

Training teachers to deliver respectful relationships and consent education: A scoping review of best practice principles.

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Background:

The requirement to teach respectful relationships and consent education (RRCE) concepts in Australian schools is now embedded in national and various state-level curricula. Whilst a wealth of in-service training related to RRCE is currently available, and educators positively evaluate such training, actual uptake remains low. As part of a broader scoping review, to consider best-practice RRCE delivery within schools, this sub-analysis sought to synthesise the current literature regarding effective teacher training.

Methods:

The research team applied a formalised six-stage scoping review process to identify current training and support programs, and to summarise recommendations regarding best-practice professional learning. Peer-review publications (n = 3,879) and grey literature (n = 167) were identified. After screening, 228 articles were included in the broader scoping review, with 55 articles addressing teacher training.

Results:

Findings were collated and recurrent themes identified. Pre-service training is limited and generally fails to adequately prepare teachers to deliver RRCE concepts. While many in-service training opportunities exist, the content, duration, and format of these programs vary markedly. Most interventions are insufficiently evaluated and provide limited or no evidence of their effectiveness or impact on teachers or students. Training rarely addresses staff attitudes and values, which are critical for program fidelity, and essential to ensure safety for both staff and students. Finally, beyond training, teachers and schools require technical assistance and support to ensure RRCE programs are holistic and sustainable.

Conclusion:

Effective professional learning in RRCE should be of sufficient duration and quality to enhance teachers' facilitation skills and improve content knowledge. It should provide opportunities to explore personal values and attitudes, and different teaching and learning strategies. Training must be universal, rigorously evaluated, and recurrent, and should commence at pre-service. Given recent additions to the curriculum, evidence-based professional learning in RRCE training is critical for all educators.

Disclosure of Interest Statement:

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