

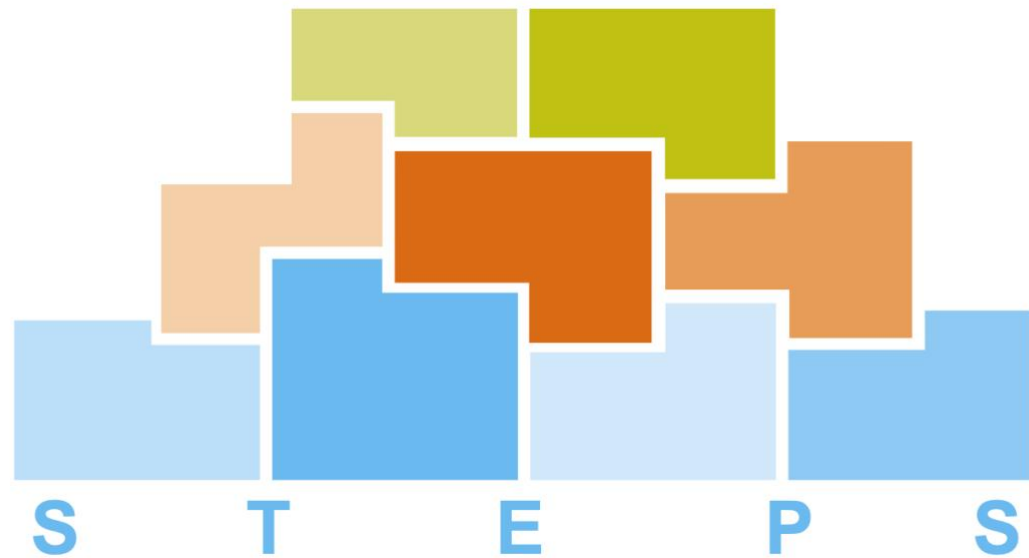


STEPS Framework for selecting online safety

Creating safer online environments



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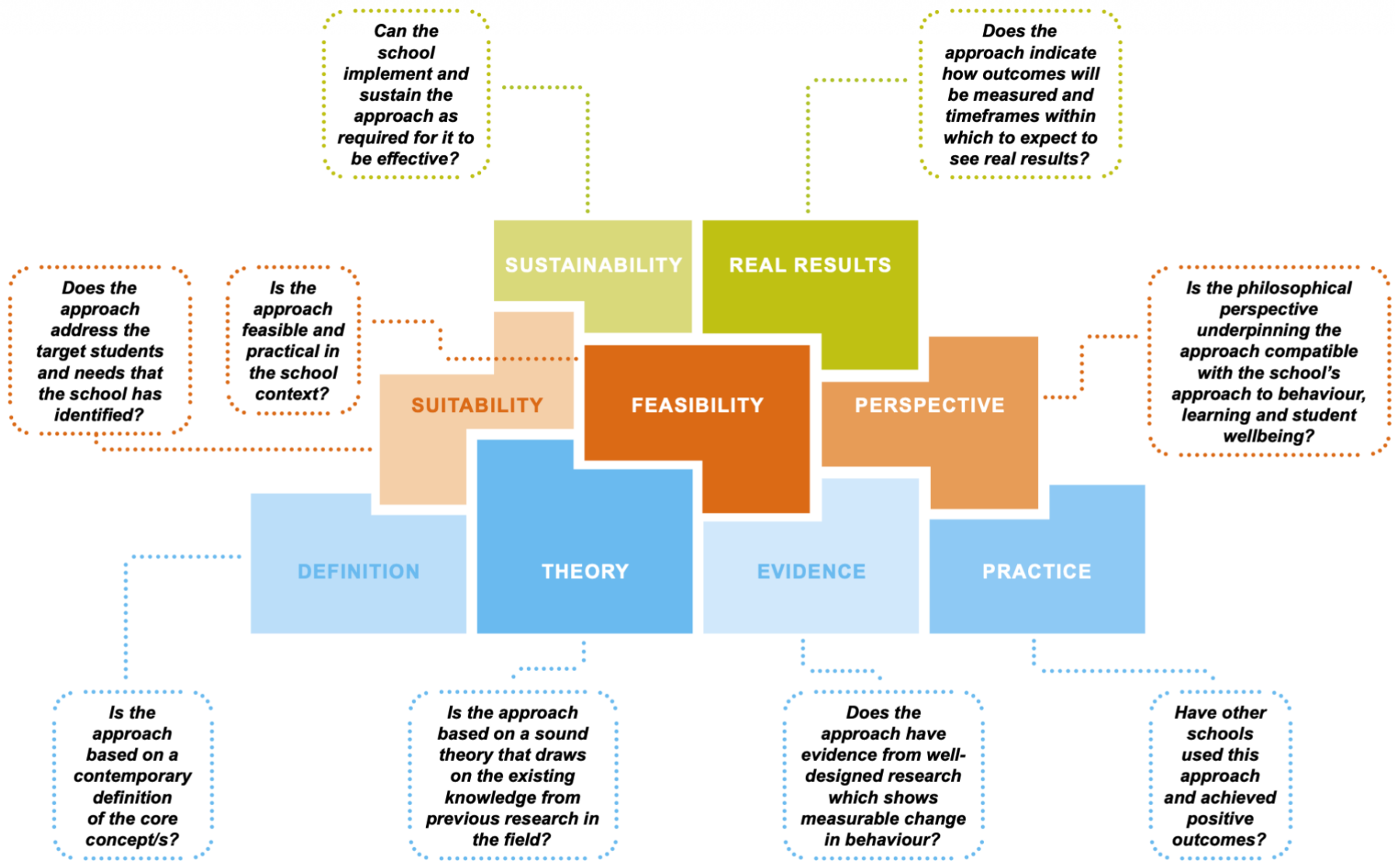
Steps to examine programs and approaches for schools

DECISION-MAKING FRAMEWORK



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the eSafety Commissioner
2020





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STEPS – Steps to examine programs and approaches for schools


Does it work? What is the evidence?

	Key Question	To ask about the approach	To ask about your school
	<p>Is the approach based on a contemporary definition of the core concept/s?</p>	<ul style="list-style-type: none"> • How does the program define online safety? • How does the program identify the factors involved in online safety? 	<ul style="list-style-type: none"> • Is the definition in this program consistent with the school's understanding of online safety? • Do all members of our school community share this understanding of online safety? Is it included in our school policies?
	<p>Is the approach based on a sound theory that draws on the existing knowledge from previous research in the field?</p>	<ul style="list-style-type: none"> • What is the specific aim of the program? (That is, does it impact on attitudes, skills, behaviours or knowledge?) • What theory underpins the program and how has this been incorporated into its content, design and strategies? • What previous research in online safety and related areas does the program draw on? • How does the program promote a positive school climate and respectful online relationships? • How does the program align with the Australian Student Wellbeing Framework? 	<ul style="list-style-type: none"> • Is the theoretical basis of this program consistent with our school's approach to behaviour, learning and student wellbeing? • Should we undertake some professional learning to understand more about staying safe online? • Does the program complement how we have implemented the Australian Student Wellbeing Framework?

	<p>Does the approach have evidence from well-designed research which shows measurable change in behaviour?</p>	<ul style="list-style-type: none"> • What is the evidence for the program and how has it been gathered? • Does the evidence consist of real change involving measurement of specific behaviours and outcomes? • How did the researchers ensure confidence that the research supports valid claims of effectiveness? 	<ul style="list-style-type: none"> • Will the school be able to implement the program in a similar way to the way it was conducted in research studies? • Are we alert to the use of persuasion or emotion-driven arguments rather than evidence to support this program? (for example, is the information provided as ‘evidence’ opinion, promotion or advertising)? • If there is limited research evidence for the program, have we carefully considered the questions under Definition and Theory?
	<p>Have other schools used this approach and achieved positive outcomes?</p>	<ul style="list-style-type: none"> • Is the research evidence complemented by information from schools that have implemented the program in real-world situations? • If the research evidence for the program is limited, what information (particularly student data) is available from other schools to suggest it is a ‘promising practice’? • If there is no research evidence, are the definition and theory which underpin the program well explained and robust? 	<ul style="list-style-type: none"> • Are the schools which have successfully implemented this program like our school? • Will the school be able to implement the program in a similar way to the way it was conducted in other schools that have achieved positive outcomes? • If there is limited research evidence for the program, have we carefully considered the questions under Definition and Theory?

STEPS – Steps to examine programs and approaches for schools

Will it work to achieve our school's goals?

	Key Question	To ask about the approach	To ask about your school
	<p>Does the approach address the target students and needs that the school has identified?</p>	<ul style="list-style-type: none"> • What is the main purpose of the program: prevention or response (or response as prevention)? • Is the program whole-school, multifaceted or single issue focused? • Does the program reference the eSafety Commissioner and its reporting functions? • Which elements in the Australian Student Wellbeing Framework are addressed? • What does this program focus on and who does it target? • Who are the direct participants (targets)? • What student age range does the program address? • Which online safety issues are directly addressed (if relevant)? • What personal and social skills are addressed (if relevant)? • What social understandings/social diversity issues are addressed (if relevant)? 	<ul style="list-style-type: none"> • Do we need to further clarify our school's needs and aims so that we can select a program to match? • Does this program target who we want to target and aim to achieve what we have identified as our goals? • Which of the school's identified goals and target areas does the program NOT address? • Can we integrate this program with existing approaches or programs in the school?



Is the approach feasible and practical in the school context?

- Are all requirements to implement the program detailed in the guidelines?
- Is the program ‘ready to go’ or do schools have to do significant work as well to implement?
- What are the initial and ongoing costs?
- What training and support is provided?
- What time and human resources are required from the school?
- Does the program align with existing policies and with national educational frameworks and guidelines, and any other requirements with which schools need to comply?
- Has this program been successfully used in schools with similar resources and constraints as our school?

- Do we have the time, human resources and funding for initial and ongoing costs?
- Can we provide staff with the skills, knowledge and support to implement the program?
- Is the program compatible with other activities and requirements with which we need to comply?
- If this program is delivered through extra classes (i.e. not embedded into curriculum) what impact will that have on the curriculum, and on people and other activities?
- Is the program a good fit with our school resources and constraints?
- Can the school’s existing resources and activities be harnessed or redirected for this program?




Is the philosophical perspective underpinning the approach compatible with the school’s approach to behaviour, learning and student wellbeing?

- What philosophical perspective underpins this program?
- What learning theory/pedagogical approach is the program based on?

- What is our school’s perspective on behaviour, online safety and student wellbeing (and where do we articulate this)?
- Is this program’s perspective compatible with our school’s approach to promoting a positive school climate and respectful online relationships?
- Is the pedagogical approach compatible with our school’s approach to teaching and learning?
- Before we implement an online safety program, do we need to invest in professional learning on our philosophical perspective to online safety?

STEPS – Steps to examine programs and approaches for schools

Will we know it has worked?

	Key Question	To ask about the approach	To ask about your school
	<p>Can the school implement and sustain the approach as required for it to be effective?</p>	<ul style="list-style-type: none"> • How long does the program take to fully implement and when should the school expect to see changes/outcomes? • Does the program provide specific guidelines on implementation? (e.g. time frames, milestones and step-by-step procedures) • Does the program provide information about possible adaptations that do not compromise fidelity? (i.e. the way the program is intended to be used) • Is staff training available initially and on an ongoing basis as needed? (e.g. for new staff, to ensure sustainable implementation) • What other support is available for implementation? 	<ul style="list-style-type: none"> • How will the school sustain energy and momentum throughout implementation given the anticipation time before outcomes will be observable? • Will the school be able to implement the program as recommended to be effective (fidelity of implementation)? • Are adaptations needed to implement the program in our school context, and would these possibly compromise fidelity (and thus effectiveness)? • Have other schools made adaptations and has the program been successful with these adaptations? • How might we support ongoing implementation with fidelity, reduce any gaps, and ensure sustainability for long-term change?



Does the approach indicate how outcomes will be measured and timeframes within which to expect to see real results?

- How are outcomes measured and how do they link to the stated aim of the program?
 - Are resources (tools) or guidance provided for measuring progress and effectiveness of the program and informing a cycle of continuous improvement?
 - Does the program encourage student involvement in measuring outcomes?
 - What is the anticipated time frame before the school should be able to see measurable change?
 - How will the school be able to demonstrate to the wider community that the program has been successful? Does the program align with existing policies and with national educational frameworks and guidelines, and any other requirements with which schools need to comply?
 - Has this program been successfully used in schools with similar resources and constraints as our school?
- What existing school measures and data can we use to monitor progress and measure outcomes?
 - If additional measurement tools and methods are required, what impact could that have?
 - Can our school commit to this program for the anticipated timeframes (before seeing measurable and real results)?
 - How and where will the school report and celebrate successful progress and outcomes?