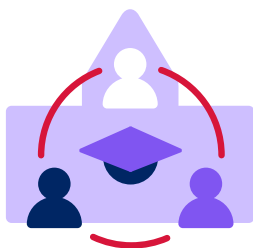


Teaching strategies for Respectful Relationships Education

Respectful Relationships Education



Respectful Relationships Education (RRE) is vital to equipping students with the knowledge, skills and values they need to form healthy, safe and inclusive relationships throughout their lives. As schools play a central role in shaping attitudes and fostering social-emotional growth, the delivery of RRE requires thoughtful, evidence-based teaching strategies tailored to diverse classrooms and whole school communities.

Overview

This resource introduces a framework of practical and effective teaching strategies for RRE, designed to engage students in active learning, promote empathy and critical thinking, and encourage respectful communication. Drawing on best practice and current research, the strategies outlined include explicit instruction, discussion-based learning, restorative approaches and differentiated content to ensure relevance for all age groups and backgrounds.

Teaching strategies

Whether building lessons around the qualities of healthy relationships, managing challenging conversations, or embedding respect and equality across the curriculum, these approaches support a whole-school commitment to creating safe and supportive learning environments where every student can thrive.

Stay and stray

Create groups of 3 and number students 1, 2 and 3. Spread the groups of 3 around the room. Allocate a different statement to each group. For each statement each person will be provided a set period, for example 30 seconds to express their thoughts on the statement. For these 30 seconds the other 2 are listening and not speaking or interrupting. Each person in the group takes their 30 seconds on the same statement.

Once all 3 have expressed their thoughts, rotate the groups by moving person 1 clockwise; person 2 stays stationary and person 3 moving anti-clockwise. Repeat the process for each statement.

True or false

Physical positioning: allocate a space for true and a space for false within the classroom. After each statement, ask students to move to the relevant space. Once students are in that true or false space, read the answer.

Individual choice: read each statement and ask students to demonstrate a specified static balance to show they think the response is true and a different balance or movement (such as a squat) to show they think the response is false.

Movement quiz: give students a question and answer card each. They move around the room and find a person (person 2) to ask their question to. Person 1 says true or false and provides the answer. Person 2 then asks them the question on their card, waits for an answer and then shares the correct answer.

Parallel lines strategy

Students stand in 2 parallel lines facing each other. Students are allocated 20 seconds only to make their case or answer a question before swapping roles with their partner. Students must actively listen to their partner and are not permitted to interrupt. After both students have had a chance to speak, ask person 1 to move to the left or remain where they are (depending on numbers) and person 2 to move to the right to a new partner. Repeat the process with a new statement or question.

Creating an online review for a website for young people

Students open with a clear statement for or against the website, using adjectives to support the statement.

Students then explain the reasons behind the opening statement using examples. This requires critical thinking to determine the parts that will draw young people to the website and the information young people would be looking for.

Students finish with a closing statement, which includes to what extent would they recommend the website. What is their recommendation for young people?

Question box

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large

group or the teacher is not familiar with students' work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl or hat.

Self-Organised Learning Environment (SOLE) session

Organise students into groups. Groups are to research a question.

Students organise their own roles within their groups and decide how they will record their responses.

Allocate a process for groups to report back their findings. This could be: creating a video and sharing on a class blog or online space, creating a presentation and delivering to the class via an online platform, creating a podcast using an interview style to explain their findings.

Hot potato strategy

This strategy involves the use of a round robin format in developing and sharing information within a group. It encourages team members to pass their work onto other people in their group.

Divide into teams containing an equal number of members, if possible. Ask each of the teams to sit in a circle, so that sheets of paper can be easily passed from one person to the next.

Provide each team member with a sheet of paper for recording their ideas. Assign a particular task to all teams, for example develop a list of proposals for improving the school grounds. Each team member then records as many ideas as possible in a set time, for example 2 minutes.

On the appointed signal, for example a ringing bell, they pass their sheet to the next person. That person then reads the ideas in front of them, and proceeds to add some more ideas to that sheet, again within 2 minutes.

This process of passing the 'hot potato' continues until each team member ends up with their original sheet. All students should be reminded that once an idea has been recorded, or an idea has been read on another sheet, it cannot be written down a second time. No repeats are allowed. Although groups of 4 or 5 students tend to work best, this structure is capable of working with virtually any group size.

Variations

Instead of allowing one piece of paper for each team member, give a single sheet to the entire team. The first person then writes an idea onto the sheet, and passes it onto the next person, who does the same. This then continues all the way around the group.

Ideas can also be rotated between different teams rather than the individuals in each team. To establish this rotation:

- Appoint a recorder for each team, who is responsible for writing down all of the ideas given by their team.
- Each team can then brainstorm ideas on a particular topic, for example how to get Frisbees down from the roof. This can be undertaken in a set period of time, perhaps 3 minutes.
- At the end of this time, each team rotates their ideas onto the next team. After reading out the ideas on that sheet, the team then attempts to add some further ideas.

Three-minute challenge

Students are given exactly 3 minutes to write down all they know or would like to know about topic X. Students share their writing as a class to identify common aspects of what they know already and areas of interest to guide future learning experiences.

ABC graffiti instructions

In groups, students share their knowledge or opinions about the topic in a focus area and record or draw one idea or word for each letter of the alphabet.

After a nominated time, students sit as a whole group. Take one idea for each letter from each group. If the shared idea is already written on their ABC sheet, groups should circle or tick this to avoid duplication.

Groups then circle 5 key words or phrases on their sheet and use these to write a definition about the topic. Listen to each group's definition and clarify any misinformation.

Keep the ABC sheets and return these to groups at the completion of the focus area. At this time groups can add further ideas in a different colour which will show any change in their knowledge, understandings and attitudes.

Variation

Use an A3 sheet of paper for the ABC graffiti.

Place students with a partner or small group to complete the ABC.

Fist to 5

This strategy allows students to consider their feelings or opinion about a health-related issue.

Step 1 – pose a statement for the students to consider.

Step 2 – students indicate their level of emotion or body response to the statement by showing a fist (for no emotion) through to 5 fingers (for high emotion).

Step 3 – invite students to share, with a partner or the class, the reason behind their vote.

Snap decisions

This strategy will help students to understand and experience:

- how difficult it is to make positive quick decisions
- the variety of thoughts common to young people in health and safety-related situations
- the impact of external influences and contextual factors on decision-making and actions.

A volunteer is seated in the 'snap decision seat' and presented with a health or safety dilemma. The student must try to put themselves in the shoes of the character described in the dilemma.

Two other students stand either side of the seated student. One represents the 'positive' side of the situation and the positive influences on the individual. The other represents the 'negative'. (Try to avoid the terms 'good' and 'bad' or 'angel' and 'devil' as this places a value judgement on the volunteer's decision). Their role is to try and convince the student sitting in the snap decision seat to decide based on their comments and influence.

The student in the snap decision seat is allowed no thoughts of their own and must decide based purely on the arguments presented by the 2 students.

Variation

Ask 4–5 individuals to stand around the volunteer. Each could adopt the role of an influence (positive or negative), for example a drunk or drug-influenced friend, a supportive parent/carers, the environment, the law.

Telephone role-play

This strategy will help students to increase understanding and control of conventions and skills associated with communication and develop collaborative group work skills. Prepare several pairs of telephone role-play cards.

Students work in groups of 3 with a caller, receiver and observer. Role cards should be provided. Caller cards should specify the audience, purpose and any background information for making the call.

The caller and receiver read their card and do not swap information. Allow one-minute thinking time for each to rehearse what they will say, the language they will use and the tone they will adopt.

Callers ring their receivers, each playing out the role specified on the card. As the role-play occurs, the observer assesses the conversation and language used. The observer provides feedback to the caller and receiver at the end of the role-play.

Students swap roles and continue the role-plays. Process the activity by asking the class what they learnt and what they still need to practise to become confident to make an emergency call.

Variation

Set up one group to role-play the telephone conversation while others in the class sit around them to observe and offer feedback.

Running a Socratic seminar

Socratic seminars are a student-driven discussion method. Students are given a topic or driving question to consider before the discussion. They discuss the topic and reflect on this discussion with minimal teacher intervention.

Step 1 – arrange students into 2 circles – inner and outer.

Step 2 – ensure students all have resources that enable them to take notes during the discussion.

Step 3 – pose a question/topic to the class.

Step 4 – the inner circle of students discusses the question or topic. They can only address one another, not the teacher. The teacher only speaks if the discussion needs to be redirected.

Step 5 – the outer circle listens to the discussion and takes notes, focusing on any points they would like expanded or persistent questions they have.

Step 6 – when the comments begin to slow, ask the inner circle to end their discussion.

Step 7 – at the end of the discussion, the outer circle uses their notes to comment on the discussion. Members of the outer circle offer feedback or pose further questions.

Step 8 – steps 4 and 5 are repeated, with the inner circle basing their new discussion on the comments and questions of the outer circle.

Socratic circles can build the skills needed for respectful discussion and ensure student voices are heard in the classroom. They enable social and cooperative learning because students bounce off one another rather than relying on teacher guidance.

Sticky note relay

Students are each given a number of sticky notes. Each student takes time individually to record answers to 2 questions.

Place the 2 questions on the board or written on paper and displayed within the classroom. Students contribute their ideas to both questions using their sticky notes, one at a time. If the answer already exists students must come up with a new idea on their sticky notes.

Once all sticky notes are added to the board, the class works to classify them into similar categories. Label the categories and discuss why the ideas fit within them and how the categories relate to one another.

Extension: ask students to transfer this information into a Venn diagram to show understanding.

Fishbowl debate

Place students in a group of 6–8 students seated in a circle facing each other. The remainder of the class are observers who take notes. Instruct students to focus their notes on 3 things:

- points people make that they think are particularly interesting or insightful
- points they would like clarified
- points they would like to challenge.

Each person in the fishbowl has their turn to speak and offer an argument. Once one student stops talking, other students can rebut their response to challenge the information provided. Encourage students to share the air. Ensure that no one dominates the conversation and that everyone has an

opportunity to speak and contribute. After the seated students have shared their points, allow time for the observers to share what was observed.

Swap students so there is a new group in the fishbowl.

The aim of the activity is for all students to be able to evaluate strategies and personal actions that aim to enhance health, safety and wellbeing. The fishbowl strategy can also be used to assess a student's interpersonal and self-management skills, for example communication, inclusivity and critical thinking.

The 3 Whys

Source: [Harvard Graduate School of Education](#)

A routine for nurturing a disposition to discern the significance of a situation, topic or issue, keeping global, local and personal connections in mind.

- Why might this [topic, question] matter to me?
- Why might it matter to people around me [family, friends, school, town, city, country]?
- Why might it matter to the world?

Headlines

Source: [Harvard Graduate School of Education](#)

Write a headline that captures the most important aspect of this topic or issue.

How does your headline differ from what you would have said yesterday?

Share your headline with others. Who heard a headline from someone else that they thought was particularly good at getting to the core of things?

Use this strategy later in the unit. Compare your prior headlines with your current headlines: How has your headline changed? What new thoughts or ideas do you have now that you didn't have then?

Jigsaw

A learning strategy where students effectively teach each other, with guidance from the teacher. This learning strategy supports teachers to:

- differentiate learning to cater to diverse student needs and abilities
- build students' comprehension, collaboration, communication and problem-solving skills
- adapt learning to suit students' abilities, class size and the nature of the content.

A basic jigsaw involves these key phases:

Phase 1 –introduce home groups. Students work in small home groups where they are each assigned one aspect of a topic which they study independently.

Phase 2 –break into expert groups. Students who have been assigned the same aspect of a topic gather together to become experts and learn how to best teach the content to their peers.

Phase 3 –regroup with home groups. Students return to their original groups where they each take a turn presenting their information to teach their peers.

The information gained from each home group is used collaboratively within the whole class. Students draw a relationship between 2 pieces of information and then make further connections by introducing new facts. This process enables students to understand the relationship between elements of a topic as well as see the big picture.

KWLH

A comprehension strategy designed to help students activate prior knowledge, formulate questions and reflect on new information learned. The acronym stands for:

K –what they might already KNOW about the subject or topic

W –what they WANT to learn

L –what they LEARN in real time

H –HOW more learning can happen.

Quick, write

This involves students writing rapidly and without stopping in response to a prompt or open-ended question.

The 5 Whys

Explain how the 5 Whys process operates, emphasising the need to stay focused on the central problem and keep the process moving (only one or 2 minutes per question).

Review the statement or problem provided to a group. Identify the issue and ask why of the issue.

After each student in the group briefly suggests an answer to the first why, the group chooses the response that meets general agreement.

Students pose the next why question, using the issue which arises from the answer. This is now the focus of the problem.

The same process is framed for the next 3 questions and then the group is asked to report back to the class.

Rapid review

Students reflect on learning from a source or previous lesson.

They choose a partner and share what they have learned in preparation for future discussion questions. It is a quick, energetic way for students to engage with the teaching resource. For more information, access the [Edutopia 60-Second Strategy: Rapid Review clip \(1:04\)](#).

Venn diagram

Allows students to find the relationship among or between things or concepts, or similarities and differences between ideas. Where the circles overlap, this is where the similarities or commonalities are placed. Where the features of something are different, they go in the part of the circle that does not overlap. Venn diagrams allow students to compare 2 or more things as a visual representation.

Fortune teller

Students work in groups of 3 or 5 to explore a range of factors that influence online interactions.

Step 1 –provide students with the categories –online communication and consent cues, individual, context, motivations and pressures. Students brainstorm ideas for each category and record on a card.

For example:

- context cards –describe an online or digital space
- individual cards –describe personal boundaries and feelings
- online communication and consent cue cards –describe the type of online interaction, such as sharing a photo, sending a message, or a group chat conversation
- motivations and pressures cards –could include examples such as wanting to fit in, seeking attention, feeling pressured, or misunderstanding consent.

Step 2 –groups use the cards to create situations by aligning one card from each category to tell a story. For example: sharing a photo (online communication) on Facebook (context card) because they were

wanting to fit in (motivation and pressure card) and now feeling regret (individual card).

Step 3 –each group swaps their situation with another group.

In each group, allocate one or 2 students to have the role of predictors, another one or 2 to adopt the role of advisors and one as decider.

The predictor's role is to suggest what is likely to happen to the individual in a given situation.

The advisor's role is to suggest some strategies that may reduce the risk of the situation.

The decider is to decide on what strategy would be most effective in the situation.

Each situation should be discussed to identify the risks and strategies that may alter the outcomes.

Texta talk strategy

This strategy is part of 4C transformative learning. It involves the use of communicating through writing concepts to develop and share ideas within a small group. It involves collaborative group work, reading, and responding to and building on the ideas of others. This can also be a formative assessment strategy.

Students work in small groups. Each group has a large piece of butcher's paper and each member has a texta of a different colour.

The teacher should take note of who has which colour texta as a formative assessment tool. Students are provided the stimulus.

A student begins by writing their ideas and adding to the stimulus. In silence, the rest of the group reads what the student is writing. This ensures each person in the group has time to take in and process each other's responses and can plan and prepare for placing their idea. Nothing can be written twice.

Students then take turns adding to the stimulus. They can create a new idea or build on others to create a mind map.

Students can report back to the group to demonstrate knowledge, offering an opportunity for formative assessment.

Positioning on community perceptions

Place the position cards –strongly agree, agree, disagree, and strongly disagree –around the room or on the floor in correct order.

Explain to students that you are going to read out a statement related to topic X.

Inform students that once they have thought about the statement, they need to move to the position card that best represents their thoughts about the statement, that is: Do you strongly agree/agree/disagree/strongly disagree with the statement?

It is important to explain to students that there is no right or wrong answers in this activity and that they are free to change their mind at any time. After each statement is read out and students have positioned themselves, invite students to share their thoughts about the statement. Try to ensure a range of views are discussed.

Ask students:

- What was your thinking when you moved to the position of strongly agree/agree/disagree/strongly disagree?
- To avoid having all students standing at the one position, invite a small number of students to volunteer to position themselves from the perspective of:
 - a parent or an adult
 - someone of the opposite sex
 - someone of another age, culture, religion or sexuality.

These activities are extremely useful to introduce the breadth of content, key assumptions and myths about a topic. Importantly they enable young people to see that there is a huge continuum of positions held by people because of age, gender, ethnicity, sexual orientation, race, ability, location and so on. It is important that the processing components of these activities are carried out so that young people explore and examine their own and others' positions.

Reflective questioning

Students are able to generalise skills and knowledge to other situations and/or monitor and evaluate a decision-making process.

On conclusion of a learning activity, students should be offered an opportunity to reflect on the learning process, their understandings, attitudes and values.

The following questions may be used to guide the reflective process and are a suggestion only. Students can respond verbally or in written form.

- What did I do?
- What did I learn?
- How did I feel?
- Why did I feel like that?
- How will I use the skill or information?

A reflection journal is also an effective tool to allow students to regularly respond to these questions and reflect personally on their learning.

Example reflection strategies include:

- 3, 2, 1 – after watching or reading a stimulus or completing a series of classroom activities:
 - 3 recalls or facts students can recall from the source or lesson
 - 2 so what's or things about why the material is relevant to them
 - 1 question. For example: 'Why is it that ...?', 'In the future, what will ...?', 'How does this affect ...?'
 - students share in a pair and discuss and answer the question posed by their partner
 - as a class, invite interesting 'recalls', 'so what's' and 'questions' to be shared to check student understanding of main concepts.
- Sharing circle – after an activity or lesson, students form a group to reflect and share what they have learnt.
- Exit slips – written student responses to questions teachers pose at the end of a lesson. These enable teachers to quickly assess students' understanding of the material.

Brainstorming

There are a few simple rules to follow:

- accept every idea without criticism and write it down
- the more ideas the better; don't worry too much about the quality
- no discussion about ideas until after the brainstorm
- set a time limit – about 10 minutes.

Accept all suggestions and use them as a starting point for processing the brainstorm. This can actually be a very useful way to set expectations about appropriate language, public and private information and speaking in the third person.

Once the brainstorm or discussion is complete, inform students that, although particular words and phrases may be used in other contexts, during class time they should use correct language that is not sexist, racist, homophobic or offensive.

The way ideas are processed obviously depends on the purpose of the brainstorm or discussion. A useful way is to cross out ideas that are obviously inappropriate and follow these up if derogatory language has been

used. Combine words or phrases that are similar, with consensus from the students. Then carry out a prioritising activity, which can easily be done with a show of hands, to reduce the list further.

The Digital Learning Selector provides templates and tools to support the [use of ICT for brainstorming and peer-based discussion](#) to encourage collaboration.

Graphic organiser

Use graphic organisers to help students identify and focus on what they already know, understand, value and are able to do. The visual component of a Y or T chart enables students to compare and contrast ideas, feelings and information.

The Digital Learning Selector provides templates and tools to support the [use of ICT for graphic organisers](#).

Unfinished stories

Involve a child (similar to the students in age and experience) in a potentially threatening situation. Stories should:

- accurately reflect the relevant characteristics and dynamics of child-based situations, for example bullying, safe and unsafe situations
- provide opportunities for students to consider and discuss possible actions the child or young person could take and the implications of those actions
- include names different to the names of your students.

If not provided by students, the teacher should indicate responsible actions which could be taken for safety or health. Acknowledge the difficulty of carrying out many of these actions.

It is not advisable to devise your own unfinished stories, scenarios or case studies involving topics such as child abuse. Although it is not always possible to know, abusive situations which are similar to those which have been experienced by students should not be used.

Role-play

Importantly, by having the opportunity to practise potentially unsafe situations, students may be more prepared with knowledge and skills to make informed decisions about their safety.

Role-plays allow interaction between students which requires them to seek solutions to real-life problems within a safe situation. Role-plays involve

practising communication skills and discovering what works personally for an individual and what does not work. There are many different levels of role-play, and an appropriate level needs to be chosen for sensitive situations.

It is not appropriate or advised to create role-plays about sensitive topics such as sexual abuse. In role-plays which involve other forms of abuse, it is advisable that no student is placed in the situation of role-playing an assault, as either the victim or the perpetrator.

There are a number of different role-play techniques which include freeze technique, role reversal, video playback, still images, and hot seat. The use of puppets or sock puppets are also useful for students who find public performance confronting.

Whatever techniques are used, it is crucial that both briefing and debriefing is carried out. Closing a lesson in a positive way is critical when teaching about sensitive issues. Discussions need to be summarised. Case studies or moral dilemmas should be brought to some point of resolution.

The [Digital Learning Selector](#) provides templates and tools to support the use of ICT for storyboarding, use of video and audio to encourage role-play and response to scenarios.

Debriefing

Debriefing:

- may be necessary after activities which could evoke strong emotions, such as discussion of values, personal experiences, unfinished stories, scenarios or case studies
- is the processing component of a role-play
- has the purpose of drawing out ideas, implications and possible strategies
- enables participants to leave their character or de-role
- aims to dissipate the strong feelings a student may experience while discussing or role-playing another person, or remembering and relating a past event, and return the student to their own identity or present situation.

Asking questions like, 'What did you have to change about yourself to play this role?' or 'How different are you to the character?' can be used to focus the debriefing and de-role students.

Debriefing after an activity

When the activity (or lesson) is over, ask students the following:

- How do you feel after that activity/discussion? Is there anything else that you want to say?
- Tell the person next to you how you felt when we talked about ...
- Now tell them how you feel about something you are doing on the weekend.

Debriefing after a role-play

When a role-play is finished, ask the role-player or players such questions as:

- Who are you now?
- How did you feel about playing that role? Is there anything else that you want to say?

After using role-play activities be alert in case individual students remain affected by their participation in a role-play. This is usually demonstrated by withdrawn behaviour, but some students may become restless or aggressive. Ensure that the student receives additional individual

debriefing as soon as possible. This may involve asking such questions as:

- How did you feel about playing that role?
- How could we have changed the role-play to make it better for you?
- What are you doing after school today?

Closing the session

Finish each session in a positive way. Ensure time is allowed for sensitive discussion to be completed before the end of each lesson.

Refocusing or relaxation exercises can help release any tensions that may result from discussing sensitive issues. They are also beneficial in refocusing students on a session to follow, reducing behaviour problems and assisting students to think more clearly.

Similarly, an energiser or short burst of physical activity can help release energy, dispel feelings of discomfort and reinforce positive relationships within the class.

References

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Harvard Graduate School of Education (2022) '[Headlines](#)', Project Zero, Harvard Graduate School of Education website, accessed 23 October 2025.

Harvard Graduate School of Education (2022) '[The 3 Whys](#)', Project Zero, Harvard Graduate School of Education website, accessed 23 October 2025.

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