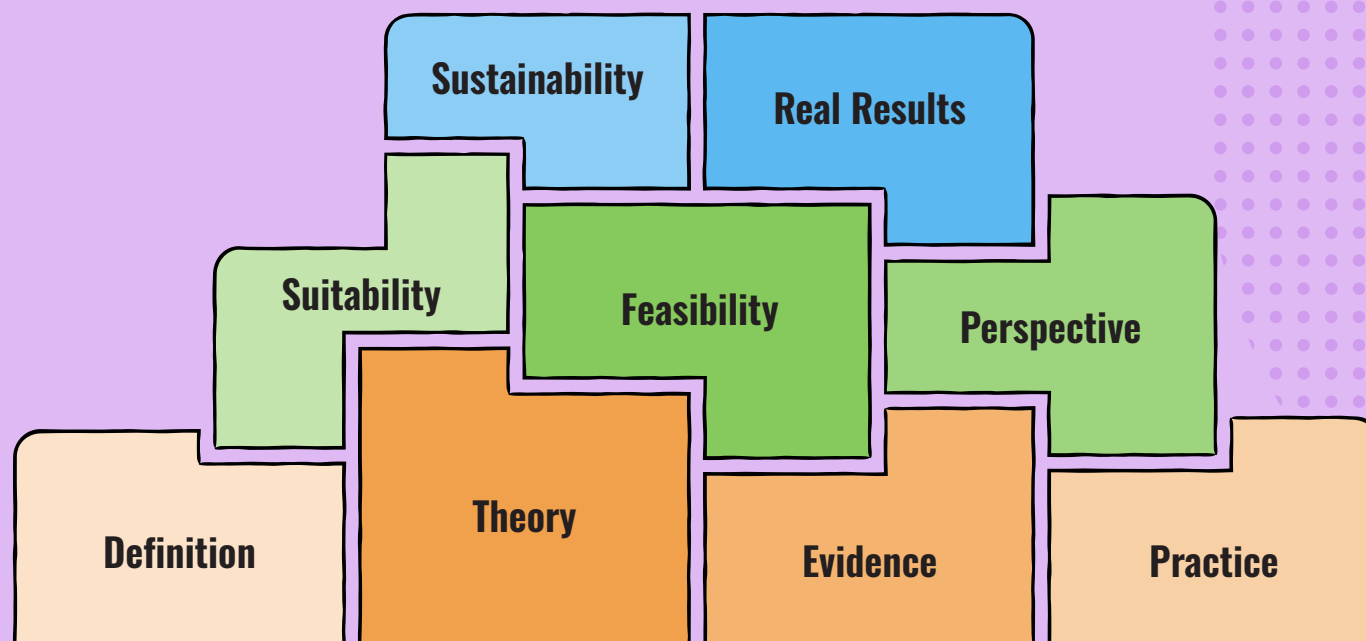


Decision-making framework



STEPS

Steps to examine programs and approaches for schools

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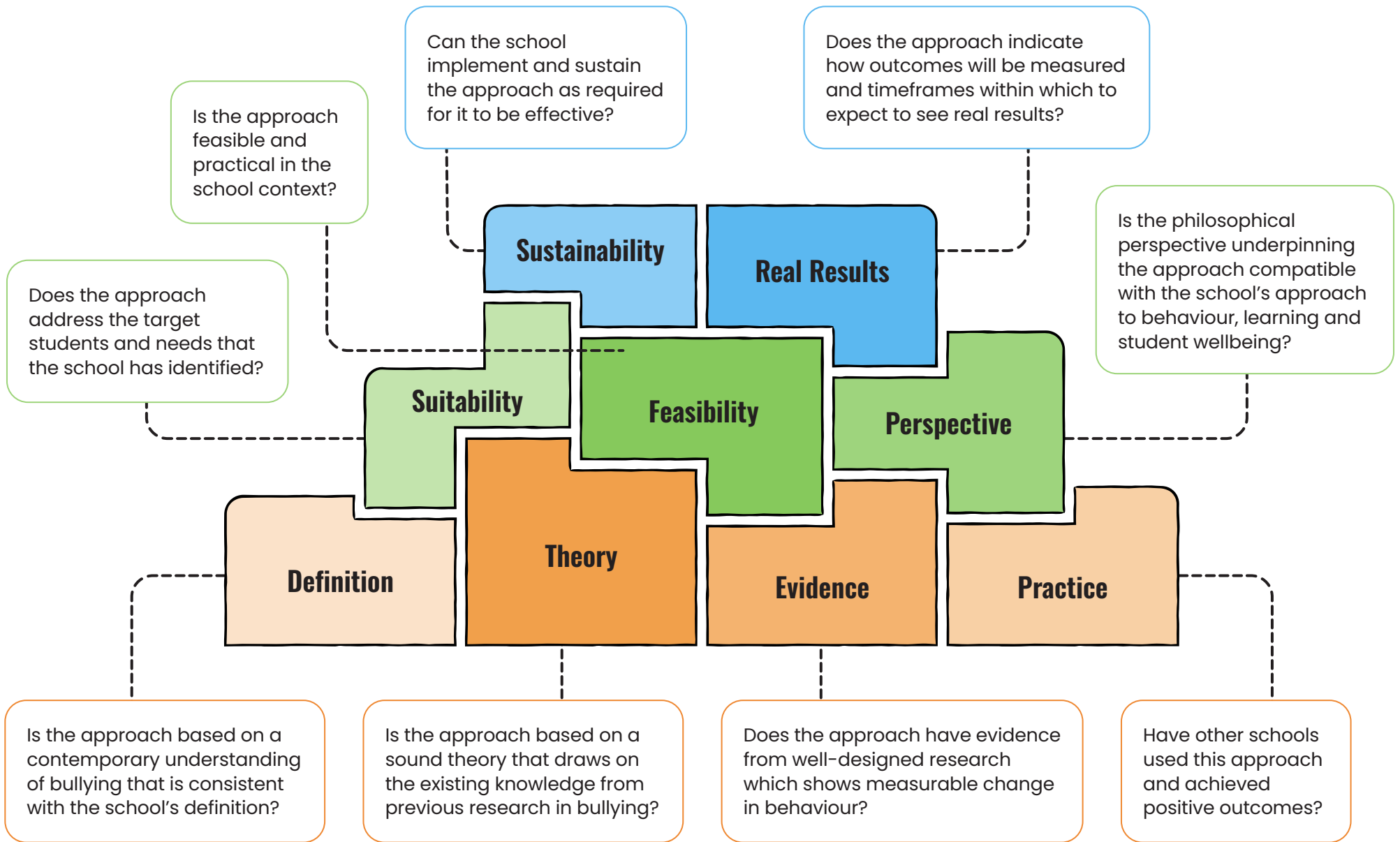
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Decision-making framework is a product of the joint collaboration of:

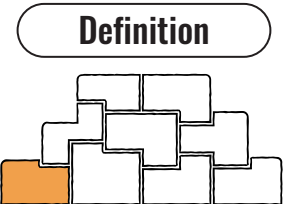
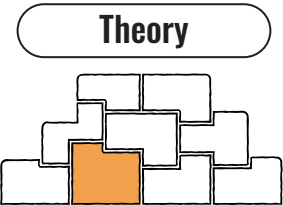

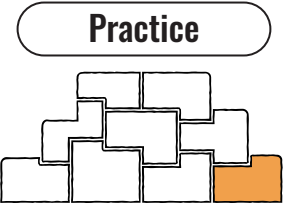
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- Department of Education, Queensland
- Department for Education, Children and Young People, Tasmania
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- Department of Education, Western Australia
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- The National Catholic Education Commission
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The above institutions are collectively referred to as the '**Australian Education Authorities**'. The Queensland Department of Education developed this product on behalf of the Australian Education Authorities.



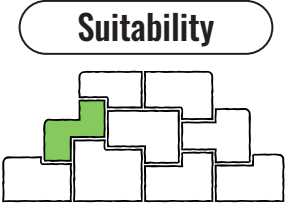
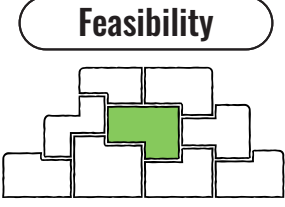
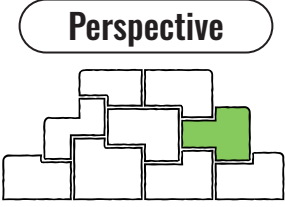
STEPS – Steps to examine programs and approaches for schools

Layer 1: Does it work? What is the evidence?

Concept	Key question	To ask about the approach	To ask about your school
 <p>Definition</p>	<p>Is the approach based on a contemporary understanding of bullying that is consistent with the school's definition?</p>	<ul style="list-style-type: none"> • How does the approach define bullying? • Does it align with the national definition of bullying for Australian schools? • How does the approach identify the causes and factors involved in bullying? 	<ul style="list-style-type: none"> • Is the definition in this approach consistent with the school's understanding of bullying? • Do all members of our school community share this definition of bullying? Is it included in our school policies?
 <p>Theory</p>	<p>Is the approach based on a sound theory that draws on the existing knowledge from previous research in bullying?</p>	<ul style="list-style-type: none"> • What is the specific aim of the approach, i.e. does it impact on attitudes, skills, behaviours or knowledge? • What theory underpins the approach and how has this been incorporated into the content, design and strategies of the approach? • What previous research in bullying and related areas does the approach draw on? • How does the approach promote a positive school climate and respectful relationships? • How does the approach align with the Australian Student Wellbeing Framework? 	<ul style="list-style-type: none"> • Is the theoretical basis of this approach consistent with our school's approach to behaviour, learning and student wellbeing? • Should we undertake some professional development to learn more about the existing knowledge on countering bullying? • Does the approach complement how we have implemented the Australian Student Wellbeing Framework?
 <p>Evidence</p>	<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 approach 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? • If the research evidence is limited, what plans exist for well-designed research into this approach? 	<ul style="list-style-type: none"> • Will the school be able to implement the approach in a way similar 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 approach? (e.g. is the information provided as 'evidence' actually opinion, promotion or advertising)? • If there is limited research evidence for the approach, have we carefully considered the questions under Definition and Theory?
 <p>Practice</p>	<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 approach in real-world situations? • If the research evidence for the approach 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 approach well explained and robust? 	<ul style="list-style-type: none"> • Are the schools which have successfully implemented this approach similar to our school? • Will the school be able to implement the approach in a way similar to the way it was conducted in other schools that have achieved positive outcomes? • If there is limited research evidence for the approach, have we carefully considered the questions under Definition and Theory?

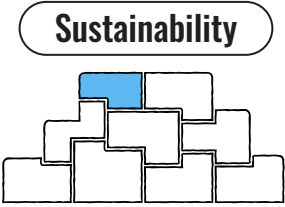
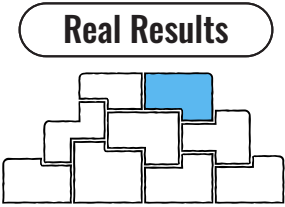
STEPS – Steps to examine programs and approaches for schools

Layer 2: Will it work to achieve our school's goals?

Concept	Key question	To ask about the approach	To ask about your school
<p>Suitability</p> 	<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 approach: prevention or response (or response as prevention)? • Is the approach whole-school, multifaceted or single issue focused? • Which elements in the Australian Student Wellbeing Framework are addressed? • What does this approach focus on and who does it target: <ul style="list-style-type: none"> › Who are the direct participants (targets)? › What student age range does the approach address? › What types of bullying 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 an approach to match? • Does this approach 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 approach NOT address? • Can we integrate this approach with existing approaches in the school?
<p>Feasibility</p> 	<p>Is the approach feasible and practical in the school context?</p>	<ul style="list-style-type: none"> • Are all requirements to implement the approach detailed in the guidelines? • Is the approach 'ready to go' or do schools have to do significant work as well in order 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 approach align with existing policies and with national educational frameworks and guidelines, and any other requirements with which schools need to comply? • Has this approach been successfully used in schools with similar resources and constraints as our school? 	<ul style="list-style-type: none"> • 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 approach? • Is the approach compatible with other activities and requirements with which we need to comply? • If this approach 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 approach a good fit with our school resources and constraints? • Can the school's existing resources and activities be harnessed or redirected for this approach?
<p>Perspective</p> 	<p>Is the philosophical perspective underpinning the approach compatible with the school's approach to behaviour, learning and student wellbeing?</p>	<ul style="list-style-type: none"> • What philosophical perspective underpins this approach? • What learning theory/pedagogical approach is the approach based on? 	<ul style="list-style-type: none"> • What is our school's perspective on behaviour, bullying and student wellbeing (and where do we articulate this)? • Is this approach's perspective compatible with our school's approach to promoting a positive school climate and positive behaviour? • Is the pedagogical approach compatible with our school's approach to teaching and learning? • Before we implement an anti-bullying approach, do we need to invest in professional development on our philosophical perspective on bullying?

STEPS – Steps to examine programs and approaches for schools

Layer 3: How will we know it has worked?

Concept	Key question	To ask about the approach	To ask about your school
<p>Sustainability</p> 	<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 approach take to fully implement and when should the school expect to see changes/outcomes? • Does the approach provide specific guidelines on implementation (e.g. timeframes, milestones, step-by-step procedures)? • Does the approach 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 approach as recommended in order to be effective (fidelity of implementation)? • Are adaptations needed to implement the approach in our school context, and would these possibly compromise fidelity (and thus effectiveness)? • Have other schools made adaptations and has the approach been successful with these adaptations? • How might we support ongoing implementation with fidelity, reduce any gaps, and ensure sustainability for long-term change?
<p>Real Results</p> 	<p>Does the approach indicate how outcomes will be measured and timeframes within which to expect to see real results?</p>	<ul style="list-style-type: none"> • How are outcomes measured and how do they link to the stated aim of the approach? • Are resources (tools) or guidance provided for measuring progress and effectiveness of the approach and informing a cycle of continuous improvement? • Does the approach encourage student involvement in measuring outcomes? • What is the anticipated timeframe before the school should be able to see measurable change? • How will the school be able to demonstrate to the wider community that the approach has been successful? 	<ul style="list-style-type: none"> • 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 approach for the anticipated timeframes before we will see measurable and real results? • How and where will the school report and celebrate successful progress and outcomes?