Figure 2.1

Stages of implementation: **Respectful Relationships**

The Respectful Relationships initiative was established in 2016. It supports school communities to address social attitudes that undermine gender equality by adopting a whole of school approach.

The whole of school approach contains six elements — leadership and commitment, school culture and environment, professional learning, teaching and learning, community partnerships, and support for students and staff.

Engage and explore

2016

Decide what needs to change and for whom

Previous research published by the Department of Education and Training (DET) found the whole of school approach intrinsic to effective violence prevention in schools.

Adopt initiative

Rec. 189 — Mandate introduction of Respectful Relationships education into every Victorian government school

2017

Assess barriers and enablers to readiness

2015–16 Respectful Relationships Education in Schools (RREiS) pilot implemented by Our Watch — the national organisation for the primary prevention of violence against women and their children.

Pilot provided the evidence base for Respectful Relationships.

Program enabler

Pilot provided evidence base to inform the initiative

Establish implementation structures

- Establish governance
- Recruit implementation staff

System barrier

Education and prevention sector collaboration and governance required time

Plan and prepare

Process enabler

Regional workforce recruited early to enhance readiness

Build readiness

- Recruit regional staff
- Plan professional development
- Promote to schools
- Learning materials provided to Lead Schools

Make a plan

Communication plan and implementation approach approved

2018

Overcoming system barrier resulted in unified approaches and terminology being used e.g. for resource kit

Build readiness

- New resource kit for schools

Program enabler

Tailored design to ensure program was a good fit for the school context

Initiate and refine

Program enabler

Some adaptation was possible within individual school settings

Program barrier

Whole of school approach was limited by challenges for schools engaging broader community

Commence operations/ delivery

Lead schools commenced

Partner schools commenced

Monitor implementation quality

Phase 1 evaluation

2019

Process enabler

Mentoring, monitoring, reflection and co-design drove continuous improvements

Monitor and improve

- Workforce consultations
- 2018–2020 workplan developed
- School clusters working together to improve practice

2020

Process barrier

Initial challenges gathering evidence of impact limited early data-driven decisions

Phase 2 evaluation was due for completion in June 2020. However, due to the impact of the coronavirus (COVID-19) pandemic the completion date has been extended to June 2021

Phase 2 evaluation

Scale up

Second tranche schools commenced

Scale and sustain

Process enabler

DET championed the implementation of RR, building knowledge, engagement and inter-school learning

Organisation enabler

School culture, curriculum and values compatible with the program — easier to embed as 'business as usual'

Embed as business as usual

First tranche schools embedd practices