Resource review flowchart

This document sets out a series of questions and responses to guide teachers and principals in their review of teaching and learning resources.

Overview

This resource review flowchart has been designed to assist schools and teachers in making decisions about the suitability of teaching and learning resources to support curriculum implementation of Respectful Relationships Education (RRE). The questions within the flowchart are designed to guide the teacher or principal to judge the suitability of the materials or content to school context, student learning and support needs.

The flowchart

Use the flowchart as a guide to determine suitability of resources for RRE implementation.

Please note that any flowchart designed to assist with learning resource evaluation may not be able to capture the complexity of the decision-making process. As such, this resource should only be used as a guide. Where the user is 'not sure' if the best response is a 'yes' or a 'no', then a 'no' response should be chosen.

For the purpose of this document, the term 'resource' is defined as any learning material, text, video, digital media, software, program, service or other materials that teachers use to assist students to meet the expectations for learning.

Structure

This flowchart is divided into 4 sections.

- **Section 1:** resource reliability
- **Section 2:** department and syllabus compliance
- **Section 3:** suitability to students
- **Section 4:** effectiveness of resources for teaching and learning

On completion of the flowchart, the principal or teacher will have:

- a strong understanding of the appropriateness of resources to their context
- sound evidence to support the choice of resources
- support for ways to adapt resources to support curriculum implementation in their school.

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Section 1 – resource reliability

Start section

Section 1 – resource reliability

 Is the publication date less than 5 years ago?

If more than 5 years old, or you do not have the latest version, check for updates through an online search or contact the publishing company.

Yes **No**

Section 1 – resource reliability

Do you have the latest edition or version of the resource?

Yes **No**

Section 1 – resource reliability

> If you answered No to one of the above questions in this section, obtain the latest version of the resource before continuing with this flowchart.

Start again

Section 1 – resource reliability

 Is the resource published by a reputable source?

A reputable source should include website extensions or organisations such as government (.gov), education (.edu) or health (.org). Other reputable sources include **Our Watch** and the **eSafety Commissioner**.

Yes **No**

Section 1 – resource reliability

Does the resource reference reliable sources of information through the bibliography?

Yes   No

Section 1 – resource reliability

 Is the resource based on current research or evidence?

The research should reflect the current context for RRE in Australia. It should be an accurate reflection of contemporary policies, practices and issues including pedagogy.

Yes   **No**

Section 1 – resource reliability

Can experts or other resources confirm the data, trends and information found in the resource?

Other research, websites or professionals should be able to back up the evidence or data included in the resource.

Yes   **No**

Section 1 – resource reliability

Is the data represented accurately in charts, graphs and text?

Consider the key features of charts, graphs or text.

- Do the key features have a clear purpose and add to the information?
- Does the resource include images, headings, subheadings, graphs, key words and tables to support easy navigation?
- Do the colours, textures, labels or other features on graphs and charts make them easier to read?
- Do graphs and charts have a title?
- Are the axes divided into equal intervals?
- Is the type of graph appropriate for the data?
- Is a key used if necessary?

Yes   **No**

Section 1 – resource reliability

Are you able to modify the charts, graphs and text to ensure the information or data is accurate and reliable and promotes a strengths-based and critical inquiry approach?

Other charts, data or text can be developed using evidence from reliable organisations or websites, such as the Australian Bureau of Statistics, to ensure that the data is presented accurately.

Yes　　**No**

Section 1 – resource reliability

If you answered No to one of the above questions in this section, consider using another resource which has a stronger, more accurate or more reputable evidence base.

Start again

Section 2 – department and syllabus compliance

Start section

Section 2 – department and syllabus compliance

Does the resource comply with the relevant NSW Department of Education (the department) policies and procedures?

Yes **No**

Section 2 **– department and syllabus compliance**

 Is the resource content consistent with the values of public education?

Yes   **No**

Section 2 – department and syllabus compliance

Does the resource conform to the principles of the department's RRE Program?

Yes **No**

Section 2 – department and syllabus compliance

Does the resource support achievement of syllabus outcomes and curriculum requirements?

For example, does the resource provide assessment opportunities appropriate to syllabus outcomes?

Yes　　**No**

Section 2 – department and syllabus compliance

If you answered No to one of the above questions in this section, consider using another resource which is better matched to policy and curriculum.

Start again

Section 2 – department and syllabus compliance

Can the resource content be matched to the syllabus outcomes within the specific school program it is intended to support?

Syllabus outcomes identified within the specific teaching and learning program should be used as a guide in selecting activities or content from the resource. Where outcomes are not matched, activities or content should be adapted to meet syllabus outcomes.

Yes   **No**

Section 2 – department and syllabus compliance

Can the resource content be matched to other whole school objectives and initiatives within the RRE Program?

Whole school objectives will be specific to each school and its context. Examples may link to the:

- School Excellence Plan (SEP)
- Wellbeing framework for schools.

Yes   **No**

Section 3 – suitability to students

Start section

Section 3 – suitability to students

Does the resource use age-appropriate data, terminology and content that meet the needs of the target audience?

Schools must be sensitive to the developmental stage, literacy levels, background and experience of students when selecting resources and materials to support school programs. Resources such as scenarios, case studies, storytelling, articles or research must reflect the curriculum subject matter for the relevant stage, capacities and needs of the students.

Yes   **No**

Section 3 – suitability to students

Have you sought endorsement by the school principal before the use of any sensitive materials?

Yes **No**

Section 3 – suitability to students

Are you able to adapt the resource content to meet the needs of students?

The resource should be mapped to syllabus content within the relevant stage of learning.

Yes   No

Section 3 – suitability to students

Does the resource reflect a strengths-based approach?

Yes No

Section 3 – suitability to students

 Does the resource align with trauma-informed practice?

Yes **No**

Section 3 – suitability to students

Does the resource use age-appropriate data, terminology and content that meet the needs of the target audience?

Do you have access to support staff to assist in reviewing and making modifications to the resource to meet student needs, such as EAL/D teachers or learning support staff. The guidelines for engaging external providers in curriculum implementation could also be used as a reference when using experts outside of the department.

Yes　　**No**

Section 3 – suitability to students

Does the resource allow for differentiated learning opportunities for students?

An effective resource would provide:

- materials and opportunities for teaching, learning and assessment which can cater for the diversity of learners so that all students can learn effectively
- alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- a range of activities and resources appropriate for students with different learning needs and levels of achievement
- flexible learning experiences and encourage students to work at their own pace to develop their knowledge, understanding and skills.

Yes   **No**

Section 3 – suitability to students

If you answered No to one of the above questions in this section, consider using other resources which are more effective in meeting the needs of students.

Section 3 – suitability to students

Does the resource promote inclusive practices through reference to a range of diverse individuals, groups and families?

A resource should reflect the following key elements of an inclusive approach. The resource should:

- promote safety and respect
- put equal emphasis on knowledge and skills
- promote connectedness
- celebrate diversity
- build on strengths and interests of students
- provide equitable access and opportunity
- create a learning environment that adapts to students
- provide optimum learning outcomes for students with disability
- show relevance to the lived experiences and world of students and communities.

Yes   **No**

Section 3 – suitability to students

Does the resource pass accessibility requirements to make it suitable for students?

Ensure that the resource, or copies of the resource, are available as audio files, suitable for e-readers and meet accessibility requirements.

Yes   **No**

Section 4 – effectiveness of resources for teaching and learning

Start section

Section 4 – effectiveness of resources for teaching and learning

Is there any evidence of effective use of the materials?

Yes   No

Section 4 – effectiveness of resources for teaching and learning

Does the resource reflect realistic situations which create connection and meaning for student learning?

The resource should contextualise and reflect the diverse world in which young people live. Young people are not a homogenous group. Issues of socio-economic status, gender, sexual identity, age, ability, religion, culture and language all impact on young people's motivations and practices. The resource should reflect a broad continuum of attitudes, values and behaviours.

Yes **No**

Section 4 – effectiveness of resources for teaching and learning

Is the time needed to adapt the resource to school needs reasonable?

Yes **No**

Section 4 – effectiveness of resources for teaching and learning

? Does the resource provide opportunities for a range of values and beliefs to be explored?

Learning experiences within the resource should provide students with the opportunity to explore their own position and the position or perceived positions of other groups or the community as a whole on a range of topics. This can be extremely useful to introduce a breadth of content and key assumptions, and dispel myths about gender, respect and domestic violence. Some activities within the resource should enable young people to see that there is a vast continuum of values and beliefs held by people because of age, gender, ethnicity, sexual orientation, race, ability, location and so on.

Yes **No**

Section 4 – effectiveness of resources for teaching and learning

Does the resource demonstrate a 'calling men in, not out' approach?

Attitudes, behaviour and messaging that harm women and girls should be critically examined. Boys should feel encouraged and supported to take responsibility and change harmful behaviours, rather than feel guilty or attacked. Content and activities within the resource should take an 'invite not indict' approach. This is popularised by Esta Soler and Brian O'Connor (2025) through the Futures Without Violence program, where men and boys are invited to participate, be open to introspection and prepared to act on what they find.

Yes   **No**

Section 4 – effectiveness of resources for teaching and learning

Will the resource challenge students to be critical, creative, imaginative, inquisitive and reflective?

The resource should provide opportunities for students to be active rather than passive learners.

An active learning approach allows learners to have ownership and autonomy to create and contribute as part of learning sequences.

Active learning is a process whereby students engage in activities, such as reading, writing, discussion or problem-solving, that promote analysis, synthesis and evaluation of class content. Cooperative learning, problem-based learning and the use of case methods and simulations are some approaches that promote active learning.

Yes   **No**

Section 4 – effectiveness of resources for teaching and learning

Are you able to modify the resource content so that the diverse backgrounds, identities, cultures and beliefs of all students are recognised and authentically represented?

Effort should be made to use activities from different resources or adapt activities in the resource to include diversity in the school's program to ensure this is catered for. Needs of students will be specific to each school and its context. Examples may include schools with high refugee population, schools with a high proportion of students with a language background other than English (LBOTE), students learning English as an additional language or dialect (EAL/D) and schools for specific purposes (SSPs).

Yes   **No**

Section 4 – effectiveness of resources for teaching and learning

Does the resource provide opportunities for students to become competent, discriminating and creative users of information and communication technologies (ICT)?

In the context of RRE, students should learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems; and work collaboratively in all learning areas at school and in their lives beyond school.

Students should explore the nature of ICT and the implications for establishing and managing respectful relationships by:

- understanding ethical online behaviour, including protocols and practices for using ICT for respectful communication
- understanding laws related to online communication and social media including sexting, sharing explicit content, consent, sextortion and deep fakes
- using ICT as key tools for communicating, collaborating, creating content, seeking help and accessing information
- using a range of ICT to access and critically evaluate information, products and services.

Yes   No

Section 4 – effectiveness of resources for teaching and learning

If you answered No to one of the above questions in this section, consider using other resources that are more effective in engaging students in active learning, are inclusive and celebrate diversity, and are connected to a range of student skills and experiences.

Start again

Section 4 – effectiveness of resources for teaching and learning

Does the resource provide opportunities for students to develop and apply the skills that enable them to adopt and promote respectful relationships?

Effective learning within the RRE Program is underpinned by the development of self-management and interpersonal skills. These skills empower students and should be embedded throughout any teaching and learning in RRE.

Yes   **No**

Section 4 – effectiveness of resources for teaching and learning

Does the resource provide opportunities for the transfer of skills beyond the RRE space?

This includes connections and relevance to other KLAs, with opportunities for students to see and understand skills and knowledge in use across the curriculum.

Yes   **No**

Section 4 – effectiveness of resources for teaching and learning

Is the resource supported by clear teaching guidance, structured activities, explicit teaching practice and opportunities for student reflection?

Yes   No

Section 4 – effectiveness of resources for teaching and learning

Does the resource contribute to building teacher capacity?

Yes   No

If the resource review has landed at this section of the flowchart, then you have sound evidence for using the resource to support curriculum implementation of RRE within the context of your school programs.
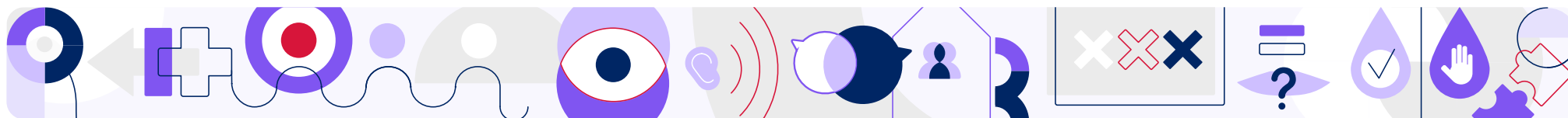
We acknowledge the homelands of all Aboriginal and/or Torres Strait Islander peoples and pay our respect to Country.