stakeholders including Trusted eSafety Providers, education sector peak bodies and representatives as well as specialist groups and advocates for children.

In Stage 1 we conducted a rapid review of best practice in online safety education. To identify framework elements we extracted and analysed data from eight sources of evidence and synthesised relevant information in a report in which we proposed a draft Best Practice Framework for Online Safety Education (Walsh, Wallace, Ayling and Sondergeld, 2020).

We used Puddy and Wilkins' (2011) model and the literature on guideline development (e.g. World Health Organisation, 2014) in which they recommend that draft guidelines, such as a Best Practice Framework, should be subjected to expert review and stakeholder consultation. Expert opinions and stakeholder experiences can be used as valuable sources of evidence to assess the Framework's adequacy, as shown in Table 1.

In this project, expert review and stakeholder consultations were conducted in Stage 2 (Cowl, Tyrrell, Sakala, Gracia and Huang, 2012). These consultations were designed to:

- ensure that issues which are important to stakeholders are taken into account
- fill gaps in the evidence and obtain a wider source of experiences and views than can be provided by the framework developers
- understand stakeholders' perceptions about the acceptability and relevance of the Framework to their specific contexts, as well as under-represented or high-risk groups
- fine-tune the Framework by improving its language and presentation
- strengthen how valid and reliable the Framework development process and final product is
- identify different stakeholders' needs in supporting implementation of the Framework.

For this research we consulted with a diverse range of individuals and organisations – conducting individual interviews with online safety experts, holding roundtable consultation discussions with stakeholders and conducting an online survey.

In the consultations, experts and stakeholders were asked to respond to the draft Framework's five elements and associated actions (see Appendix 2). The elements were:

1. Students' rights in the digital age
2. Individual risk and protective factors
3. Effective school-wide approaches
4. Integrated and specific curriculum
5. Continuously improved through review and evaluation.

A mixed method approach to data collection was used to gather information to inform Framework revisions. Owing to public health measures to control the spread of COVID-19, all data were collected online.

We consulted and sought feedback from:

1. experts in children's online safety (known in this report as Group 1)
2. Trusted eSafety Providers (known as a Group 2)
3. education sector peak bodies and representatives (known as Group 3)
4. specialist groups and advocates for children (known as Group 4).

A detailed list of individuals and groups who participated in the stakeholder consultation is provided in Appendix 3.

The research was approved by the Queensland University Human Research Ethics Committee as Negligible Low Risk research (Approval Number 2000000595) in accordance with the National Statement on Ethical Conduct in Human Research (NHMRC, 2018). Informed consent was obtained from all participants.

Interviews

Eight experts in children's online safety research with high levels of online safety knowledge, were consulted in individual semi-structured interviews with the project leader (Prof. Kerryann Walsh). Interviews were conducted online using a web-conferencing platform (Zoom) and lasted for

approximately 60 minutes. The experts were provided with an information package to enable them to prepare for interviews. This package included the Framework, background to its development and the interview questions developed collaboratively with eSafety (see Appendix 4). Interviews were conducted in August 2020.

The experts were asked for constructive feedback about the draft Framework including each of the key elements and groupings of associated actions, feasibility, acceptability and application to practice (relevance, reliability, achievability), as well as what they considered to be missing from the Framework, how any missing elements might be incorporated and why.

Experts were from Australia (n=3), the United Kingdom (UK) (n=3) and the United States of America (USA) (n=2). Written informed consent was obtained for audio-recording of the interviews and inclusion of their identifiable views in this report. In this report, this group will be referred to as Group 1.

Roundtables

Three roundtable discussions were conducted with stakeholder consultation groups in August and September 2020. All were facilitated by the project leader, Prof. Kerryann Walsh. Organisational representatives from each of the stakeholder groups were identified in collaboration with eSafety to seek the views of those most central to the Framework implementation. Roundtable discussions were conducted online using web-conferencing platforms (Zoom and GoToWebinar) and were each 1.5 hours long. Organisational representatives were provided with an information package to help them prepare for the consultation ahead of time. This package included the Framework, background to its development and a discussion guide developed in collaboration with eSafety (see Appendices 5 and 6).

Stakeholders were asked for their frank views on the Framework's relevance (are the elements and actions in the Framework suitable for teaching at school?), reliability (does the Framework sufficiently detail elements and actions so that these can be consistently taught across a range of school contexts?) and achievability (can the elements and actions actually be achieved by most schools who would be willing to implement it?). Additional questions focused on what was missing from the Framework, barriers to, and enablers for, implementation and the specific ways in which the Framework should be customised for particular groups. Organisational representatives provided written informed consent for audio-recording of the roundtable discussion and inclusion of their de-identified comments in this consultation report.

The roundtable discussions were attended by 51 organisational representatives, broken down by stakeholder group as follows:

- Trusted eSafety Providers (Group 2, n=29)
- education sector peak bodies and representatives (Group 3, n=16)

- specialist groups and advocates for children (Group 4, n=6).

After the roundtable discussion, a follow up email requested additional feedback via an anonymous online survey hosted on the QUT KeySurvey platform.

Survey

As noted above, to extend the roundtable discussions, an anonymous online survey was administered via QUT's KeySurvey platform (see Appendix 7). This optional survey was designed as an opportunity for stakeholders to provide any further comments, specific suggestions and detailed feedback on the draft Framework. Survey participants were guided through a range of questions about the Framework's suitability, fairness and reasonableness, clarity and achievability, and asked to provide responses for each element on a five-point Likert-type scale (e.g. from 1 = not at all suitable to 5 = highly suitable). Three open-ended questions asked for their views on specific changes to elements and actions, and the ways in which the Framework could be presented so that it is actionable by schools. The two-page draft consultation Framework was provided to assist.

The survey was open to Groups 2, 3 and 4 from Monday 31 August 2020 to Friday 16 October 2020 (a period of 7 weeks). It was completed by 22 organisational representatives (a response rate of 43%).

An overview of survey responses is in Appendix 8.

Findings

Overall approach

The expert review and stakeholder consultation established that there was broad consensus about the need for, and importance of, a Best Practice Framework for Online Safety Education. It was understood as a high-level framework with capacity to provide a universal language for online safety education across the country. There was agreement on the simplicity of a two-page format, its level of prescription and applicability across multiple contexts. For example:

- 'The thing that I take so much excitement from is that when you really look at school-based prevention education as a modality of social change, there's more evidence for this modality than for many, many others ... so let's build on the best we've got.' (expert, Group 1)

- 'We've been working in this space for 10 years, so we really welcome the introduction of the national Framework.' (organisational representative, Group 2)

- 'From our perspective, we think as a high-level framework, it's really good, very solid foundation, addressing those issues around online safety, education. We particularly value the strengths-based language and the idea that it's a tech-positive framework and it's emphasising the positive view of technology.' (organisational representative, Group 3)

- 'We found the Framework very easy to understand ... you struck a balance between making sure that it's not too prescriptive and also providing schools and providers with flexibility within that framework.' (organisational representative, Group 4)

The number of Framework elements (5) was considered appropriate and sufficient. Stakeholders could generally see how this Framework would align with other high-level frameworks such as the Australian Student Wellbeing Framework (Education Services Australia, 2018). They emphasised that alignment would be greatly enhanced by the provision of support materials to make explicit the links between this Framework and a range of other key frameworks. Some additional points were suggested for inclusion as 'actions', as detailed in the following pages.

Some questions came up several times during the interviews and roundtable discussions, including:

- Who is the Framework audience, can this be clarified?
- Will the Framework be prescriptive enough?
- Are all 'elements' to be equally weighted?
- Does the term 'actions' imply that these are a requirement? Is there an alternative term?

Some cautions were raised, including that:

- use of the term 'actions' may encourage a tick-a-box approach
- consultation with children and young people was not evident
- the Framework cannot stand alone – it needs accompanying endorsement, engagement, and support strategies
- the statement on the front page of the Framework reads as a development/consultation statement and should be finalised.

This section will go on to explore the suggested revisions to the Framework as well as themes that emerged from discussions including: ways to support implementation, supporting children with diverse needs, and continuous review, improvement and evaluation.

Multi-component framework

The draft Framework circulated to experts and stakeholders used the terms 'elements' and 'actions' as Framework organisers. Several alternatives to 'elements' were suggested, including components, pillars, and principles. Several alternatives to 'actions' were also suggested, including effective practices, practices, approaches, attributes, criteria and responsibilities.

Suggested Framework revisions

Element 1: students' rights in the digital age

The first element for consultation was 'students' rights in the digital age'. This element had four actions as shown below:

Element	Actions
1. Students' rights in the digital age Online safety education is based on recognising, acknowledging and understanding students' rights in the digital age.	1.1 Focus on the student.
	1.2 Uphold students' rights to digital protection, digital provision and digital participation.
	1.3 Consider benefits and risks, opportunities and challenges simultaneously.
	1.4 Students participate in the design, development, and implementation of online safety education.

Following consultation, suggested revisions to the Element 1 are shown below:

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.

One theme was identified in relation to Element 1:

- Rights and responsibilities go hand-in-hand.

Expert interviews

Experts generally agreed that students' rights were paramount. Two experts considered favourably the positioning of rights in Element 1. For example:

- '… it starts with students' rights at number one … it has to be there at number one.' (Group 1, international expert 3)
- 'I was really pleased to see children's rights making a strong mention in the Framework.' (Group 1, Australian expert 3)

Three experts noted that human rights in general, and children's rights in particular, needs to be better understood. For example:

- 'I certainly agree with the rights concept, but I've never really been sure that it's something that children understand in a useful way … There may be places in the world for example where that is really important because the autonomy that children have in the school environment is very low. But it's my sense that in a lot of western countries, including Australia, student autonomy is pretty high in a lot of dimensions.' (Group 1, international expert 1)

To counteract potential misunderstandings, one expert explained:

- 'Rights is not an individualist discourse. It's a communitarian one, disguised as an individualist one. … Communicate that the idea of rights is relational – we all have rights and these exist in relation to others. For children, it's about how you fit into, contribute to, and respond to your community.' (Group 1, Australian expert 3)

Introducing the notion of rights and responsibilities together, another expert said:

- 'We are very quick to point out what a child's rights are, but with those rights always come responsibilities. I think it's important that we remind children that, yes, they do have these [rights], but also … they need to take responsibility … that was the only other word that I thought perhaps could go into that first point.' (Group 1, Australian expert 1)

Some minor changes to the actions were suggested for greater clarity, and a fifth action was suggested to emphasise the need to collaborate with students to identify issues of most concern to them. This latter point was supported by comments made in the roundtables (Group 4) and was added to Element 4.

Roundtable discussions

In the roundtable discussions, some organisational representatives expressed reservations about use of the term 'students' rights' with one capturing the essence of the discussion:

- 'I wondered how that phrase came about and … I just wondered whether or not the words 'student rights' was the right phrasing.' (Group 3)

In line with comments from some of the experts cited above, some roundtable participants also felt that rights and responsibilities should go together, captured in statements such as:

- 'I believe rights and responsibilities go hand-in-hand; it's important to include.' (Group 3)

How the abstract concepts of rights can be made tangible was also raised in statements such as:

- 'We had a discussion internally ... what does it really look like to be an engaged and positive digital citizen? What are the things that you should be doing, the behaviours you should be displaying that make you positive and engaged when you are online? ... we thought that there should be that emphasis – it's not just about whether rights or agency is the right word ... but also about things that you should be doing when you're online to make sure you protect yourself and protect other people.' (Group 3)

Communicating with the Framework audience about students' (or children's) rights will be an important function for any Framework support materials that are developed.

The addition of a fifth action for Element 1 was suggested by Group 4 to better capture student agency and the need for adults to work alongside students to identify issues that are of most concern to them.

Survey

Most (19 of 22) survey participants thought that this element and its short explainer was suitable. Most (18 of 22) thought it was fair and reasonable. However only half (11 of 22) thought it was clear and slightly more than half (14 of 22) thought it was achievable. Responses for Groups 2 and 3 were very similar. There was only one respondent for Group 4. Ratings on clarity and achievability were lower than ratings on suitability, and fairness and reasonableness (for all groups). These data, and comments made in the roundtables, suggested the phrasing of elements and actions required revision. These results are shown in Table 2.

Table 2: Element 1 responses by group

	Group 2	Group 3	Group 4	Total
Suitable	9 (90%)	9 (82%)	1 (100%)	19 (86%)
Fair and reasonable	9 (90%)	8 (73%)	1 (100%)	18 (82%)
Clear	6 (60%)	5 (45%)	0 (0%)	11 (50%)
Achievable	7 (70%)	7 (64%)	0 (0%)	14 (64%)

The topic of rights generated 17 separate open-ended comments, most centred on the theme of student rights. For example:

- 'We feel that the term 'rights' isn't appropriate here. Perhaps student agency, voice, participation, advocacy or similar would be better. If rights is used, it should be accompanied by 'responsibilities'.' (Group 3)

Summary

The Framework stakeholders wished for rights and responsibilities to be addressed together in one element and for rights to be considered in the context of relationships and responsibilities to others.

Element 2: individual risk and protective factors

The second element for consultation was 'individual risk and protective factors'. The element had four actions as shown below:

Element	Actions
2. Individual risk and protective factors Online safety education is framed positively but needs to be built on information about risks, and protective and situational factors that increase the likelihood of harm.	2.1 Acknowledge the positive role of online technologies and use a strengths-based approach.
	2.2 Understand that risks vary by use of/access to technologies, recognising not all risk results in harm.
	2.3 Understand that risks vary by factors such as gender, (dis)ability, socioeconomic status, cultural and language background, sexuality, appearance and family background.
	2.4 Acknowledge that differentiation, inclusion and relevance are important.

After consultation, suggested revisions to Element 2 are shown below:

Element	Effective practices
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.

Three themes were identified in relation to Element 2:

- positive framing and positive promotion should be more evident in the actions
- greater clarity is required in use of the term 'risk'
- the concept of resilience is missing.

Expert interviews

Experts shared the view that positive framing was important with statements such as, 'focus on assets and strengths instead of deficiencies and risks' (Group 1, international expert 2). They provided suggestions for how this could be better captured in the phrasing of the element and actions. One expert was not in favour of the term 'protective' and preferred an approach that would encompass 'prevention' and 'promotion'. The potential for inclusion of 'resilience' was mentioned. Other points focused on the terminology of 'risk' when using a strengths-based approach. These included:

- Use 'risk and protective factors' rather than 'individual risk and protective factors', because vulnerability can be a result of social and environmental factors. (Group 1, international expert 5, Australian expert 3)

- Use the phrase 'risk of harm' rather than 'risk' because harm is what needs to be prevented. (Group 1, international expert 5, Australian expert 3)

- Recognise children need to encounter risks, adults need to help them navigate risks and risk needs to be destigmatised. (Group 1, international expert 5, Australian expert 3)

- Note that there is a need to 'contextualise risks in light of what children surface themselves.' (Group 1, Australian expert 3)

- Be explicit about how risks vary and be aware that social determinants play a key role in both the risks and the opportunities. For example, 'it's no longer useful to be asking how long you're online … Now it's *when* you're online. That's the important vulnerability factor … ' (Group 1, Australian expert 2)

- [In relation to Action 2.3] 'I'd see that as encompassing race, religion, disabilities, and broader [than those factors listed].' (Group 1, international expert 3)

- In taking a positive stance, is there 'some negligence [in] not mentioning any negative consequences or instruction towards that end?' (Group 1, international expert 2)

Roundtable discussions

In the roundtable discussions, organisational representatives generally agreed on the positive framing. For example:

- '[I was] really glad of seeing a couple of things in there, one of them being that really strong student focus, another one being the fact that it was framed around really positive language. Because you'd be very aware, in the past, a lot of these kinds of approaches and frameworks have taken that more negative, risk-based view of things. But this really framed it around the positive opportunities afforded by ICT and education, whilst remaining cognisant of the risks and the

mitigations around that. So I thought that was a really great thing to see in this.' (Group 3)

The positive framing and strengths-based approach was seen as a way of honouring diversity in the student population. For example:

- 'The fact that you talk explicitly about using a strengths-based approach is another good one in terms of acknowledging that diversity and experience and in acknowledging that while Aboriginal and Torres Strait Islander students and families will come with a broad range of experiences and level of engagement with digital technology, that coming at it not from a disadvantage perspective and assuming that there's a disadvantage because they're Aboriginal and or Torres Strait Islander is a really positive starting point.' (Group 4)

There were suggestions for strengthening the language used in expressing the element and associated actions. For example:

- 'I think that can even be worked a little bit more with the language, just the framing of risks … so really making sure that that strength-based approach filters right down to the language that's being used.' (Group 3)

Organisational representatives noted the absence from the Framework of the concept of resilience. This was particularly the case in the Group 4 roundtable. For example:

- 'The key one which I think came out from young people for us that was missing was about developing resilience … and there needs to be an element of building resilience and teaching when you do [experience] this, how it can feel, how you can respond, and how you can be safe.' (Group 4)

Survey

All (22 of 22) survey participants thought that Element 2 and its short explainer was suitable, all (22 of 22) thought it was fair and reasonable, and almost all (21 of 22) thought it was clear. Just over two-thirds (15 of 22) thought it was achievable. Responses for Groups 2, 3, and 4 were very similar, apart from on achievability with Group 2 (Trusted eSafety Providers) and Group 4 (specialist groups and advocates for children) which perceived Element 2 as less achievable for their organisations. There was only one respondent for Group 4. These results are shown in Table 3.

Table 3: Element 2 responses by group

	Group 2	Group 3	Group 4	Total
Suitable	10 (100%)	11 (100%)	1 (100%)	22 (100%)
Fair and reasonable	10 (100%)	11 (100%)	1 (100%)	22 (100%)
Clear	9 (90%)	11 (100%)	1 (100%)	21 (95%)
Achievable	5 (50%)	10 (91%)	0 (0%)	15 (68%)

The open-ended comments provide additional context for the Table 3 results. The topics of positive framing, risk and resilience generated the greatest number of comments (13 open-ended comments). Most clearly requested shifting the emphasis for this element. Comments included specific advice about additions and re-phrasing. For example:

- 'Element 2 could have wording slightly tweaked [to] focus more on the positives.' (Group 2)

- 'Coming from a strengths-based approach, switch the title to be 'individual protective and risk factors' rather than the other way around. And then reword the explainer to say 'Online safety education is framed from a strengths-based approach and needs to build on information about protective, risk and situational factors that impact the likelihood of harm'.' (Group 3)

- 'Element 2 should specifically take into consideration the needs/views of Aboriginal and Torres Strait Islander users.' (Group 3)

- 'Action 2.4 'acknowledge that differentiation, inclusion and relevance are important' is overly wordy and not intuitive. Suggest it be reworked for simpler expression.' (Group 4)

- 'Schools will need examples of actions in practice, specifically in relation to issues such as risk and protective factors (where schools have limited exposure and knowledge).' (Group 2)

Summary

Positive framing was valued and could be further enhanced to be more inclusive. Support materials accompanying the Framework will need to provide support for schools in defining and understanding risk. The concept of resilience could be used to shift the emphasis in Element 2.

Element 3: effective school-wide approaches

The third element for consultation was 'effective school-wide approaches'. The element had six actions as shown below.

Element	Actions
3. Effective school-wide approaches based on harm prevention Online safety education is underpinned by effective harm prevention principles.	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 adept and well-trained facilitators.
	3.3 Address topics and themes that are relevant and appropriate to a student's age, abilities and individual factors.
	3.4 Take a balanced and positive approach, avoiding scare tactics and confrontational strategies.
	3.5 Set clear goals and outcomes that are monitored and evaluated.
	3.6 Have a supportive school system with strong policy foundations, well-trained teachers and partnerships with other agencies.

After consultation, suggested revisions to the Element 3 are shown below.

Element	Effective practices
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.

Three themes were identified for Element 3:

- whole-school approaches rather than school-wide approaches
- parents and communities are missing
- focus on wellbeing, rather than on harm prevention.

Expert interviews

Experts were of the view that the term 'whole school' should be used rather than the term 'school wide', and this was particularly the case for two of the three Australian experts. A whole-school approach is one in which the entire school community shares a common vision. This terminology is in keeping with the Health Promoting Schools model which has had wide uptake and use in Australian schools, education policy and existing frameworks (International Union for Health Promotion in Education, 2009; National Health and Medical Research Council, 1996; World Health Organisation, 2020).

Experts were united in picking up that parents and wider communities were missing from the framework. For example, this was evident in the following:

- 'Australia really needs to think about not just a school approach, but a community approach, because schools are only reflective of what happens in the community ... we would be crazy to only think of addressing any of these problems as a whole-school approach is a start – but it's got to be more than that. It's really got to be a community approach.' (Group 1, Australian expert 2)

- 'I know this is about schools focused – more education focused – but I think making that connection to the wider community is a really important aspect in all of this.' (Group 1, international expert 3)

- 'I think the missing piece to my mind is the adult education piece ... digital literacy education that's provided to teachers and more so to parents ... I can see that we're missing a big piece of the puzzle by not supporting parents in the right kinds of ways.' (Group 1, Australian expert 3)

- 'I think I then went looking to see how is the community involved and influenced? ... I just wondered where that outreach would fall within the framework? That was the only component that I couldn't see easily.' (Group 1, Australian expert 1)

- 'The difference between a child who's resilient and one who's not often actually boils down to the relationships with their networks and how easily they can access and leverage resources to support themselves.' (Group 1, Australian expert 3)

- 'This needs to be community oriented, because then parents will be there ... The whole ecology needs to be represented.' (Group 1, Australian expert 2)

One expert identified that policy guidance could be more explicitly addressed. For example:

- 'You partially mention this in bullet point 3.6 where you say, 'have a supportive school system with strong policy foundations for that' … but that seems very vague to me.' (Group 1, international expert 2)

Participants also queried was whether school links to deterrence and response systems should be explicitly mentioned. For example:

- 'I don't see law or justice or disciplinary consequences anywhere in this document. I'm wondering if there's a place for this. To be sure, … we focus on the positive, … so I absolutely agree that that should be the overall tone of the document. But … is there some negligence [in] not mentioning any negative consequences or instruction towards that end … it could still have a preventive component because some youth will be at least a little deterred.' (Group 1, international expert 2)

Four experts paid attention to the concept of wellbeing and its relationship to curriculum, noting that it may be an alternative way of framing Element 3 which will help to ensure the Framework's longevity. This could take the form of adding a 'bullet point related to … wellbeing or healthy development [to enable additions] down the road … as things come up, for example, I'm pretty sure in your Framework you don't use the term media literacy, but that's big right now.' (Group 1, international expert 2)

Another expert concurred, 'I thought maybe getting the word 'wellbeing' in there and the word 'skills' in there could be two really useful additions which could help amplify the positive component which is included but might not be reflected so well in the two pages.' (Group 1, international expert 3)

Roundtable discussions

Organisational representatives also preferred the terminology of 'whole school'. This was particularly the case in Group 3 (education sector representatives). For example:

- 'Effective 'whole-school' approaches rather than 'school-wide' approaches. School-wide to my mind stops at the school gates whereas whole-school encompasses parents/carers and other broader school partners/agencies/stakeholders. Whole-school is consistent with terminology used in other education frameworks e.g. Australian Student Wellbeing Framework'. (Group 3)

Group 3 considered that the term 'whole school' to be part of schools' existing 'lexicon' .

There was agreement from many organisational representatives that parents and communities were missing from the draft Framework. For example:

- 'When I look at the Framework, one of the things that for me was missing was about our building of relationships with parents and carers and also supporting them to upskill around their tech knowledge and skills, and that being a protective factor for our kids.' (Group 3)
- 'Can't see anywhere the broader school community – parents/carers.' (Group 2)
- 'Agree with [participant's name] communities/parents/carers are missing.' (Group 2)
- 'I agree with [participant's name], parents/carers are such an important link to make.' (Group 2)

The whole-school approach was seen as a mechanism for incorporating parents and communities into the framework. For example, 'whole school should include staff and parents/family.' (Group 2)

Organisational representatives provided their thoughts on the harm prevention terminology used in the short explainer for Element 1 and its consistency with terminology used in other frameworks. For example:

- 'I'm just wondering whether there can be some consistency across different frameworks, so for instance, the National Framework for Drug Principles. I had a look at that compared to this Framework, and obviously this framework looks at harm prevention. The drug framework looks at harm minimisation … ' (Group 2)

Also raised was the potential for confusion about use of the term 'harm'. For example:

- 'Our work may be harm prevention [but] 'harm' is not defined.' (Group 2)
- 'Element 3 – harm prevention … could this be defined?' (Group 4)

The prominence and potential for alignment with the Australian Student Wellbeing Framework (Education Services Australia, 2018) was also noted.

Survey

All (22 of 22) survey participants thought that this element and its short explainer were suitable. Almost all (20 of 22) thought it was fair and reasonable and a majority (18 of 22) thought it was clear. However only around half (12 of 22) thought it was achievable. Responses for Groups 2 and 3 were comparable, apart from on achievability with Trusted eSafety Providers rating this element as much less achievable than other stakeholders. There was only one respondent for Group 4. These results are shown in Table 4.

Table 4: Element 3 responses by group

	Group 2	Group 3	Group 4	Total
Suitable	10 (100%)	11 (100%)	1 (100%)	22 (100%)
Fair and reasonable	10 (100%)	9 (82%)	1 (100%)	20 (91%)

Clear	7 (70%)	10 (91%)	1 (100%)	18 (82%)
Achievable	3 (30%)	8 (73%)	1 (100%)	12 (55%)

Element 3 generated several open-ended comments suggesting alternative terminology for 'school-wide' and asking questions about definitions of harm and harm prevention. Comments included specific recommendations for rephrasing. These were:

- 'More common school terminology is 'whole-school approaches' rather than 'school-wide'.' (Group 3)

- 'An addition here could also be: Online safety education is underpinned by effective safety and harm prevention principles and linked to other whole-school approaches/frameworks. It is important for schools to know and understand how this links with other things they are doing for e.g. Australian Student Wellbeing Framework.' (Group 3)

- 'Element 3 could be clearer on this being a whole-school approach. It is in the title but gets lost in the descriptor.' (Group 2)

- 'Element 3 would also benefit from a little more detail to clarify what 'effective harm prevention' actually means – although the actions do provide some clarity, an extra sentence in the explainer may help to make this element clearer.' (Group 2)

- 'I think that these elaborations are clear and concise. However, I am unsure of how you define some of these words/phrases in the context of online safety education. For example: 'harm' – what is defined as harm in this context? I think a lot of people will consider obvious harms, such as physical, significant psychological, or criminal, but what about the lesser known or more subtle/cumulative harms.' (Group 2)

- '3.6 – the terminology here does not work for all school sectors …. Better perhaps to say: 'Have a supportive school environment with strong policy and procedural foundations … ' (Group 3)

Summary

'Whole school' was the preferred terminology to both align with other education policies and frameworks, and the language commonly used in school systems. The concept of harm prevention may not be acceptable (data below indicate that 'wellbeing' may a viable alternative). Aligning with a whole-school approach, online safety education should extend to school personnel, families and community members, as well as students.

Element 4: integrated and specific curriculum

The fourth element for consultation was 'integrated and specific curriculum'. The element had four actions as shown below.

Element	Actions
4. Integrated and specific curriculum Online safety education builds knowledge and skills across key learning areas, includes technical and interpersonal aspects, addresses risk factors and strengthens protective factors.	4.1 Reflect digital citizenship concepts to support greater critical awareness and civic engagement by students.
	4.2 Reflect social and emotional learning concepts that support students' understanding and management of emotions to have healthy and respectful relationships.
	4.3 Address specific conduct, contact and content risks and emerging risks.
	4.4 Promote effective help-seeking as a key protective factor.

After consultation, suggested revisions to Element 4 are shown below.

Element	Effective practices
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.

One theme was identified for Element 4:

- Greater clarity is required with respect to what is encompassed by each of the four action areas: digital citizenship, social and emotional learning, risks and help-seeking.

Expert interviews

Experts were generally in agreement about the four key curriculum content areas: digital citizenship, social and emotional learning, addressing specific risks and help-seeking. There were differing perspectives on the order in which the four actions were presented and suggestions for how 'action' topics might be 'unpacked'. For example:

- 'The way I would organise it would be there are the risks, there are the socioemotional skills, and I think help seeking is one of those. I think that's just part of socioemotional [learning] … Then I think there are what I would call internet-specific or technology-specific knowledge and capacity. I would divide things that way with the emphasis on socioemotional skills and somewhat smaller emphasis on the technology-specific capacity. Because people have got that backward. They think that the technology-specific capacity is the big thing. But it seems to me that that's not the case. When the socioemotional skills are there, then the other things are kind of easy to do.' (Group 1, international expert 1)

- 'This is online safety so I wouldn't get into addiction or screen time. I would get into fake news, but that's part of media literacy, and misinformation. My point here is that I think it's part of digital citizenship, because we want our kids to have a moral compass when they post anything online and when they share anything online.' (Group 1, international expert 2)

- '[In relation to digital citizenship] media literacy has that element of creativity in it as well. I do think there is that side. You need to know how to consume it and you also need to know how to play your part within it and I think that's something which could be greater explored.' (Group 1, international expert 3)

- '[In relation to digital citizenship] online hate – so this is a big focus of work and I just wasn't 100 per cent sure whether that was completely encompassed.' (Group 1, international expert 3)

- '[In relation to social and emotional learning] the interpersonal skillsets are things like conflict-reduction, empathy promotion and help seeking. But some of the intrapersonal skillsets are emotion management, decision making, those kinds of skills.' (Group 1, international expert 1)

- '[In relation to the specific risks] I do wonder if that can be surfaced a little bit in [Element] four where you look at the specific curricula, because again I think one thing that we do is we develop lots of education resources for all children and we actually don't really ever address the needs of the most vulnerable.' (Group 1, Australian expert 3)

- '[In relation to help seeking] peer support – making sure that young people are able to look after each other online. This is kind of a fundamental element … skills that we teach in relation to friendship that we have to shift into the online space. I know Australia's got a great track record of teaching about friendship and so on but I just want to flag that one.' (Group 1, international expert 3)

Considering education about help-seeking, one expert explained that greater nuance was required:

- 'Help-seeking should be presented in multiple ways, not just how do we help young people to speak up and reach out for help, but how do

we also understand that it is a coping mechanism ... Having the courage to go online and ask for help is significant. It's all very well to say Kids Helpline is there. What's the next strategy? It can't just be in isolation. It has to be part of something else, and maybe a way of thinking about it is a tiered approach. What do you put in place for all? What do you put in place for some? What do you put in place for a few?' (Group 1, Australian expert 2)

When thinking about specific conduct, contact and content risks, and emerging risks, one expert focused on the importance of developing a common understanding about the term risk. This also relates to Element 3 above.

- 'I think what I'd love to see there is a process where either the eSafety office develops a list of child-centred risks, like child-identified risks of harm and embeds those in the curriculum, or a process where schools can come together to identify those. ... Also, culturally ... if you ... [move] from a lower socioeconomic school to a rural or remote school to a wealthy inner-city school, those risks look a little bit different.' (Group 1, Australian expert 3)

These issues indicate that greater clarity is required in communicating the content of the action topics. This greater clarity could also be used in support materials to accompany the Framework.

Roundtable discussions

In the roundtable discussions, organisational representatives were generally in agreement about the four key action areas/curriculum content areas: digital citizenship, social and emotional learning, addressing specific risks and help-seeking. These stakeholders also sought greater clarity in the content of the action topics. For example, when looking at digital citizenship:

- 'You used the term digital citizenship and I think it's a really interesting term. Digital citizenship is just one part of digital intelligence. So digital intelligence is the broader construct and within that ... you've got digital citizenship, digital creativity and digital competitiveness.' (Group 4)

- 'I feel that it is important to actually start talking about opportunities, digital skills, safety, engagement, mediation.' (Group 3)

For social and emotional learning:

- 'I was just wondering ... in terms of social, emotional learning concepts about linking it with the CASEL framework, so that's the Collaborative for Academic, Social and Emotional Learning and make it more explicit.' (Group 3)

- 'The other thing that I really agree with is the social and emotional learning elements in this and potentially even needing to amplify that, as a way of building digital resilience.' (Group 3)

For help seeking:

- 'Help-seeking is great – however resilience needs to be built and taught in the education framework to empower children and young people.' (Group 4)

The need for 'explicit' teaching was raised by one organisational representative in relation to universal design for learning. They explained:

- 'If you are going to be teaching concepts of citizenship or safety and I'm thinking, for example, many autistic children will not read a situation in the same way. Do you need to explicitly teach, if this happens it's likely to not be right, or my son with intellectual disability, I'd have to be much more explicit about it, about the material. But also deliver it in a way that he understands, not just here's a video or a course or questionnaire. It has to be accessible to them. I think that accessibility piece is huge. If something's not accessible then concepts of citizenship participation, they're not even relevant. It's just – you're out!' (Group 4)

Having consulted with young people as part of their preparation for the roundtable discussion, one of the stakeholders from Group 4 (specialist groups and advocates for children), also emphasised the need for developing resilience under the umbrella of social and emotional learning:

- 'The key one which I think came out from young people for us that was missing was about developing resilience … which teaches around the risks and understanding that risk doesn't always equate to harm … That was the core element for them which they thought would be a significant shift to actually understand risk mitigation strategies as well.' (Group 4)

This view was supported by another organisational representative from Group 4:

- 'I think the resilience point from earlier … was a really good one in terms of not shying away from the fact that there will be some uncomfortable behaviour and that while we want to minimise and avoid that as much as possible, that supporting kids to be able to engage with that is a really important thing. Certainly, we'd support that for Aboriginal and Torres Strait Islander students who would be obviously more at risk of being exposed to some of the more negative or stereotypical portrayal through mainstream media, but also through social media.' (Group 4)

Survey

All (22 of 22) survey participants thought that this element and its short explainer was suitable, all (22 of 22) thought it was fair and reasonable, and almost all (21 of 22) thought it was clear. Just over two-thirds (15 of 22) thought it was achievable. Responses for Groups 2 and 3 were identical, apart from on achievability. Group 2 (Trusted eSafety Providers) and Group 4 (specialist groups and advocates for children – only one respondent) rated this element as much less achievable than Group 3 (education stakeholders) most likely because their organisations are not ultimately responsible for curriculum delivery. These results are shown in Table 5.

Table 5: Element 4 responses by group

	Group 2	Group 3	Group 4	Total
Suitable	10 (100%)	11 (100%)	1 (100%)	22 (100%)
Fair and reasonable	10 (100%)	11 (100%)	1 (100%)	22 (100%)
Clear	10 (100%)	11 (100%)	0 (0%)	21 (95%)
Achievable	5 (50%)	10 (91%)	0 (0%)	15 (68%)

The four action topics generated 11 open-ended comments, all of which were useful when looking at how the element and actions might be improved. For example:

- 'I would switch risk factors and protective factors – I would always tend to lead with the positive.' (Group 2)

- 'Change wording to: online safety education builds … interpersonal aspects, strengthens protective factors and addresses risk factors. Strength-based wording should always come first.' (Group 3)

- 'Could include that education in itself is a significant protective factor, highlighting to students that the more they are informed, the safer they will be.' (Group 4)

- 'Should online safety not only build knowledge and skills, but understanding as well?' (Group 3)

In relation to digital citizenship:
- '4.1 - what are the digital concepts? these would need to be unpacked in order for schools to know what they were teaching understanding towards.' (Group 3)

- '4.1 - schools may not understand what 'civic engagement' is.' (Group 3)

- '4.1 - suggest explaining what is meant by the term 'civic engagement'' (Group 4)

In relation to social and emotional learning:
- '4.2 – [Are] social and emotional concepts the right word[s] or should it be to develop social and emotional skills to support students understanding and management of emotions?' (Group 3)

The need for links to the Australian Curriculum was also mentioned. For example:
- 'Embed online safety education in syllabus documents.' (Group 3)

- 'Specifically link online safety education to the curriculum/key learning areas.' (Group 3)
- 'Include cross curriculum capabilities from the Australian Curriculum – critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding.' (Group 2)

Summary

Stakeholders confirmed their preference for positive framing to be consistent through all Framework elements. Digital citizenship could be clarified further in support materials and resources accompanying the Framework. Links should be made between this Framework, the Australian Curriculum (including key learning areas, cross curricular priorities and general capabilities) and other important education policy frameworks.

Element 5: continuously improved through review and evaluation

The fifth element for consultation was 'continuously improved through review and evaluation'. This element had three actions as shown below.

Element	Actions
5. Continuously improved through review and evaluation Online safety education is continuously improved based on evidence, research and the evolving range of online safety issues, risks and harms.	5.1 Rigorously assess programs and approaches using established methods.
	5.2 Review annually to strengthen relevance to the evolving range of potential online safety issues, risks and harms.
	5.3 Regularly share good practice and learnings.

After consultation, there were suggested revisions to the Element 5. These are shown below.

Element	Effective practices
5.Continuous improvement through review and evaluation Online safety education is continuously improved based on 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.

There were three themes identified for Element 5:

- evaluation methods must be inclusive, accessible and fair
- review and evaluation tools will be needed
- greater clarity is required about what is meant by review and evaluation of online safety education in schools.

Expert interviews

Four of the eight experts provided commentary on this element.

One expert encouraged eSafety to 'look at the evaluation as part of the strategy ... ' (Group 1, international expert 2). This evaluation would need to be 'ongoing and iterative' (Group 1, international expert 2) with opportunities to look at if, how and where the Framework is being used, so that it can be incrementally improved by 'listening to, learning and being

responsive to schools' (Group 1, international expert 2). This could be done by 'collecting samples of the ways that schools have implemented [the Framework] … to demonstrate the effort that's going on … [via] quality case study work monitoring how schools – very diverse schools, with really huge amounts of variability [are using the Framework]' (Group 1, international expert 2). This monitoring was thought to be critical.

A second expert questioned, 'in [Element 5] you've got: regularly assess programs and approaches, review annually. How will you know? How will that happen? You need data.' (Group 1, international expert 5). Drawing on experience developing and implementing a curriculum framework in the UK, they suggested that the Australian framework should have a registration mechanism so that eSafety can gather information about which schools/entities are using the Framework. They said 'you start gathering data then as a country that you can map geographically. You can lay other data on top of that, like crime, education, employment – all of those things. You can begin to match some of these issues. There's where we want to be. We want to get enough meaningful data about where the gaps are, and what children know, and also how effective your materials are … ' (Group 1, international expert 5).

There was discussion by a third expert about the use of comparative datasets to inform schools' decisions about online safety education content. For example, one Australian expert explained: 'I think one of the things going forward in terms of the Framework is, how can all of the organisations, and I mean schools as well, make use of the datasets and the evidence base that they've got to compare with? So, if part of the strategy is for a school to survey their kids [they could] use the surveys that the eSafety Commissioner has used, and then compare their school data to the national dataset … ' (Group 1, Australian expert 2).

A fourth expert drew attention to the need to develop and use child-centred indicators (Group 1, Australian expert 3) and advised against using only 'established methods' as was advocated in Action 5.1. Rather, they suggested channelling 'children and young people's insights into generating indicators and then measures that are meaningful to them' so that child-centred rather than adult-centred evaluation was the focus (Group 1, Australian expert 3).

Roundtable discussions

This element was discussed in less depth than other elements in the roundtable sessions.

One participant from Group 4 (specialist groups and advocates for children) explained an important point though – that evaluation methods must be inclusive, accessible and fair. They stated: 'If we're developing a program to evaluate how students are using the technology, is it a survey that kids with disabilities aren't going to be responding to? All those surveys – even schools' wellbeing surveys – they're rarely accessible for kids with disabilities. It's consistently leaving out this cohort in terms of not only making information available, but then monitoring the impact.' (Group 4)

The group did note a couple of challenges to schools' responsibility for this element. These focussed on the way in which the element was presented in the draft Framework. Participants raised these as questions, pointing to a need for greater clarity about the target audience for the framework. For example:

- '[Element 5] does it need to appear for schools?' (Group 3)

- 'Would schools be in a position to engage in evaluation of the use of the Framework?' (Group 3)

- 'You asked about how our organisation would evaluate this. Well, we wouldn't, because we're a peak body ... We're not a system, and so I think any terminology and any expectations around that have to be carefully balanced between all the sectors so it's a relevant document for everybody.' (Group 3)

There were calls for greater clarity in the way this element's actions were expressed, including specific suggestions for enhancing the phrasing. For example:

- 'I agree it's important to have evidence and so forth, which I think is picked up quite well in element five. I think the actions don't speak to that as well as they might.' (Group 3)

- '[Action 5.1] says rigorously assess programs and approaches using established methods. What does that mean? I don't think there's a really clear connection about the link between evidence resource, authoritative sources, et cetera. I think it's sharpening the actions to better speak to the element.' (Group 3)

- 'Perhaps – continuously improved through review and evaluation changed to ensure evaluation and improvement. Ensuring has a responsibility and while continuously has an exhausting connotation?' (Group 3)

- 'Maybe it needs to be continuous improvement through review and evaluation, but that was just a little aside.' (Group 3)

- 'Perhaps would be better worded to 'Continuous improvement through review and evaluation'.' (Group 3)

Finally, participants raised the need for resources to support review and evaluation. For example: '[Element 5] it would be useful to have some prescribed tools to support the review and evaluation.' (Group 2)

Survey

Almost all (21 of 22) of the survey participants thought that this element and its short explainer was suitable. The majority also thought this element was fair and reasonable (20 of 22). However far fewer thought it was clear (13 of 22) and achievable (8 of 22). There was only one respondent for Group 4. These results are shown in Table 6. The open-ended comments below shed light on the reasons for these results.

Table 6: Element 5 responses by group

	Group 2	Group 3	Group 4	Total
Suitable	10 (100%)	10 (91%)	1 (100%)	21 (95%)
Fair and reasonable	9 (90%)	10 (91%)	1 (100%)	20 (91%)
Clear	8 (80%)	5 (45%)	0 (0%)	13 (59%)
Achievable	4 (40%)	4 (36%)	0 (0%)	8 (36%)

The four action topics generated several open-ended comments, all of which are useful when looking at how the element and actions might be enhanced by teacher professional development as a pathway to continuous improvement. For example:

- 'Element 5 could also include reference to teaching staff having regular training.' (Group 2)

- 'Element 5 needs to address teacher training in the process of continuous improvement.' (Group 2)

- '[Element 5] might mention something around the need for continuous professional development.' (Group 2)

In line with suggestions in the roundtable discussions, open-ended comments identified a need for greater clarity about responsibility for this element (e.g. who should do what). Some practical suggestions included:

- [In relation to Element 5] ' ... suggest that online safety education should be underpinned by evidence and research-based practice. I want to know the foundation is solid as well as the improvements I make.' (Group 3)

- [In relation to Element 5] ' ... schools will need some support around how to do this work. The actions need to be unpacked further. Who will rigorously assess and review annually?' (Group 3)

- [In relation to Action 5.1] 'Is 'evaluate' a better word than 'assess'? What are these 'established methods'?' (Group 3)

- [In relation to Action 5.1] 'Specify what established methods are.' (Group 3)

- [In relation to Action 5.1] 'what are the established methods to rigorously assess programs? I wonder if these could be provided so schools know they are using effective methods.' (Group 3)

Summary

The wording used for this element needed attention as it was unclear to participants who should be responsible for the various actions: review, evaluation, assessment and continuous improvement.

Implementation

Experts and stakeholders shared their perspectives about the roles played by eSafety, schools and school systems in supporting implementation of the Framework, and any necessary capacity building and support measures. The group put forward many excellent ideas that may inform an future implementation strategy.

At a very high level, one of the experts emphasised the importance of state and territory buy in to support a national Framework:

- 'It is a national response that we need, but you also need it to be state based, because you're asking education partners to do the work. So, in terms of implementing it, you need to bring the players around the table.' (Group 1, Australian expert 2)

Consultation questions invited experts and stakeholders to comment on the role of an agency such as eSafety in supporting framework implementation. There was consensus and support for eSafety's work in leading the Framework development and implementation. This was captured in statements such as:

- 'I do believe that there should be some sort of central authority governing what goes on. Because if schools and districts and sectors are left to their own devices, even if they have the best intentions, they will be missing important pieces ... But if it trickles down from the top, I think that you can make sure that all the important components are there. ... doing due diligence to make sure that everyone is on the same page with expectations and standards moving forward.' (Group 1, international expert 2)

While most of the expert and stakeholder commentary was specifically about implementation, comments from one expert drew attention not only to implementation but also to dissemination:

- 'I see the issue of implementation independent of the issue of dissemination. I think that separating those two issues was a big learning for us ... We found that dissemination and implementation cross over each other all the time, so that the need for this [involves] constant nudging ... technology provides a great example of this.

  We've had three studies now, where we've applied nudge theory through the use of building an app and the importance of (Bandura's work) ... cues in the environment reminding me to teach this, reminding me of the importance of this, reminding of the place that this fits within my students' overall learning, reminding the school of how critical this policy is, and ways to address it. So, dissemination nudges and ... dissemination theory [as well as] implementation theory I think is perhaps critical.' (Group 1, Australian expert 1)

On implementation, some education stakeholders were able to provide examples of how this would be undertaken within their organisation. A detailed account was provided by one representative of how diverse case

study examples could be used to highlight effective practices from the Framework:

- 'I think case studies of schools that are already doing this effectively are a fantastic way to go, and to get those in as broad a range of Australian contexts as you can, because this might look very different from the leafy greens of [state school name] than it does at [state school name] ... Of course, if you can get [cross-sector examples] as well, that always helps, because some of the individual policies might be different across Catholic or Independent [schools].' (Group 3)

Providing resources such as implementation guides which target different school leadership and teaching roles was also suggested as an effective way to encourage use. For example:

- 'I think there are probably some quite distinctly different approaches that you would take if you're a teacher coming at this, if you're a school leader coming at it, or even, say, if you're a highly accomplished or lead teacher who's been through a national certification. You may have a slightly different role, particularly if your expertise is around [digital technologies]. So it might be worth having something like an implementation guide for those different roles within a school ... ' (Group 3)

This was reflected in open-ended survey comments which asked for clarification on how the Framework would apply to different roles within schools. For example, what does it mean and look like for a school board, school principals, school leadership, teachers, parents and families?

Another key education stakeholder provided details in a follow-up email. They wrote about an approach that was used in the implementation of the Australian Student Wellbeing Framework:

- 'Every school in Australia was sent a hard copy of the [Australian Student Wellbeing Framework] at the start of [the] 2019 school year and asked to review and update their wellbeing and anti-bullying policies and guidelines in line with [it]. To complement the release ... a number of supporting resources that are housed on the Student Wellbeing Hub to assist schools and educators to implement change, including professional learning modules, curriculum aligned resources, illustrations of practice, school wellbeing check tools, media packs and promotional videos.' (Group 3)

In a similar vein, international experts felt that developing mechanisms for communicating good practice was important:

- 'It's about communicating it and setting expectations – making it as easy as possible for people to implement. I think it's a facilitating role [for eSafety] and there are different ways of doing that which are not specific to online safety but are about highlighting good practice, generating peer-to-peer experience between schools which I think is something which we haven't done successfully in this space ... Who are head teachers going to listen to? Probably other head teachers, not just the eSafety Commissioner. So if that can be encouraged I

think that would be a really strong element ... if there's a way in which you can capture good practice or experiences or issues and how these issues were dealt with, then I think that could be really useful.' (Group 1, international expert 3)

Similarly, noting that eSafety can drive Framework engagement through endorsement, and regular ongoing good practice promotion, another international expert explained:

- 'Having the drivers for engagement around a framework is everything ... The first one I think in developing any framework, you have to have a national mechanism. You have to have some sort of endorsement whether that be government, whether that be overarching organisations, to drive it. I think that gives any framework a degree of provenance that people are drawn towards, but I think too, the drivers to engage with that framework need to be very clear and they can be a combination of both carrot and stick ... When we've developed new systems and new tools and services, we've tried to focus on getting a consultative process going around the frameworks ... We've gone through consultative processes like you are doing now. We've taken advice from people, particularly peer organisations and stakeholders who work within this field and the people who it is going to [affect] – schools.' (Group 1, international expert 5)

In relation to staff capacity building, teacher education and training were seen as one of the keys to continuous improvement. The topic of teacher professional learning received approximately 20 comments in the online chat during the roundtable discussions. These comments identified that teacher professional learning could have a dual purpose by upskilling school staff and, simultaneously, promoting use of the framework. One Australian expert provided insights into what worked well in another Federal government initiative:

- 'My response is in the context of watching the National Safe Schools Framework iterations to where it is now [the Australian Student Wellbeing Framework]. ... I think what went well ... there was a small amount of funding that schools were given to do some professional learning – for building capacities it is absolutely critical for us to do this ... I think that any implementation around this area has to come with really good quality professional learning for staff that's accessible – online, ideally, and modularised so that teachers can do a little bit at a time, [and] ideally, accredited.' (Group 1, Australian expert 1)

Although acknowledged to be beyond the remit of this project, school resourcing and developing career structures around online safety education were raised by experts and stakeholders:

- 'You need to have online safety lead. You can almost see that this could be one person's job. Almost in isolation. This is your sole job in the school ... there needs to be somebody who is that lead, and they need to be on the senior leadership team. They have to have the

ability to make the changes that need to be [done].' (Group 1, international expert 3)

- 'There is a potential for something like this to create new positions in schools across the country as the dedicated capacity builder within the school, a champion if you like ... a funded position in some way, something that gives them recognition ... I'm talking about a champion within the school, who is more likely to be a young teacher looking for a position, who has the passion to be that champion, to support the whole spectrum of esafety that we're talking about.' (Group 1, Australian expert 2)

- 'In terms of implementation, this is tricky for schools, but making sure that they've got roles embedded in the schools to ensure the Framework can be delivered and embedded. That's obviously something for the education sectors across the country to facilitate.' (Group 4)

- 'We like the idea of more educational roles in schools to ensure this Framework can be embedded.' (Group 2)

Experts and stakeholders were able to identify other frameworks with useful support materials that may act as a model. For example:

- 'I think we found the resources for the [National Principles for Child Safe Organisations] to be really useful and I think when we're thinking about implementation of a framework from a provider point of view, but also from a school point of view, it's got to be easy for them, for providers and schools to pick up and go, okay, I really understand this. I've got no real grey areas in terms of what I need to do ... In the busyness of school environments making it easy for them to pick it up – they can pick something tangible up and run with it and know that if they follow the steps and the formulas that have been set out for them, that they will have something that aligns properly with the framework as it is.' (Group 4)

In terms of implementation resources, there was a great deal of support from Group 2 (Trusted eSafety Providers) and Group 3 (education stakeholders) for practice guides and a toolkit. More than 30 comments in the online roundtable chats focused on this. For example:

- 'I can see some similarities or some linkage with the eSafety Toolkit for schools. So I think if we can make that explicit link for schools, it will be very helpful for them to implement it as well.' (Group 3)

- 'Yes - toolkit!' (Group 2)

- 'I think a toolkit to compliment the elements would be important.' (Group 2).

- 'I think a 'toolkit' would make it implementable by schools ... e.g. scope and sequence and template user agreements.' (Group 2)

- 'Flexibility would enable the content and toolkit to be updated in real time as new online harms present themselves in the future.' (Group 2)

- '[We need a] practice guide, implementation guide.' (Group 2)

- 'Practice guides might be helpful. Snapshot guides to explore the elements deeper.' (Group 3)

- 'A national framework is something we desperately need in this space. My question would be, at the coalface, what would a 'lesson' from within this Framework look like?' (Group 2)

Looking at strong implementation, there were comments in the interviews and roundtable discussions about the need to make it easy and clear for schools by making very explicit links to curriculum and policy. For example:

- 'Being able to demonstrate the connections between this framework and … the curriculum and the capabilities, so that teachers don't have to spend hours sifting [through]. There's a wealth of stuff out there. They can very easily get lost in it all as well. So how can we possibly work with [eSafety] on both of our platforms to show how this fits with the curriculum and vice versa, as well.' (Group 3)

One of the key messages from the experts and stakeholders alike was linking the Framework to other initiatives 'without further confusing/overwhelming educators' (Group 2). Other frameworks specifically mentioned included: The Australian Professional Standards for Teachers (AITSL, 2017), the Australian Student Wellbeing Framework (Education Services Australia, 2018), Bullying, No Way (Australian Education Authorities, 2020) and the Queensland Anti-CyberBullying Taskforce (Queensland Government, 2018).

Snapshots of other implementation suggestions include:

- 'I really do like the two-pager. I think that sort of whets their appetite. So I think that should be distributed. Then if you have the time to create – there's a style of YouTube videos [hand-drawn/whiteboard animated videos]. I really like that style for instruction. … I think if you made five of those videos, one for each of the components, and then have pictures to go along with it – pictures to represent the bullet points within each of those components. Then I think that's very engaging and compelling, and short enough for educators to go through.' (Group 1, international expert 2)

- 'We also agree that in addition to the overarching framework, maybe there could be … a one-pager per element or something that does give a bit more guidance around … how that might work in practice.' (Group 2)

- 'You have a great opportunity here … to build a professional network around the Framework … a Framework-specific network as part of strategy … give it a cool name … provide the right forums and the right opportunities … build through your early adopters … something

that people can tie their banner to, and gives cross-fertilisation of ideas that you can moderate, you can monitor, you can jump in on.' (Group 1, international expert 5)

- 'Finding some route to gather effective metrics and to report back so as to be open and transparent about how well the framework has been adopted, how it is doing and the differences that it's made.' (Group 1, international expert 5)

Final points for clarification were noted including:

- 'We had a question about whether or not you would be doing a child-friendly version, so for younger kids in particular, so we're very focussed on that idea. Within the office, we get a lot of feedback that kids sometimes feel excluded from these frameworks, just because we use language [that is] beyond them. Maybe if it was more graphic friendly or used audio or that type of thing, it would support their learning a little bit better.' (Group 3)

The groups were also interested to see:

- Greater clarity about what online safety education looks like for children in Years F to 3.

- More explanation as to what each action looks like [in practice]. (Group 2 and Group 3).

- Questions and answers included in the Framework (Q&As) (Group 2).

Rapid literature review update: implementation of school-based online safety education

To capture papers published since the Stage 1 report, we conducted a rapid review update on the topic of implementation of school-based online safety education.

The review involved searching academic databases, including ERIC + Education Source (via EBSCOHost) and Google Scholar. We used a set of standardised keywords drawn from the Stage 1 literature review, looking specifically for peer-reviewed articles published in the last two years. Search results were screened, and information extracted for a total of 11 relevant articles. The project 'matrices data files' were provided separately to eSafety as supplementary files.

Three main themes emerged: capacity building, frameworks and curriculum integration, and student involvement.

1. **Capacity building:** A variety of strategies for program implementation as well as staff capacity building were noted in these new papers. The importance of both effective leadership and the provision of comprehensive resources to support teachers' practice is clear in the research (Chong and Lee, 2020; González et al., 2019; Mann and Lohrmann, 2019; Rahman et al., 2020). Rahman and colleagues (2020) conducted a literature review which found that teachers' as well as students' understandings of online safety issues should be supported, and that pre-service teachers must be trained to model and teach these topics as part of initial teacher education. On the flip side, in their position paper, Mann and Lohrmann (2019) write that inadequate teacher preparation is a recurring barrier to effective implementation of health education.

2. **Frameworks and curriculum integration:** Chong and Lee (2020) conducted a study with over 300 school leaders in Singapore about barriers and enablers to implementing evidence-based school prevention programmes for student wellbeing. They found that the main feature ensuring implementation quality was the presence of an overarching framework. Other enabling conditions were identified by Rahman and colleagues (2020) around the integration of online safety education with other school curriculum areas. Communication among stakeholders was also identified as important for effective implementation (Girio-Herrera et al., 2019; González et al., 2019). Communication between teachers, other school personnel such as administrators and counsellors, parents, and other experts and professionals in the field seem necessary for effective interventions (Girio-Herrera et al., 2019).

3. **Student involvement:** Children's involvement in implementation was found to result in greater success. According to Rahman and colleagues (2020), students should be actively involved in the teaching and learning process, through initiatives such as student clubs and student councils dedicated to online safety. Loescher

and colleagues (2019) also found that training older students as peer educators was an acceptable implementation strategy.

These findings complement and update the school-based implementation literature from the Stage 1 report.

Serving children with diverse needs

Experts and stakeholders were asked whether the draft Framework adequately addressed diversity and inclusion, and what could be done to ensure that the interests, abilities and cultures of all students were respected in the Framework.

The consultation established that there was genuine awareness and appreciation of differences among students. At the heart of discussions was a sense that students deserve online safety education to be responsive to them, their families, communities and diverse backgrounds. Schools must be prepared to meet these diverse needs and respond. One of the experts put it this way:

- 'The online and the offline are not cleaved. We know that there are deep social inequities that mean that certain children are more vulnerable online. They're the same children that are most vulnerable offline ... In a sense one part of the solution is to keep reminding people through this document and the framework and [its] resources that children are not homogenous. Children are diverse. Some children are more vulnerable than others. ... there's a real opportunity under the [integrated and] specific curriculum to think ... about what resources are needed for what kinds of audiences. ... conceiving and designing those resources with diverse children is actually really, really critical.' (Group 1, Australian expert 3)

Similarly, thinking about how the Framework can serve children with diverse needs, one of the experts said:

- 'Everybody needs something, but some need more. That sort of universal proportionalism as it's called in public health needs to be a critical component. But I think what we do need to do is to spend some time looking at the similarities and differences. What additional needs do they have in common, and what are the unique needs for each of their subgroups?' (Group 1, Australian expert 1)

In answering the question of what could be done to ensure that all students are valued and respected in the framework, one of the advocates in Group 4 explained that although the draft Framework placed students (broadly) at the centre of decision making, there must also be explicit reference to specific student groups. They drew the connection between diversity and vulnerability online:

- 'It's great to have this idea of 'the student', but we know that often that broad focus, by not having the explicit reference, that certain

groups tend to be forgotten. It's again, that assumption. I do think that while this is a framework – and it's not meant to be prescriptive and it can't be too detailed – I just think that it warrants explicit reference ... in each context about how those ideas or those concepts are relevant in the context of student diversity.' (Group 4)

Some of the specific groups mentioned explicitly by participants in the consultations included:

- 'We're very happy to see that [the Framework highlights] the diverse needs of different groups, like particularly LGQTBI people, Aboriginal and Torres Strait Islanders, people with disability, because research shows that they are often more at risk of issues like bullying and cyberbullying in the online space.' (Group 3)

- 'Equip those working with children with specific varieties of special educational needs ... whether it's communication skills or ASD or vision impairment ... signposting about the specifics of their vulnerability or their disability that requires some adaptation.' (Group 1, international expert 4)

- 'Help translate what that means for that student, with the appropriate assistive technology, accessibility for what they have – I think that's crucial in making sure that the next level down from the framework addresses some of those aspects.' (Group 3)

In terms of implementation, the concept of universal design was raised in the roundtable discussion with specialist and advocacy groups (Group 4):

- 'In terms of actually embedding universal design ... approaching anything from the assumption that there are going to be diverse users, people who function differently and therefore who may need to access information in different ways. In an education context it's, for example, not assuming that everyone can read text in the same way or that all students learn in the same way. So, it's like delivering content in a range of ways to make it [accessible] to as many people as possible.' (Group 4)

Making Framework resources, supporting guidance and other documentation available in multiple accessible formats was agreed by many as a sound implementation strategy. For example:

- 'Going back to accessible [child-friendly] formats ... looking at developing say, for example, an easy read format that might be a great thing. In order to do that, you'd need to get someone who actually translates documentation into easy read, but it's around using images and simplified text to really get to the main message and support that understanding. ... I would consider doing accessible formats generally when you put any kind of documentation out but also state in your documentation that this document [can be] generate[d] in braille or in more accessible formats.' (Group 3)

- '[Make] the framework available in different languages in schools.' (Group 2)

Provision of education and training to support Framework implementation for students of different abilities and cultures was highlighted in the roundtable discussion with Trusted eSafety Providers (Group 2).

- 'Include in the framework that providers have the necessary training and skillsets to deliver to students of different abilities, cultures. Perhaps [Trusted eSafety Providers] having a better understanding of the skillsets in other Trusted eSafety Providers so that they can refer on to another Trusted eSafety Provider if they would be better suited to support a specific cohort.' (Group 2)

Rapid literature review: universal design for learning

As part of this research, we conducted searches for recently published systematic literature reviews about universal design for learning. Our aim was to find a workable definition that could be applied to online safety education.

The review involved searching for articles on Google Scholar, as well as through known authors in the field. Search results were screened and information extracted for three relevant articles.

Universal design for learning (UDL) is characterised as a framework, or philosophy, aimed at providing educational strategies and pedagogies that are inclusive of all students, and that move away from the traditional one-size-fits-all curriculum (Capp, 2017). Deriving originally from the concept of Universal Design (UD) in architecture, UDL involves designing teaching and learning content with the diversity of students in mind, rather than catering for diverse learners separately from or as an afterthought to the original content (Griful-Freixenet et al., 2020). The UDL framework was developed by researchers at the Center for Applied Special Technology (CAST) in the late 1990s and has three overarching principles: the provision of multiple means of representation, expression and action, and engagement (Ok et al., 2017). Griful-Freixenet and colleagues (2020) argue there is considerable overlap between UDL and differentiated instruction, as both models attempt to cater for all learners in a classroom. According to the principles of UDL, any framework for online safety education must be developed so that it caters for diverse learners as a rule rather than an afterthought. This would ensure that all students are able to benefit in a meaningful way from the online safety education they receive.

Continuous review, improvement and evaluation

Experts and stakeholders were asked to consider how to ensure that the Framework remains relevant and the best ways to continuously improve and evaluate it. Some of their comments on this theme have been addressed in findings for Element 5. Suggestions in this section were given mainly by experts.

Two key examples were provided by experts, one from Australia and one from the UK:

- 'Look at how the National Safe Schools Framework was evaluated … that only used a process evaluation. It didn't look at impact. … It was mixed methods, but it was weighted more towards qualitative data. Those qualitative data would have been amazing if there was an opportunity to build that into the Framework. … if the [eSafety Commissioner] can afford this, look at the evaluation as part of the strategy versus measuring whether or not it worked … use the data [for improvement].' (Group 1, Australian expert 1)

- 'Look at Education for a Connected World, that was reviewed on a two-year cycle. [It] was very detailed. … At some point you are going to have to look at collecting data about what children know. What children know will tell you a lot. … whether the Framework has gaps in it that aren't being addressed; how effective your resources are … how effective the teaching is; whether there are any gaps in the teaching; whether the resources need to be changed.' (Group 1, international expert 5)

One of the education stakeholders referred specifically to monitoring and evaluation frameworks and how these worked in their context:

- 'If [we] were doing this initiative, we'd probably have such a framework in place, and the place we would start on that would be by looking at the objectives. So what do we want the world to look like in, say, one year, five years, 10 years, and pretty much work back from there in terms of what we're going to evaluate. Because essentially, it would be looking at what needs to happen in order for us to reach that 10-year goal? What are the incremental changes? What are the tangible steps that need to happen? Those are the things that are measurable, the things that actually need to be done.' (Group 2)

Some suggestions were made about the methods that might be used and strategies that might be applied early in the implementation:

- 'At some point you are either going to have to online survey or cast a wider net directly to schools to talk about the Framework. Something really simple about engagement areas.' (Group 1, international expert 5)

One of the experts, reflecting on their UK experiences, raised a note of caution:

- 'It's possible to get schools to do one survey but quite often it's ... difficult to get them to do two. So we might get a pre[test] or we might get a post[test] but to get both from the same school is ... it's very difficult to do. But that's the ideal and if you can work with that, that's extraordinary. ... you could try and capture what have you done differently since the implementation of the Framework? Then you'd want to know the impact of whatever changes [have occurred] so ... capture the experience of the children and young people, the parents, the wider community, the staff and so on.' (Group 1, international expert 3)

As shown in the Element 5 findings, another of the experts felt strongly that child-centred evaluation, with child-centred indicators was needed:

- 'I think you have to have some child-centred evaluation in there. ... You have to include children who are from those more vulnerable backgrounds.' (Group 1, Australian expert 3)

A further expert explained a process of identifying appropriate measures for evaluating Framework outcomes and impacts:

- 'Try to come up with four or five measures for each of [the Framework elements]. Then refine it down to two or three. Then pilot it and just see what you're able to find that is specific to the changes in ... [students'] attitudes, behaviours and morale. ... You could also do some whole school measures tied into [school] climate, perspectives of the teachers and educators and administrators as well. That would also give you some rich qualitative feedback about what are the obstacles, what are the hurdles, what do [they] struggle with.' (Group 1, international expert 2)

Rapid literature review: child-centred evaluation

To capture high level reviews and systematic literature reviews on child-centred indicators and child-centred evaluation we conducted another rapid review. Our aim was to provide a rationale for this approach in the context of online safety education.

The review involved searching for articles on Google Scholar, as well as through known authors in the field. Search results were screened, and information extracted for a total of four relevant articles.

Broadly, child-centred evaluations value children as competent and capable of having a say in issues that affect them. Amanda Third and colleagues (2020) posit that the term 'child-centred' is more suitable than child-led in this context, as children are generally reliant on adults to assist in delivering the changes and initiatives they desire.

Third et al. (2020) also define child-centred indicators as observable signs that are used to measure or assess change and argue that these are not neutral or objective but rather reflect beliefs, experiences and dominant power relations of their creators. Therefore, when adopting indicators meant to improve the lives and experiences of children, it is necessary to be aware of the power relations inherent in their creation, and to ensure that children's voices are central in the development process.

More broadly, Fleer and Li (2016) propose a set of key characteristics to define child-centred research. These include:

- building and maintaining positive relationships with children
- keeping in mind power relations between children and adults and using a range of strategies to provide children with agency and voice
- treating children with respect by providing a diverse range of ways to share their experience
- recognising the ways children effectively engage with researchers and providing children the time they need to engage and respond
- understanding that enabling children to be involved in group discussion or as co-researchers can be less threatening and lead to better conversation.

As children's specific concerns about online safety often echo adult-centric commentary from mainstream media, providing them with the time and space to develop their own ideas about being safe online is essential to effective child-centred evaluation (Third et al., 2017).

Conclusion

The aim of this project was to consult with a range of stakeholders, to test, refine and finalise the [Best Practice Framework for Online Safety Education developed in Stage 1](#). Participants in Stage 2 were experts in children's online safety and stakeholders from organisations with an interest in school-based online safety education. Eight expert interviews and three roundtable discussions were undertaken with a total of 51 organisational representatives.

The study benefited from the collective knowledge of experts and stakeholders who generously gave their time to respond to our questions about the Framework and provide insights and thoughtful critique on what would strengthen it.

The consultation study found a high level of endorsement for the Best Practice Framework for Online Safety Education and led to a significant and helpful range of suggestions to improve the language, presentation and emphasis of the Framework. There was agreement on the simplicity of a two-page format, its level of prescription and applicability for different school contexts. The number of Framework elements (5) was considered appropriate and sufficient. The consultations identified priority areas for Framework revisions and identified three areas for future consideration: implementation, serving children with diverse needs, and continuous review, improvement and evaluation.

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Appendices

Appendix 1: the project requirement

Commonwealth Contract
Online Safety Education - Best Practice Framework (Stage 2)
Reference No: 20CeSC039

To undertake consultation with a range of stakeholders, for the purpose of testing, refining and finalising an online safety education – best practice framework ('the Framework'), for which a draft was developed in Stage 1 of this project (ref: 19CeSC20).

The selection of stakeholders and development of qualitative questions relating to this consultation will be undertaken collaboratively with the Customer. Consulted parties will include:

a. experts who have conducted research on children's online safety (up to six)
b. Trusted eSafety Providers (up to thirty-five)
c. education sector peak bodies or representatives (up to fifteen)
d. other relevant specialist groups (up to five).

The methods of consultation will reflect the options listed in the Supplier's quote to the Customer (i.e. telephone/teleconference interviews, online focus groups and roundtables).

The Supplier will be responsible for creating participant information sheets and consent forms in accordance with the ethics approval for this project obtained by the Supplier. The Customer will work alongside the Supplier to identify and engage experts and stakeholders. The Supplier will be responsible for the organisation and running of these consultations.

The consultations will use interviews and focus groups with online safety/wellbeing experts and education providers to extract both qualitative and quantitative data and subsequently validate the principles, elements and actions outlined in the draft Framework. This validation process will ensure the final Framework offers best practice guidance by covering appropriate elements and actions and lends itself to ease-of-use and implementation in practical settings.

Following this consultation process, the Supplier will produce the following deliverables for the Customer: a draft report and a final report outlining consultation findings including a revised Framework.

Project

This project focuses on consulting with subject matter experts and stakeholders of online safety education to test and refine the draft Framework (developed in Stage 1) and its underlying principles. This Stage of the project will produce the final Framework which forms a foundation for best practice in online safety education – both for eSafety and online safety education providers across Australia.

Appendix 2: draft Best Practice Framework for Online Safety Education

Online Safety Education Framework

Why: The eSafety Commissioner is developing a framework to guide future Australian school based online safety education initiatives and to help schools assess the quality of programs and approaches. The research underpinning this work found that several online safety education frameworks exist but none are comprehensive enough to be adopted as a national standard.*

Best practice online safety education should be based on a multicomponent framework addressing:

1. Students' rights in the digital age

2. Individual risk and protective factors

3. Effective school-wide approaches

4. Integrated and specific curriculum

5. Continuously improved through review and evaluation

*This framework is based on research into existing best practice in online safety education, conducted in 2019 by Professor Kerryann Walsh, QUT, in consultation with the eSafety Commissioner.

eSafety Commissioner

Australian Government

esafety.gov.au

Element	Actions
1. Students' rights in the digital age Online safety education is based on recognising, acknowledging and understanding students' rights in the digital age.	**1.1** Focus on the student. **1.2** Uphold students' rights to digital protection, digital provision, and digital participation. **1.3** Consider benefits and risks, opportunities and challenges simultaneously. **1.4** Students participate in the design, development, and implementation of online safety education.
2. Individual risk and protective factors Online safety education is framed positively but needs to be built on information about risks, and protective and situational factors that increase the likelihood of harm.	**2.1** Acknowledge the positive role of online technologies and use a strengths-based approach. **2.2** Understand that risks vary by use of/ access to technologies, recognising not all risk results in harm. **2.3** Understand that risks vary by factors such as gender, (dis)ability, socioeconomic status, cultural and language background, sexuality, appearance, and family background. **2.4** Acknowledge that differentiation, inclusion and relevance are important.
3. Effective school-wide approaches based on harm prevention Online safety education is underpinned by effective harm prevention principles.	**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 adept and well-trained facilitators. **3.3** Address topics and themes that are relevant and appropriate to a student's age, abilities and individual factors. **3.4** Take a balanced and positive approach, avoiding scare tactics and confrontational strategies. **3.5** Set clear goals and outcomes that are monitored and evaluated. **3.6** Have a supportive school system with strong policy foundations, well-trained teachers and partnerships with other agencies.
4. Integrated and specific curriculum Online safety education builds knowledge and skills across key learning areas, includes technical and interpersonal aspects, addresses risk factors and strengthens protective factors.	**4.1** Reflect digital citizenship concepts to support greater critical awareness and civic engagement by students. **4.2** Reflect social and emotional learning concepts that support students' understanding and management of emotions to have healthy and respectful relationships. **4.3** Address specific conduct, contact and content risks and emerging risks. **4.4** Promote effective help-seeking as a key protective factor.
5. Continuously improved through review and evaluation Online safety education is continuously improved based on evidence, research and the evolving range of online safety issues, risks and harms.	**5.1** Rigorously assess programs and approaches using established methods. **5.2** Review annually to strengthen relevance to the evolving range of potential online safety issues, risks and harms. **5.3** Regularly share good practice and learnings.

Next steps:

eSafety will undertake targeted consultations with key online safety education stakeholders to test and refine the framework.

eSafety education   esafety.gov.au/education

Appendix 3: list of consultation groups

Expert reviewers (Group 1) (n=8)

Donna Cross, Professor, University of Western Australia	Will Gardiner, CEO, Childnet International	Barbara Spears, Professor, University of South Australia	David Wright, Director, and Ken Corish, Online Safety Director, UK Safer Internet Centre
David Finkelhor, Professor, University of New Hampshire	Sameer Hinduja, Professor, Florida Atlantic University	Amanda Third, Professor, University of Western Sydney	

Trusted eSafety Providers (Group 2) (n=29)

Action Education	Carly Ryan Foundation	Inform & Empower	Porn Resilient Kids	The CyberSafety Lady
Alannah & Madeine Foundation	CyberSafety Project	JonnyShannon.com	Project Rockit	The Modern Parent
Anglican Schools Commission	elephant ed	Kids Helpline	Real Talk Australia	WA Child Safety Services
Brainstorm Productions	Evolve Education	Life Education	Resilience By Design	Youth Wellbeing Project
Bravehearts	Eyes Wide Open	Mind Blank Ltd	Roar Education	ySafe
Bully Zero	Family Planning Victoria	Monash Health	Safe On Social	

Education sector peak bodies and representatives (Group 3) (n=16)

ACT Education Directorate	NSW Department of Education	QLD Department of Education	SA Department of Education	TAS Department of Education
VIC Department of Education	WA Department of Education	Australian Institute for Teaching and School Leadership (AITSL)	Department of Education, Skills and Employment (DESE)	Australian Curriculum Assessment and Reporting Authority (ACARA)
National Office for Child Safety (NOCS)	Association of Independent Schools NSW (AIS NSW)	Australian Catholic Primary Principals Association (ACPPA)	New South Wales Education Studies Authority (NESA)	Queensland Catholic Education Commission (QCEC)
Student Wellbeing Hub - Education Services Australia				

Specialist groups and advocates for children (Group 4) (n=6)

Alannah & Madeline Foundation	National Indigenous Australians Agency	The Smith Family	The Y	Yourtown/Kids Helpline

Appendix 4: interview questions (Group 1 – Experts in online safety education)

Greeting

Background

The overall approach

- These questions are about a comprehensive approach to online safety education in schools, and what it could look like.
- Taking a step back from the actual framework, what do you see as the best way for a country to ensure a comprehensive approach to online safety education in schools?
- Does the idea of a multi-component framework fit with your knowledge and understanding about the type of initiatives that are required to guide school-based online safety education?

The 5 *elements* and associated *actions*

- Do you agree with the 5 potential elements of the framework?
- Are there other necessary elements?
- Are there unnecessary elements?
- What were your general impressions of the way in which the elements are framed (or expressed)?
- Should the elements be framed as high-level, broad, positive, flexible, outcome oriented? Or alternatively, should they be framed differently (lower-level, narrower, more prescriptive)? And why?
- What were your general impressions of the way in which the actions are framed (expressed)?
- How should the actions be framed? Is actions the right term? Why/why not?
- In what ways could the elements and actions be refined?

Implementation

- What do you think should be the role of an agency such as eSafety in supporting framework implementation?
- What do you think should be the role of schools and school systems in implementing the framework?
- What capacity building and support measures might be needed for schools and school systems to implement the framework?
- What role do you think private providers of online safety education in schools have in implementing the framework?
- Are there examples of programs that you know of, that may or may not fit into such a framework?

Addressing children's diverse experiences and needs

- Are the elements and actions inclusive of vulnerable and diverse groups? If not, what could be improved?

Evaluation and improvement

- Thinking about how to ensure the framework remains relevant ...
- What is the best way to evaluate the framework? Who should be involved?
- What is the best way to continuously improve the framework? Who should be involved?

Closing remarks

Appendix 5: roundtable discussion guide (Group 2 – Trusted eSafety Providers)

Greeting

Background

The overall approach

- What are your thoughts on the Framework as an overall national approach?
- Do the online safety education programs you deliver already capture elements of the framework? Which elements specifically?

The 5 *elements* and associated *actions*

- Do you agree with the 5 potential elements of the framework?
- In the five elements, is anything missing/unaccounted for in your view? What, specifically?
- In the five elements, is anything redundant in your view? What, specifically?
- Thinking about the way in which the elements are framed (or expressed) – is your preference for flexibility or prescription? Why?
- Is actions the right term? Why/why not?
- What alternatives might be used?

Relevance, acceptability, reliability, readability, achievability

eSafety are keen to hear your critical and constructive feedback on the suitability/readability/achievability of the framework. This is important, but difficult for us to tackle in the context of a roundtable. After this roundtable meeting you will receive an email from me that contains a link to a short anonymous online survey. We would be very grateful for your input. It will help us to know which, if any, of the elements need tweaking and how.

Implementation

- What could be provided to assist you and your organisation to implement the framework? What would help? (Capacity building? Support?)

Addressing children's diverse experiences and needs

- It is important that the Framework applies to online safety education for all children?Does the framework adequately address diversity and inclusion? What could be done to ensure that the interests, abilities, and cultures of all students are respected in the framework?
- Is it the framework itself, or the resources around it that will need to be customised for particular groups? Which specific groups? In what ways?

Closing remarks

Appendix 6: roundtable discussion guide (Group 3 – Education sector peak bodies and representatives; Group 4 – Specialist groups and advocates for children)

Greeting

The overall approach

What are your thoughts on the Framework as an overall national approach?

The 5 *elements* and associated *actions*

- Do you agree with the 5 potential elements of the framework?
- Are there other necessary elements (i.e. is anything missing/unaccounted for)?
- Are there unnecessary elements (i.e. is anything superfluous/redundant?)
- What were your general impressions of the way in which the elements are framed (or expressed)?
- Do they strike the right balance between flexibility and prescription? Why/why not?
- What were your general impressions of the way in which the actions are framed (expressed)?
- How should the actions be framed? Is actions the right term? Why/why not?
- In what ways could the elements and actions be refined?

Relevance, acceptability, reliability, readability, achievability

eSafety are keen to hear your critical and constructive feedback on the suitability/readability/achievability of the framework. This is important, but difficult for us to tackle in the context of a roundtable. After this roundtable meeting you will receive an email from me that contains a link to a short anonymous online survey. We would be very grateful for your input. It will help us to know which, if any, of the elements need tweaking and how.

Implementation

- What do you think should be the role of an agency such as eSafety in supporting framework implementation?
- Generally speaking, which elements are likely to pose the greatest challenges for schools? Why? What kinds of support would help? What capacity building measures might be needed?

Addressing children's diverse experiences and needs

- What could be done to ensure that the interests, abilities and culture of all students are understood, valued and respected?
- Is it the framework itself, or the resources around it that will need to be customised for particular groups? Which specific groups? In what ways?

– What about particular schools or school systems? What could be done to address specific needs?

Evaluation and improvement

– What is the best way to evaluate and continuously improve the framework?
– How frequently should the framework be revised?
– What level of consultation would you expect on evaluation and continuous improvement?
– Who would be the most appropriate level of personnel in your organisation to engage in evaluation and/or continuous improvement?

Closing remarks

Appendix 7: online survey

Online Safety Education Framework - Consultation Survey

You are an important stakeholder in the field of online safety education. The purpose of this survey is to obtain your fine-grained views on specific aspects of the *Best Practice Framework for Online Safety Education* for Australian schools (Foundation to Year 12).

eSafety are keen to hear your critical and constructive feedback on the feasibility, acceptability, relevance, readability, and reliability of the Framework. This is important, but it was difficult for us to tackle fine-grained feedback in the roundtable. Your responses will be invaluable in refining, and finalising the Framework.

We invite you to answer each question as best as you can. Most of the questions can be answered by checking a box. The check-box questions may seem repetitive because we ask the same 5 questions about each of the Framework's elements. At the end there are some questions that will ask you to type comments into a response box.

This study has been approved by the Queensland University of Technology Human Research Ethics Committee (Approval number 2000000595). Please click here for a link to the participant information sheet (you received this in the original email to you from eSafety).

Thank you, in advance, for your contribution.

Professor Kerryann Walsh
Queensland University of Technology

Are you a:

○ Trusted eSafety provider

○ Education sector peak body or representative

○ Specialist group or advocate for children

Save **Next >**

Completed:

Online Safety Education Framework - Consultation Survey

Element 1: Students' rights in the digital age
Online safety education is based on recognising, acknowledging and understanding students' rights in the digital age.

To what extent is this element suitable to be used as an indicator of best practice in online safety education?

Not at all suitable 1	2	Somewhat suitable 3	4	Highly suitable 5
○	○	○	○	○

To what extent is this element fair and reasonable as an indicator of best practice in online safety education?

Not at all fair and reasonable 1	2	Somewhat fair and reasonable 3	4	Highly fair and reasonable 5
○	○	○	○	○

To what extent is this element clear?

Not at all clear 1	2	Somewhat clear 3	4	Highly clear 5
○	○	○	○	○

To what extent is this element achievable by most schools or other organisations that implement it?

Not at all achievable 1	2	Somewhat achievable 3	4	Highly achievable 5
○	○	○	○	○

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Completed:

Online Safety Education Framework – Consultation Survey

To what extent is this element suitable to be used as an indicator of best practice in online safety education?

Not at all suitable 1	2	Somewhat suitable 3	4	Highly suitable 5
○	○	○	○	○

To what extent is this element fair and reasonable as an indicator of best practice in online safety education?

Not at all fair and reasonable 1	2	Somewhat fair and reasonable 3	4	Highly fair and reasonable 5
○	○	○	○	○

To what extent is this element clear?

Not at all clear 1	2	Somewhat clear 3	4	Highly clear 5
○	○	○	○	○

To what extent is this element achievable by most schools or other organisations that implement it?

Not at all achievable 1	2	Somewhat achievable 3	4	Highly achievable 5
○	○	○	○	○

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Completed:

Online Safety Education Framework – Consultation Survey

To what extent is this element suitable to be used as an indicator of best practice in online safety education?

Not at all suitable 1	2	Somewhat suitable 3	4	Highly suitable 5
○	○	○	○	○

To what extent is this element fair and reasonable as an indicator of best practice in online safety education?

Not at all fair and reasonable 1	2	Somewhat fair and reasonable 3	4	Highly fair and reasonable 5
○	○	○	○	○

To what extent is this element clear?

Not at all clear 1	2	Somewhat clear 3	4	Highly clear 5
○	○	○	○	○

To what extent is this element achievable by most schools or other organisations that implement it?

Not at all achievable 1	2	Somewhat achievable 3	4	Highly achievable 5
○	○	○	○	○

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Completed:

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Online Safety Education Framework – Consultation Survey

To what extent is this element suitable to be used as an indicator of best practice in online safety education?

Not at all suitable 1	2	Somewhat suitable 3	4	Highly suitable 5
◯	◯	◯	◯	◯

To what extent is this element fair and reasonable as an indicator of best practice in online safety education?

Not at all fair and reasonable 1	2	Somewhat fair and reasonable 3	4	Highly fair and reasonable 5
◯	◯	◯	◯	◯

To what extent is this element clear?

Not at all clear 1	2	Somewhat clear 3	4	Highly clear 5
◯	◯	◯	◯	◯

To what extent is this element achievable by most schools or other organisations that implement it?

Not at all achievable 1	2	Somewhat achievable 3	4	Highly achievable 5
◯	◯	◯	◯	◯

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Online Safety Education Framework – Consultation Survey

To what extent is this element suitable to be used as an indicator of best practice in online safety education?

Not at all suitable 1	2	Somewhat suitable 3	4	Highly suitable 5
◯	◯	◯	◯	◯

To what extent is this element fair and reasonable as an indicator of best practice in online safety education?

Not at all fair and reasonable 1	2	Somewhat fair and reasonable 3	4	Highly fair and reasonable 5
◯	◯	◯	◯	◯

To what extent is this element clear?

Not at all clear 1	2	Somewhat clear 3	4	Highly clear 5
◯	◯	◯	◯	◯

To what extent is this element achievable by most schools or other organisations that implement it?

Not at all achievable 1	2	Somewhat achievable 3	4	Highly achievable 5
◯	◯	◯	◯	◯

Almost there!
We are very grateful for your input. Your responses will help us to know which, if any, of the elements need tweaking and how.

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Completed: ▉▉▉▉▉▉▉▉▉▢

Element 4: Integrated and specific curriculum
Online safety education builds knowledge and skills across key learning areas, includes technical and interpersonal aspects, addresses risk factors and strengthens protective factors.

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Online Safety Education Framework – Consultation Survey

Looking at the short explainers for each element, are there any that should be changed and why?

Looking at the actions underneath the elements, are there any that should be added or removed, and why?

How can this framework be presented so it is relevant to and actionable by schools?

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Completed:

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Appendix 8: online survey responses

An anonymous online survey was administered via QUT's KeySurvey platform as an extension to the roundtable discussions (see Appendix 7). After each roundtable discussion, we followed up with an email to all stakeholders. The email contained a link to the survey which remained open for several weeks. The survey enabled collection of more granular feedback on the suitability, fairness and reasonableness, clarity and achievability of the draft Framework. Twenty-two organisational representatives completed the survey (response rate 43%).

The series of five stacked bar graphs below provide a visual summary of the proportion of responses against each criterion for the five draft Framework elements. We have used a 'traffic light' model with green indicating generally positive responses, yellow indicating middle-range responses flagging some necessary revisions and red indicating concerning responses. Stakeholders who completed the survey used space provided for open-ended responses to elaborate on specific revisions required from their organisation's point of view.

Figure 1: Suitability, fairness, clarity and achievability for Element 1 (Group 2,3 and 4 aggregated) (n=22)
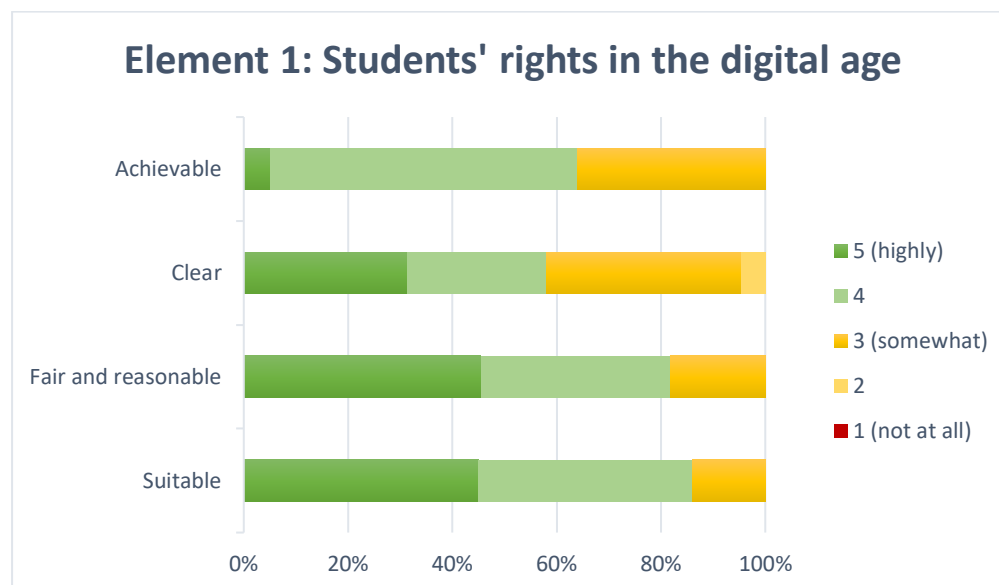

Figure 1 shows most stakeholders were generally positive about the suitability, fairness, clarity and achievability of Element 1 and its short explainer. However, it also flags some issues with the clarity of expression and achievability of Element 1. These issues were further detailed in open-ended comments and these were presented on p. 23 of this report and aligned with comments made in the roundtable discussions.

Figure 2: Suitability, fairness, clarity and achievability for Element 2 (Group 2,3 and 4 aggregated) (n=22)
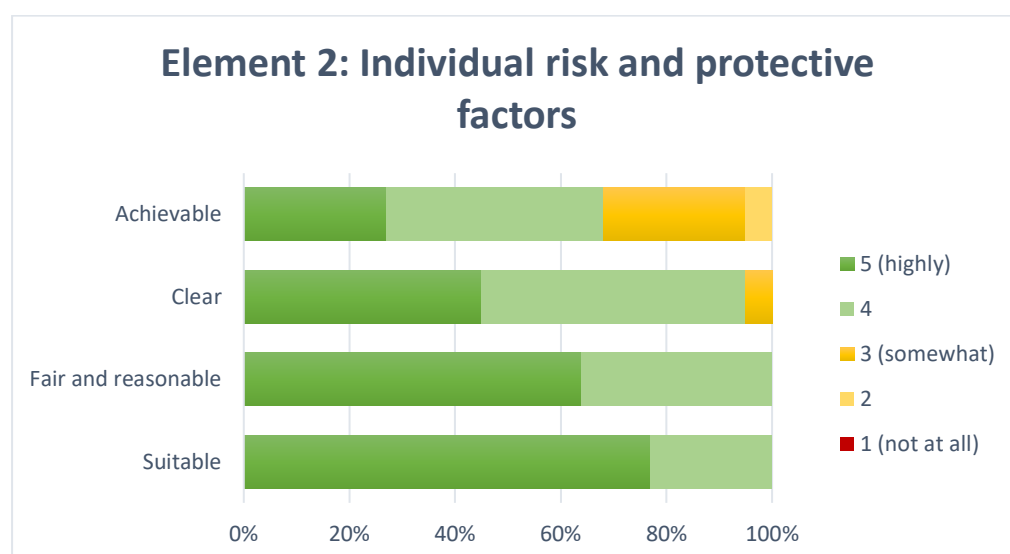

Figure 2 shows most stakeholders were generally positive about the suitability, fairness, clarity and achievability of Element 2 and its short explainer. As explained on p.26 of this report, the yellow (middle-range) scores on achievability were given by Group 2 (Trusted eSafety Providers) and Group 4 (specialist groups and advocates for children –in which there was only one participant) who perceived Element 2 as less achievable for their particular organisations. Achievability issues were further elaborated in open-ended comments and presented on pp.26-27 of this report.

Figure 3: Suitability, fairness, clarity and achievability for Element 3 (Group 2,3 and 4 aggregated) (n=22)
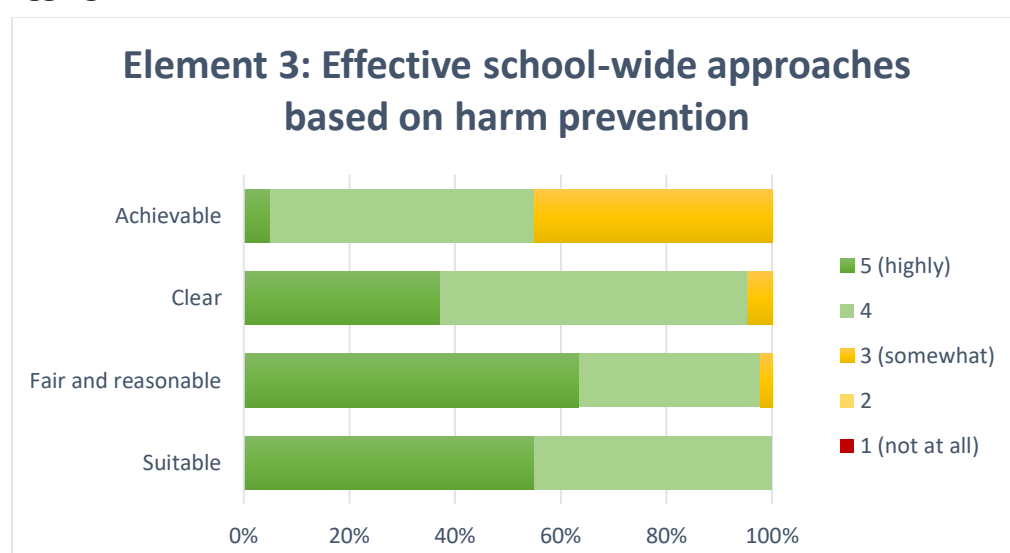

Figure 3 shows most stakeholders were generally positive about the suitability, fairness, clarity and achievability of Element 3 and its short explainer. As explained on p.31 of this report, the yellow (middle-range) scores on achievability were given by Group 2 (Trusted eSafety Providers

who perceived Element 2 as less achievable for their organisations. Open-ended comments focused mainly on clarity rather than achievability as shown on pp.31-32 of this report.

Figure 4: Suitability, fairness, clarity and achievability for Element 4 (Group 2,3 and 4 aggregated) (n=22)
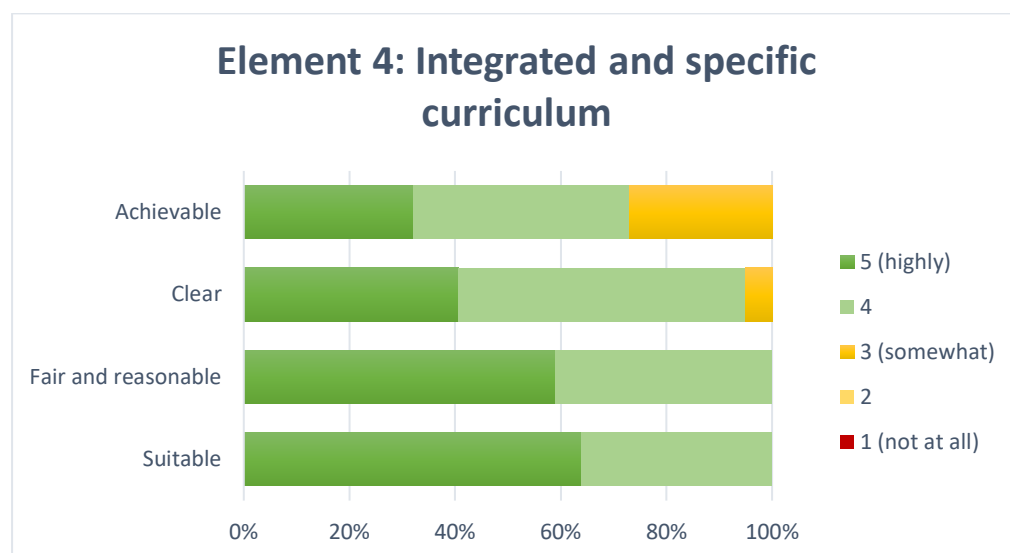

Figure 4 shows most stakeholders were generally positive about the suitability, fairness, clarity and achievability of Element 4 and its short explainer. Lower ratings on achievability were again received from Group 2 (Trusted eSafety Providers) most likely because their organisations are not ultimately responsible for curriculum delivery, as explained on p.37 of this report.

Figure 5: Suitability, fairness, clarity and achievability for Element 4 (Group 2,3 and 4 aggregated) (n=22)
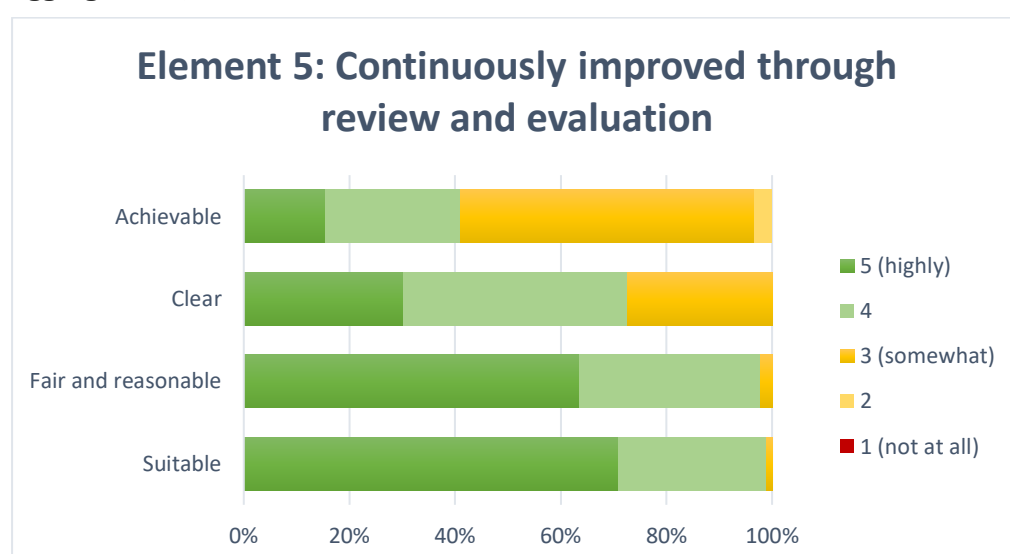
Figure 5 shows most stakeholders were generally positive about the suitability and fairness of Element 5 and its short explainer. However, it also flags some issues with the clarity of expression and achievability of Element 5. These issues were further detailed in open-ended comments, presented on pp.41-42 of this report, and aligned with comments made in the roundtable discussions about the need to be clearer about what is meant by review and evaluation in online safety education in schools.