

Primary schools as community hubs toolkit:

A review of the literature

Prepared for

The Scanlon Foundation

Prepared by

The Royal Children's Hospital Centre for Community Child Health and the
Murdoch Children's Research Institute

May 2012



Murdoch Childrens
Research Institute

Healthier Kids. Healthier Future.

Acknowledgements

This paper was prepared by:

Dr. Myfanwy McDonald, Senior Project Officer

Dr. Tim Moore, Senior Research Fellow

Thanks to Rebecca Fry, Eliza Metcalfe, Jennifer Lorains, Talya Matthews and Maria Fong for suggestions and feedback.

The Royal Children's Hospital Centre for Community Child Health, and
The Murdoch Childrens Research Institute
50 Flemington Road, Parkville, Victoria
Australia 3052
Website: www.rch.org.au/ccch

Table of contents

| | |
|--|----|
| 1. Introduction | 1 |
| 2. Methodology | 2 |
| 3. What toolkits are currently available for schools and for professionals/volunteers who work with children and families? | 3 |
| 3.1 What tools are commonly included in toolkits? | 4 |
| 3.2 Do toolkits work?..... | 6 |
| 3.3 Schools as community hubs resources | 8 |
| 4. What is the most effective way of communicating quality, evidence based information online to professionals working within the primary school sector? | 10 |
| 4.1 What is ‘quality evidence’? | 10 |
| 4.2 Translating research for practice: General literature..... | 13 |
| 4.3 Translating research for practice: Primary school sector | 16 |
| 5. What is the most effective way of providing a rich environment for sharing and sourcing expertise amongst professionals working within the primary school sector? | 22 |
| 5.1 Sharing expertise | 22 |
| 5.2 Sourcing expertise | 24 |
| 6. Conclusions | 24 |
| 6.1 Recommended key components..... | 25 |
| 6.2 Recommended style | 26 |
| 6.3 Recommended format..... | 26 |
| 7. Case studies | 26 |
| Case study 1: The More Music toolkit | 26 |
| Case study 2: Curious Works toolkit http://www.curiousworks.com.au/projects/toolkit/ | 27 |
| Case study 3: Community toolbox (http://ctb.ku.edu/en/default.aspx) | 28 |
| Case study 4: Communities and Families Clearinghouse Australia (http://www.aifs.gov.au/cafca/) | 29 |
| References | 31 |
| Appendix A | 35 |

1. Introduction

In 2012 the Centre for Community Child Health was contracted by the Scanlon Foundation on behalf of the *Primary School Community Hub Toolkit Steering Group* to scope the concept of a toolkit to support the development of primary school community hubs. This project involved consultation with stakeholders and the development of two literature reviews.

The first literature review looked at evidence and best practice, benefits and gaps in knowledge in regards to primary school-community hubs (Centre for Community Child Health, 2012). The second investigated the purpose, key components and recommended form for a primary school-community hub toolkit. This is the second of those literature reviews, entitled the *Primary Schools as Community Hubs toolkit: A review of the literature*.

For the purposes of this literature review a toolkit is defined as an online resource that consists largely of written content arranged in key sections with links to related resources. The purpose of the *Primary Schools as Community Hubs toolkit* (referred to hereon in as the toolkit) is to:

- (a) provide quality, evidence-based and informed information relating to establishing and operating schools as community hubs; and
- (b) provide a rich environment for sharing and sourcing expertise.

This literature review will begin by providing a brief description of the methodology that was used to identify toolkits. This is followed by information about Australian and international toolkits currently available for schools and for professionals and volunteers who work with children and families. The types of tools that are included in these toolkits are summarised and some of the key features of these toolkits will be identified.

Toolkits are not the only way of communicating quality, evidence based information to professionals. It is important, therefore, when designing a toolkit with this purpose to look more broadly at the literature that investigates the most effective way of translating research for practice. This is the focus of the second section of this review, with a specific focus on the most effective way of communicating this information to professionals within the primary school sector.

Similarly, toolkits are not the only way of providing an environment for sharing and sourcing expertise. In fact, existing toolkits typically do not contain an interactive feature (i.e. whereby professionals can share expertise). It is important, therefore, to look more broadly at the literature regarding the most effective way of providing this type of environment, again with a specific focus upon professionals working within a primary school environment. This is the focus of the third section of this review.

The review continues with a summary of the recommended key components, style and format of the *Primary Schools as Community Hubs toolkit*. These recommendations will be based upon the key findings from the review.

This literature review concludes with a case study of four resources (including toolkits and other resources which have a similar purpose to the *Primary Schools as Community Hubs toolkit*). The aim of these case studies is to provide examples of 'best practice' resources

that are using some of the characteristics identified as recommended components of the *Primary Schools as Community Hubs toolkit*.

2. Methodology

The first phase of this review involved searching for information about toolkits that are designed for schools. A search for grey literature was undertaken using Google. The search terms 'toolkit', 'school' and 'Australia' were used. This search yielded almost 2.5 million hits.

It was important to review a broad range of toolkits in order to identify their key features. Refining the search further (e.g. toolkit + school + community hub) may have led to us overlook high quality toolkits that did not fall into this fairly specific category. Therefore, instead of refining the search, we continued to search for relevant toolkits (10 per page) until we reached the point where 5 pages contained no relevant toolkits. This point was reached after 37 pages (by that stage we had looked at 370 items). A list of relevant toolkits was then compiled (see Appendix A).

The following toolkits were considered irrelevant to this search and not included on the final list of toolkits:

- toolkits that are designed for policy-makers who plan and/or deliver services in schools;
- toolkits that have no coherent structure (e.g. a group of journal articles that is called a 'toolkit');
- highly specialised toolkits (e.g. *Teaching English as a foreign language – A how to guide*);
- toolkits that are solely for children (i.e. not teachers or parents);
- commercial toolkits (e.g. toolkits that accompany commercial products such as educational toys);
- Toolkits that are focused on things like how to make costumes for children (e.g. http://www.peo.gov.au/teachers/toolkit/tk_miy.html);
- Toolkits that help schools or teachers apply for funding (e.g. <http://www.schoolsfirst.edu.au/sf-toolkit/>); and
- Toolkits that focus primarily on schools in developing countries (unless they address an issue such as primary school hubs).

Toolkits that were not specifically for schools but were for other professionals or volunteers who worked with children, families and/or communities were included. Because of the number of toolkits that were identified through the initial search however a separate search for these toolkits was not undertaken (i.e. they were only included if they were identified through the initial search for school toolkits or if we were alerted to the existence of one of these toolkits).

A search of SCOPUS and CINAHL was then undertaken. The following search terms were used for SCOPUS: 'toolkit' and 'child' or 'family.' Only articles that described an actual toolkit or included information on the evaluation of a toolkit were included. For example, those that described a background project to inform a toolkit (without saying what the toolkit would look like or contain) were not included. Experts within the Community Child Health Centre were also asked to pass on information about any other toolkits they were aware of. This process led to the identification of 6 toolkits.

It is important to note that because some resources that look like toolkits are not identified as toolkits they may not have been identified through this search.

3. What toolkits are currently available for schools and for professionals/volunteers who work with children and families?

A search for toolkits for the purpose of this literature review identified 56 toolkits (35 hardcopy toolkits and 21 online toolkits). Forty-four of these toolkits are specifically designed for schools and 12 are targeted towards other professionals or volunteers who work with children, families and/or communities. (A complete list of the toolkits identified is provided in Appendix A). Only two of these toolkits related specifically to the issue of developing or maintaining a school-community hub/partnership.¹

An analysis of these resources suggests that toolkits are extremely diverse. There appears to be no standard definition of a toolkit, what it should contain or what it should look like. In terms of content, for example, toolkits for schools cover a vast range of content areas including:

- assisting schools in improving and/or building upon their music education program (*More Music Toolkit*);
- how schools can prepare for the flu (*Preparing for the flu*);
- how schools can manage records in response to the Freedom of Information Act (*Records management toolkit*);
- how schools can implement a new policy regarding parental involvement (*A Toolkit for Title 1 Parental Involvement*);
- how schools can deal with the aftermath of the suicide of a student (*After a suicide: a toolkit for schools*);
- how to set up a school breakfast program (*School Breakfast program toolkit*);
- induction toolkit for beginning teachers (*Flying Start Induction toolkit*);
- sun safety toolkit (*Sun Safety Toolkit for School Districts*)
- how to develop a healthy school canteen (*Fresh Tastes Toolkit: Developing a health school canteen*).

Most of the toolkits identified for this review that were designed for schools/school professionals related to health and safety (e.g. school bullying, sun safe programs, healthy food programs) or environmental issues (e.g. water preservation, energy efficiency).

A broader review of toolkits for professionals and/or volunteers who work with children, families and/or communities identified a similarly vast range of content areas including:

- creating positive change for children in communities (*Creating communities for young children: A toolkit for change*) (Schroeder et al, 2009);
- reaching priority and excluded families (*Toolkit for Reaching Priority and Excluded Families*) (Together for Children, 2007); and
- improving public neighbourhood play spaces and services for children and young people (The Neighbourhood Play Toolkit, Organise, Create, Sustain toolkit) (Kapasi et al, 2006)

¹ These were: *Community Focused Schools: Making it Happen (A Toolkit)* (ContinYou, 2006) and *Fostering School, Family and Community Involvement* (The Hamilton Fish Institute on School and Community Violence & Northwest Regional Educational Laboratory, 2007).

In addition to differing in terms of content, toolkits are diverse in terms of a range of other features and characteristics. The following table summarises these types of differences.

Table 1: The diverse features and characteristics of toolkits

| Features and characteristics of toolkits | Description |
|---|---|
| Structure | Hardcopy toolkits are typically structured according to an introduction (background to the toolkit, why is it required), 'how to', tools and further resources sections. Online toolkits are incredibly diverse in structure. Some are a single webpage with links. Others consist of multiple pages, links and resources (e.g. podcasts, case studies) |
| Format | All of the toolkits identified for this review were available in hard copy and/or online. Most online toolkits provide access to downloadable guides, fact sheets etc. |
| Length | Toolkits can range from very lengthy (e.g. 75 pages) to very brief (e.g. 1-2 pages) |
| Availability | Some toolkits are publicly available and others are only available at cost |
| Source (i.e. the author/s) | The author of a toolkit (i.e. the author/s) can be government, non-government organisation, an advocacy group or a group of individuals who share a common interest |
| Incentive | The incentive for the development of the toolkit includes: the introduction of a new policy; a need identified by an advocacy group; a need identified by government; responding to a critical issue in the community |
| Target audience | The target audience for toolkits is typically a group of professionals and/or volunteers, however it can also be parents and general members of the community |
| Sequential or non-sequential | Some toolkits require a specific sequence to be followed. In other toolkits, no sequential process is required |
| Number of tools | Some toolkits are 'tool heavy' whereas others have only 1 or 2 tools. Some resources that are identified as toolkits provide no tools whatsoever |
| Support required | Some toolkits require the use of a trained facilitator however most are designed to be self-implemented |

Although they are diverse, two common features of toolkits are that they:

- are **action-oriented**: for example, how to set up a community garden, how to work with gifted children, how to overcome barriers to community involvement; and
- **provide 'tools'**, that is practical resources that can be used (or adapted) by recipients to assist them with the process that the toolkit is focused upon.

Although toolkits share common features, some resources that are identified as toolkits do not share these features and other resources that have these features are not identified as toolkits.

3.1 What tools are commonly included in toolkits?

As noted, one of the common features of toolkits is that they provide tools. Examples of common tools that are included in the toolkits identified include:

- **checklists:** The *After a Suicide* toolkit for schools includes a checklist for the crisis response leader within the school to follow after a suicide (American Foundation for Suicide Prevention & Suicide Prevention Resource Centre, 2011). The *Good practices and pitfalls in community-based capacity building and early intervention projects* toolkit (Cooper, Verity & Bull, 2005) includes multiple checklists for that summarise the key tasks involved in developing the capacity of communities. The *Natopia Community Garden toolkit* includes a checklist for communities to remind them what is needed to set up a community garden (Connell, Tassin & Vodstrcil, nd).
- **templates:** the *Together for Children Toolkit for Reaching Priority and Excluded Families* includes a template that services can use to record data on vulnerable family 'types' (e.g. single parent families, teenage mothers, unemployed households) in a specific local area and the proportion of those families that the service has contact with (Together for Children, 2007). The *Preparing for the Flu toolkit* includes template letters and emails which schools can send to parents to inform them about the steps the school is taking to reduce the spread of the flu (Department of Health and Human Services (USA) & Centers for Disease Control and Prevention, 2009).
- **sample surveys:** The *Fostering School, Family and Community Involvement* resource includes a sample survey that schools can distribute to families and community stakeholders in order to gather ideas about the best ways of strengthening integrated school-community plans (Adelman et al, 2007). The *School Safety and Security toolkit* includes a sample survey for students to find out how safe they feel in the school environment (National Crime Prevention Council, 2009).
- **sample focus group/interview questions:** the *Safe ways to school toolkit* includes information on how to run a parent discussion session on the Safe Ways program (The Florida Traffic and Bicycle Safety Education Program, nd).
- **timelines for action:** the *Improving School Leadership toolkit* includes an action planning guide, a worksheet that encourages users to, for example, identify priorities for action, assess the current situation, identify what needs to be done and the resources required, devise a timetable for actions (OECD, 2009). The *School Wellness toolkit* includes a sample school health action plan that encourages users to identify what needs to be done, by when and the resources required (Patterson, nd).
- **fact sheets:** the *Toolkit for Students and People with a disability moving forward* includes downloadable fact sheets for students on topics such as University entry pathways and how to find an apprenticeship/traineeship (The University of Newcastle, 2008). The Cerebral Palsy Alliance *Parent toolkit* includes fact sheets on topics such as supporting the inclusion of children with CP in preschools or child care centres (Cerebral Palsy Alliance, 2012). The *Working together toolkit for effective school based action against bullying* includes sample information sheets for students, parents/carers and school staff about bullying (Queensland Department of Education and Training, 2010).
- **sample agenda for meetings:** the *After a Suicide* toolkit includes a sample agenda for all-staff meetings (American Foundation for Suicide Prevention & Suicide Prevention Resource Centre, 2011).
- **assessment tools:** the *Safe Ways to School toolkit* provides assessment tools that school traffic safety teams can use to assess travel safety for school students (e.g. traffic design, safety education programs)

| |
|--|
| Implications for the Primary Schools as Community Hubs toolkit: |
|--|

Toolkits are extremely diverse in terms of their content, structure, format, length and a range of other key features. Typically, however, toolkits share the following features, they:

- are action oriented
- include tools, that is, practical resources that can be used or adapted by recipients.

The type of tools that could be included in the Primary Schools as Community Hubs toolkits include: checklists, templates, sample surveys and sample focus group questions.

3.2 Do toolkits work?

Due to the fact that toolkits are so diverse, it is difficult to answer the question, ‘do toolkits work?’ (i.e. are they *effective*?). The value of toolkits that provide tools (such as those types of tools listed in section 2.1 above) is that they provide resources that can be used in practice. Toolkits differ from other resources (e.g. project reports, most journal articles) in that they focus on action and in that sense are also more likely to be of use within a practice context. However, whether a toolkit is effective or not will rely on a range of factors including:

- *whether the toolkit is designed to achieve the desired outcome(s)*: is there a program logic that steps out, in a logical fashion, the relationship between the toolkit content with the desired outcome(s) of the toolkit;
- *what the toolkit is designed to achieve*: a toolkit with realistic goals is likely to have greater potential for effectiveness than a toolkit with unrealistic goals;
- *the audience*: does the target audience feel they are in need of this toolkit? Is the organisational context supportive of the use of the toolkit?
- *the quality of the toolkit*: is the toolkit content clear and concise? Is it written in a way that appeals to the target audience?

Although it is impossible to say whether toolkits are effective in general, the effectiveness of some individual toolkits has been evaluated. The findings from some of these evaluations are summarised in dot point below, providing insight into some of the factors that might make a toolkit effective.²

- **Community-Based Participatory Research (CBPR) Partnership Readiness Toolkit:** Andrews et al (2011) developed a toolkit for systematically assessing academic researchers and non-profit community organisations’ readiness for academic and community partnerships. The development of the toolkit involved several stages including:
 - focus groups with potential users (i.e. academic and community groups) to get feedback;
 - revision of the toolkit based upon focus group feedback;
 - a second round of focus groups to further validate the content, format and overall approach of the toolkit; and
 - cognitive pretesting.

The toolkit was then evaluated and it was found that it:

² As most of the toolkits identified for this review have not been evaluated, other toolkits that were identified through this search but not included (because they did not pertain to children, families or communities) are included below because they have been evaluated.

- was especially useful for establishing a foundation for long-term sustainability of an academic-community partnership;
 - it prompted dialogue of factors not yet considered;
 - was a solid foundation for ensuring compatibility between partners;
 - promoted transparent and open discussion amongst partners; and
 - promoted trust, understanding, engagement.
- **The Colorado asthma toolkit:** Bender et al (2011) describe the development and evaluation of a toolkit designed to improve asthma care in eastern Colorado.

During the development phase of the toolkit, focus groups were undertaken with patients and clinicians to assess need and determine the most effective intervention strategies. Two toolkits were developed, one for patients and one for clinicians. The toolkit for clinicians was delivered via a training program. Clinicians were trained in how to use the materials in the patient toolkit and how to educate patients and increase patient adherence.

The evaluation demonstrated that the toolkits (i.e. clinician training and patient toolkit) led to an increase in patient use of inhalers, use of asthma action plans and spirometry (a pulmonary function test). Acceptance by clinical practices was due to flexible, in-office coaching and the provision of spirometry equipment.

- **The SunWise curriculum toolkit and the SunWise Policy plus Technical Assistance model:** Emmons et al (2008) undertook a pilot program designed to increase adoption of school-based sun protection policies and compared three groups to test the effectiveness of different approaches. One group received a standard brochure regarding sun protection policies. Another received a more comprehensive toolkit that included tools such as checklists, templates and sample school policies. The third group received the toolkit as well as technical assistance for implementation.

Emmons et al (2008) found that those schools that received the toolkit as well as the technical assistance had a 20% improvement in the adoption of school-based sun protection policies. Apart from one other school in the other two groups, none had an improvement in the adoption of sun protection policies. Emmons et al (2008) concludes that mailing policy guidelines doesn't work in terms of changing behaviours and policies. A more intensive strategy that includes support for policy development is required (Giles-Corti et al, 2004 in Emmons et al, 2008).

- **Toolkit for Using Interpreters in General Practice:** Gray et al (2012) developed a toolkit that general practitioners (GPs) in New Zealand could use which outlines an evidence based decision making process regarding the use of interpreters. Gray et al (year) notes that although similar comprehensive and well thought out toolkits have been developed outside of New Zealand they are country specific or designed for specific contexts (e.g. mental health). Gray et al (year) concluded that there was a need to develop a toolkit specifically for GPs based in New Zealand. The toolkit that Gray et al (2012) developed aligns with the overarching quality framework for GPs in New Zealand.
- **Neighbourhood Play Toolkit:** Kapasi (2006) describes a collaborative process that was undertaken to develop a toolkit that provides comprehensive resources for improving public neighbourhood play spaces and services for children and young people.

Evaluation of the process of developing the toolkit (rather than toolkit itself) found that stakeholders felt that:

“A flexible, responsive approach to developing play opportunities was important, especially because of the varying levels of knowledge and confidence in the groups. Group members also felt it was important to set clear objectives and targets, to help them map progress against milestones and encourage them to continue.”

Overall, the evaluation of these individual toolkits suggests the following:

- toolkits have been shown to be effective in a wide range of settings, including schools and community settings.
- although the above list includes only a small sample of toolkits, the development of toolkits in collaboration with the intended recipients (e.g. academics, clinicians) appears to be a fairly common practice.
- flexibility appears to be important in terms of the implementation of the toolkit – any training in relation to the toolkit should be flexible and the tools should be flexible enough to be adaptable to different environments and to different levels of skill and knowledge.
- in some cases a toolkit from one setting may be not be appropriate or applicable in another setting (e.g. using a US toolkit in an Australian setting). In these cases, the development of a new toolkit may be required.
- providing a toolkit without any support (e.g. mailing the toolkit to intended recipients and providing no backup training, coaching or feedback mechanisms) is likely to be less effective than a more supportive approach, although it is also likely that the amount of support required will depend upon the complexity of the toolkit and the skills and knowledge of the workforce.

Although it is useful to review the evaluations of individual toolkits, the limitation of this approach is that because they are used in such a wide range of settings the findings may not be useful within the primary school sector. Even when focusing upon toolkits utilised within primary schools, the goals of the toolkits are so diverse that the applicability of the findings to a project regarding community hubs may be limited. For this reason, the following section of this review investigates general principles for communicating quality evidence based information online. This review is not limited to toolkits (as toolkits are not the only method of communicating quality evidence based information). This is followed by an investigation of the most effective ways of providing a rich environment for sharing and sourcing expertise amongst professionals.

3.3 Schools as community hubs resources

It is important to note that although only two toolkits that were identified for this project related to the concept of schools as community hubs, a number of other resources exist that address this specific topic. As an associated task for this project, a preliminary online search was undertaken for resources that address this issue in order to gain a better understanding of how many resources already exist on this topic and what these resources provide.

A total of fifteen websites were identified through a basic Google search. Most were for US based resources. Only one Australian site that was designed with schools in mind (rather than parents only) and that included some form of tool was identified:

- **The Family-School and Community Partnerships Bureau** (<http://www.familyschool.org.au/>): funded by the Department of Education, Employment and Workplace Relations (DEEWR) this site is organised around research and resources. The research pages include links to Australian and international research, original research (i.e. research generated by the Bureau) and case studies. The resource contains one tool, along with a number of lists of strategies pertaining to topics of relevance to schools that operate as community hubs.

During the course of undertaking this review, we also became aware of an Australian resource being developed by Effective Philanthropy, a social research organisation (<http://www.effectivephilanthropy.com.au/>). This resource is targeted at primary and secondary schools, especially those schools that work with families from low socio-economic status families and non-English speaking families. The resource is a toolkit that seeks to help schools to develop a more holistic approach to education. The final toolkit will be a freely available, navigable PDF.

These preliminary findings, suggest that there is a need for an Australian based resource that includes tools that schools can use to operate as community hubs and, most importantly, allows users to share and source expertise.

A more thorough search of available resources pertaining to schools as community hubs as well as further analysis of these resources would help to identify any gaps in existing resources and what value the *Primary Schools as Community Hubs toolkit* could bring to this space.

Implications for the Primary Schools as Community Hubs toolkit:

There are a number of factors that determine whether a toolkit will be effective. Developing a program logic that steps out the relationship between the intended outcomes of the Primary Schools as Community Hubs toolkit and the ways in which this will be achieved would help to ensure that the toolkit has the best chance of effectiveness.

The Primary Schools as Community Hubs toolkit needs to be useful and useable for the intended audience. Developing the toolkit in collaboration with intended recipients would help to ensure its usefulness and useability. Developing toolkits in collaboration with intended recipients is a common approach.

Flexibility, in terms of training and adaptability of the tools will be important for the Primary Schools as Community Hubs toolkit. Support for the intended recipients (e.g. training, coaching, feedback mechanisms) is also likely to be useful. The extent of the support required will depend upon the skills and knowledge each of the individual intended recipients.

Although there appears to be few toolkits that focus specifically on the issue of school-community hubs, there are multiple international websites that focus upon this topic. A small number of resources designed specifically for the Australian context currently exist or are in development; however there appears to be a need for an Australian based resource that includes tools that schools can use to operate as community hubs and, most importantly, allows users to share and source expertise.

4. What is the most effective way of communicating quality, evidence based information online to professionals working within the primary school sector?

Prior to considering the most effective way of communicating quality, evidence based information to professionals working within the primary school sector, it is important to consider the meaning of 'quality evidence.' Depending on the definition of quality evidence that is utilised, the process for communicating evidence to professionals will differ.

4.1 What is 'quality evidence'?

Within a research context, evidence has traditionally been subject to a hierarchy, with the evidence obtained from specific types of research (e.g. randomised controlled trials) viewed as the best or most reliable way of determining the effectiveness of an intervention. For example, the NHMRC rates evidence according to five levels, with level 1 being evidence obtained from a systematic review of all randomised controlled trials and level 5 evidence obtained from comparative studies without concurrent controls (NHMRC, 2000).³

Other definitions of evidence resist the concept of a hierarchy, positing that there are three valid forms of evidence which – when combined – form the basis of evidence-based practice:

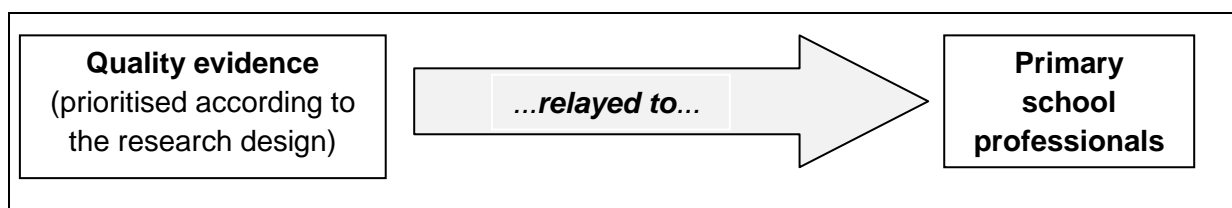
- **The best available research evidence:** This includes the programs and strategies that have been shown through rigorous research to be effective, taking into account the conditions under which they were shown to be effective (e.g. the research showed that the program was effective with young mothers living in a disadvantaged urban area);
- **Professional practice (and family) wisdom:** This includes the knowledge accumulated by experienced practitioners and the statements of best practice formulated by professional groups of the most effective intervention strategies. Families also develop an understanding of the strategies that work best in the circumstances in which they are living.
- **Family (and professional) values:** By family values we mean the unique preferences, concerns and expectations each family brings to an encounter with a human services professionals and which must be integrated into a professional's decisions regarding that family.

This definition of evidence does not dismiss the valuable contribution that evidence from RCTs can provide, but it also incorporates other important forms of evidence that, when relying upon the aforementioned narrow definition, would be overlooked. Importantly, this definition of evidence does not suggest that professional practice wisdom alone is equally as useful as the best available research evidence. Rather, the definition suggests that the basis of evidence-based practice *combines* these three forms of evidence. It is the lessons learnt from all three areas that contribute to the development of 'quality evidence.'

If the traditional understanding of quality evidence is adopted for the primary schools as community hubs project (i.e. a hierarchy whereby some evidence is viewed as better or more reliable than others types of evidence), then the process of communicating quality, evidence based information to primary schools will be relatively straightforward and linear (see Figure 1 below).

³ Level 5 is referred to as 'Level III (3)' by the NHMRC.

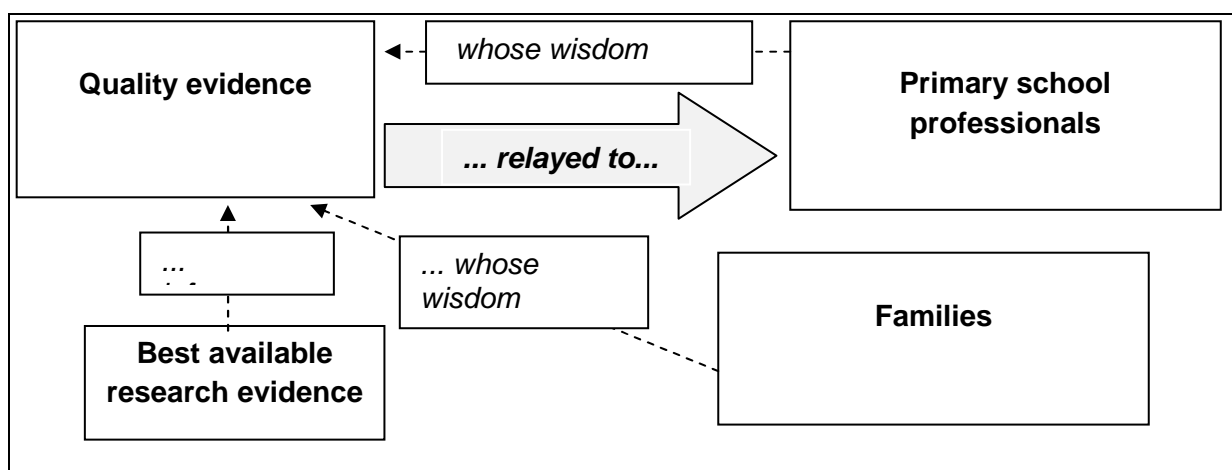
Figure 1: Communicating quality, evidence-based information according to a traditional definition of 'quality evidence'



According to this model, professional wisdom and family and professional values would be viewed as one of the least valuable and reliable forms of evidence relayed to professionals and may not even be included (i.e. because it is not recognised as a valid form of evidence).

If a non-hierarchical, more holistic understanding of quality evidence is adopted, the process of communicating quality, evidence based information to primary schools will be more interactive and collaborative (see Figure 2 below). This is because the process of communicating quality evidence will involve the collaborative development of the evidence (i.e. professional and family wisdom and values). As Figure 2 (below) illustrates, the recipients of the evidence also contribute to the evidence. It is not a straightforward, linear relationship as in Figure 1 (above).

Figure 2: Communicating quality, evidence-based information according to a holistic definition of 'quality evidence'



Although the process illustrated in Figure 2 is more complex, the benefits of a collaborative approach to the communication of quality evidence are as follows:

- Evidence that is communicated according to a top down model (i.e. the recipients have little or no input into the research that generated the evidence such as the research questions, consideration of implications of the research findings etc) is less likely to impact upon practitioners' everyday practice.
- Research indicates that there will be greater uptake and commitment to an innovation when those who are expected to implement the innovation had a role in its development. It is also likely that being able to contribute to a body of 'quality evidence' will enhance uptake and commitment to using that evidence within one's everyday practice.
- Simply relaying information to a workforce (i.e. via "passive uptake strategies" (Mildon & Shlonsky, 2011) has been shown to be ineffective in influencing everyday practice (Fixsen et al, 2005), including the education sector (Odom, 2009). Although the model

outlined in Figure 1 (above) may be successful at communicating evidence, the extent to which it actually influences practice is questionable. As Lambert (2001) notes, improved knowledge does not necessarily lead to improved attitudes and improved attitudes do not necessarily lead to improved practice.⁴

- Research may be out of step with actual practice and, as a result, the type of evidence that practitioners need may not be available (McDonald & Viehbeck, 2007). Researchers typically have a narrow focus upon overall effectiveness without considering operational questions (e.g. what is the content, how can it be applied). It is likely that by incorporating practice wisdom into a body of evidence it is more likely that research evidence will meet the needs of practitioners.

In other words, it is relatively easy to communicate evidence to practitioners. There are multiple mediums that can be utilised such as workshops, seminars, leaflets and brochures, manuals and guides, journal articles, research briefs, conference papers and websites. However, in most circumstances communication of evidence to practitioners is simply a means to an end. Typically, the ultimate goal of communicating evidence is to *influence practitioners' attitudes and/or behaviour*. Influencing attitudes and/or behaviour is much more difficult than communicating with them. Hovland et al (2003) claims that “user engagement is the key to taking communication beyond dissemination” (p. vii).

Implications for the Primary Schools as Community Hubs toolkit:

If the goal of the Primary Schools as Community Hubs toolkit is to influence practice then a collaborative, interactive approach to the development and communication of quality evidence (see Figure 2 above) will be a more effective approach than a one-way, linear process of communication (see Figure 1 above).

If a collaborative, interactive approach is adopted, a question for consideration is what role families will play in the development of quality evidence.

The actual process of *how* professionals and families can contribute to the development of quality evidence will also require careful consideration. It may be useful to explore examples of websites that provide this function. The toolkits identified for this review do not appear to have a collaborative function *after* the provision of information (i.e. collaboration is sought during the development phase but it is not an ongoing process after the toolkit has been developed).⁵

⁴ Research undertaken in the field of the prevention of HIV/AIDS provides a good example of this. The provision of information about safe sex practices has not prevented the spread of HIV/AIDS in developing nations for three key reasons, according to Lambert (2001): (1) it can be difficult to find culturally appropriate and locally effective ways of communicating about matters relating to sexual behaviour; (2) typical approaches to communication are based on one-way communication which “fail to engage local groups or even to recognise differences between these groups”; (3) the approaches mostly focus upon individual change and do not take into account contextual factors that influence attitudes/behaviours regarding HIV/AIDS prevention. Lambert (2001) describes the development of a new communication framework “which recognised that individual behaviours are shaped by factors within a broader context.”

⁵ Aness et al (2007) describe one method of collaborative research to practice strategy whereby researchers based at a University work with secondary school teachers to establish goals, articulate effective strategies, and co-construct new approaches to address the challenges of school reform.

The development of the toolkit in collaboration with the intended recipients will not only make it more useful and useable (as noted previously), but also engender a greater level of interest and commitment from intended recipients to using the toolkit.

The following sections of this section of the literature review consider the literature regarding the best way of translating research for practice. This is based on the assumption that the Primary Schools as Community hubs toolkit aims to bring about some type of change in practice, rather than just communicating evidence.

4.2 Translating research for practice: General literature

In multiple sectors, there is a significant time lag between the point at which evidence from research is available and the subsequent adoption of that evidence by practitioners. For example in the health sector it takes an average of 17 years for evidence-based findings from clinical research to reach clinical practice (Balas & Boron, 2000). The uptake of even the most successful health promotion interventions typically occurs at a slow pace (Ginexi in Austin, 2011). Hallfors et al (2002) notes that in regards to health prevention programs, schools often choose programs that are not the most effective, suggesting that in the education sector, similarly to other sectors, there is a gap between research and practice. Indeed, in reference to the education sector in the United States Abbott et al (1999) states:

“the [education sector] has grossly underestimated the time and effort needed to produce meaningful changes in practice.”

Multiple researchers have looked at why there is a significant gap between research and practice in a range of different sectors. For example, referring specifically to the child protection sector, Holzer et al (2007) identified barriers and facilitators to the use of research in practice and policy.

Holzer et al (2007) identified the following factors as impacting upon the utilisation of research in policy and practice:

- organisational climate/culture (e.g. leadership, openness to change);
- pragmatics (e.g. economic climate, resources);
- nature and extent of the evidence (e.g. quality, ease of understanding);
- linkage and exchange mechanisms (e.g. opportunity to be involved in research);
- competing sources of information and influence (e.g. media, lobby groups);
- types of knowledge (e.g. practitioner knowledge, economic knowledge); and
- individual attributes (e.g. practitioner ideologies, beliefs).⁶

Holzer et al's (2007) findings regarding the multiple factors that can impact upon the utilisation of research in policy and practice is supported by researchers within the health sector who argue that the application of evidence-based knowledge is not a neutral process

Ervin et al (2006) describes a similar type of approach in *Merging Research and Practice Agendas to Address Reading and Behavior School-Wide*

<http://www.nasponline.org/publications/spr/pdf/spr352ervin2.pdf>

⁶ Shonkoff's three cultures perspective suggests that the different cultural characteristics of research, policy and practice create gaps which act as barriers to using research evidence in policy and practice. Holzer et al (2007) concluded that this understanding of barriers to research utilisation is limited and as such developed the cultures in context model which suggests that the wider socio-political context also needs to be taken into account.

(Greenhalgh et al., 2004; Hancock & Eason, 2004). Rather, this process is mediated by the person who applies that knowledge and the context within which the knowledge is being applied.

The idea that the 'journey' from evidence to practice is a linear, uncomplicated process ignores the human element of practice as well as the conditions under which professionals operate (Greenhalgh et al., 2004; Hancock & Eason, 2004). This suggests that the model of communicating evidence outlined in Figure 1 (above) is simplistic and unlikely to actually influence the behaviours and/or attitudes of practitioners.

In response to the Holzer et al's (2007) work, Bromfield and Arney (2006) advocated for: "a coordinated strategy that recognises [all the factors that can impact upon the utilisation of research in policy and practice] and specifically targets the identified facilitators and barriers of research use [in order that there is] a greater likelihood of elevating the role of evidence in practice decisions" (p. 9). In other words, in order for evidence to actually influence practice it is important that all the factors that might pose a barrier to a change in practice are addressed.

Through consultation with stakeholders within the child protection sector in Australia Holzer (2007) found that the following two factors were especially important to the utilisation of research:

- the nature of the evidence: the evidence should practical, applied, written in plain language and high quality; and
- organisation and pragmatic factors: there needs to be a supportive work environment, practitioners need time to read and/or apply research findings, training and access to research materials.

Yano (2008) also highlight the importance of organisational characteristics (i.e. the structural and process characteristics inherent to individual organisations) to the successful implementation of evidence-based practices in healthcare. Yano (2008) notes that characteristics within organisations that can impact upon this process include:

- organisational structures: amount of space, availability of equipment, people employed;
- organisational processes: factors that support the actions between practitioner and patient such as referral procedures, service coordination
- culture and relationships: groups assumptions about 'this is the way things are done around here'
- organisational outcomes: outcomes at the organisational level.

Similarly to Holzer (2007) and Yano (2008) who emphasise the importance of organisational factors when considering the gap between research and practice, Hovland et al (2003) claims that in order to users to change their practice, based upon information communicated to them, they need be working in an "enabling environment." Hovland et al (2003) refers to Lipsky's (1980) work on "street level bureaucrats", that is, mid-level managers who don't implement policies because of continuous pressures relating to, for example, limited resources and requirement to meet high targets.

Odom (2009) focuses on strategies for promoting the adoption of evidence-based practices in regards to early intervention and special education. Odom (2009) classifies these

strategies according to whether they are expired (no longer at the forefront of the most active thinking on the issue), tired (still active and important but not the visionary next steps) or wired (most contemporary and advanced thinking). Examples of each type of practice are as follows:

- **Expired practices:** Practices based only on professional opinion or on narrative reviews of the literature.
- **Tired practices:** Meta-analyses, the What Works Clearinghouse, quantitative reviews of studies.
- **Wired practices:** Practice-based review of evidence, implementation science, enlightened professional development (e.g. coaching and consultation, communities of practice).

Odom's (2009) description of wired practices align with the approach outlined in Figure 2 (above) and the aforementioned benefits of a collaborative approach to the communication of quality evidence. Innovative (or 'wired') approaches to promoting evidence-based practices are characterised by collaboration and involvement with practitioners.

McDonald and Viehbeck (2007) expand upon the concept of Communities of Practice (CoP) (one of Odom's 'wired' practices). Their definition of a CoP aligns with the aforementioned description of a collaborative approach to communicating quality evidence, as the following quote indicates:

“The focus of [a Community of Practice] is not only on sharing “best” practices but also on creating knowledge and resources to advance the practice or issue of interest” (p. 142).

They claim that CoPs perform five key functions:

- connecting people who might otherwise not interact or interact infrequently;
- helping organise people on purposeful actions;
- enabling dialogue to explore and solve problems;
- capturing and disseminating existing knowledge; and
- providing a forum for identifying solutions to common problems.

In terms of how information should be presented, Holzer et al (2006) concluded that practitioners and policy-makers want to receive information that:

- identifies key messages;
- highlight implications for policy and practice;
- is jargon free; and
- adopts an applied rather than a theoretical approach.

This coincides with Brantley's (2009) findings regarding the most effective way of disseminating evidence-based practices amongst professionals in the health sector. Brantley (2009) argues that resources, guides and manuals that seek to disseminate the use of evidence-based practice amongst professionals are more likely to be used if they are:

- easy to understand;
- easy to implement; and

- do not require specific resources for implementation.

In terms of writing for the web, Holzer et al (2007) identified the following factors as important for practitioners and policy-makers:

- format;
- short paragraphs
- the ease with which information and resources can be found on the website (e.g. clear menu, links that assist in finding information quickly etc).

In the following discussion, literature that addresses the translation of research for practice specifically within the primary school sector is considered.

Implications for the Primary Schools as Community Hubs toolkit:

It is highly likely that at least some barriers will impact upon the use of the toolkit in schools. It would be prudent to identify these potential barriers during the development of the toolkit in order to ensure it has the best chance of being utilised in practice.

Organisational barriers are likely to be especially significant in a sector with multiple stakeholders (e.g. state government, Federal government etc).

The most innovative approaches to communicating the toolkit to the intended recipients will be characterised by a collaborative, interactive approach whereby they can take an active role. Communities of Practice are an example of a method that allows collaboration and interaction between professionals.

The information that is presented in the toolkit needs to be concise, easy to understand, applied (rather than theoretical) and easy to implement.

4.3 Translating research for practice: Primary school sector

The aforementioned gap between research and practice is present in the multiple sectors including the education sector (Malouf & Schiller, 1995 in Abbott et al, 1999). Within the education sector research can be utilised at three levels:

1. the teacher/classroom level: are teachers utilising research for the benefit of students in the classroom;
2. the school level: is the school management (e.g. school principal) utilising research for the benefit of the school community (and possibly broader community as well, e.g. parents, families, links with early years services etc); and
3. the policy level: are policy-makers utilising research for the benefit of multiple schools (and possibly the broader community).

Much of the research regarding the translation of research for practice in the primary school sector focuses upon the use of research at the teacher/classroom level. For the purposes of this review, research utilisation at the school level is likely to be more relevant as the development of community hubs will not occur primarily within the classroom but in the school community as a whole, involving multiple internal (e.g. school principals,

administrators, teachers) and external (e.g. early years professionals, parents) stakeholders.⁷

Research that looks at the utilisation of evidence in the classroom by teachers is discussed briefly below and this is followed by a consideration of the implications of these findings for the Primary Schools as Community Hubs project. This is followed by a review of research that investigates the utilisation of research at the school level.

Translating research for the classroom

Abbott et al (1999) claims that there are three key reasons why research is not implemented in practice by teachers in the classroom:

1. The traditional professional development model for teachers, which is organized around brief workshops, has not led directly to classroom implementation.⁸
2. A top-down research model whereby researchers identify the problem and plan solutions and teachers implements those solutions have not impacted upon practice.
3. Researchers have typically failed to get input from the individuals who will use the results of research.

Castle (1988 in Hemsley-Brown et al, 2005) provided a list of suggested factors which could facilitate the increased use of research findings by teachers, which included:

- making information readily available;
- enabling teachers to devote time to reading research;
- use of outside consultants;
- providing evidence of the benefits of using research;
- ensuring that research had practical application; and
- promotion of a collegial atmosphere between researchers and teachers.

In keeping with the aforementioned conclusions regarding the benefits of a collaborative approach to communicating quality evidence, Abbott et al (1999) state:

“Collaborative approaches, uniting researchers and practitioners in research and professional development designed to translate research to practice, appear highly promising.”

Abbott et al (2009) describe three key lessons from a trial that attempted to close the gap between research and classroom practices:

1. Partnerships between teachers and researchers will not develop without clear "grassroots" support of teachers in the building. Regardless of the commitment expressed by the school principal or other administrators, teachers' support must be assessed independently.

⁷ Hemsley-Brown (2005) notes that surprisingly little research has investigated the factors that hinder or facilitate the use of research by teachers, and an even more limited body of research has been undertaken in regards to research utilisation by school principals.

⁸ Abbott et al (1999) notes that: “a number of recent studies have reported success in efforts involving a mix of training, classroom consultation, feedback, and teacher collaboration over 1, 2, or more years that were required to produce measurable change in practice.”

2. The translation of research findings into forms that are accessible and useful for teachers is a significant task.
3. Teacher participation grows over time. Many teachers will become active participants in an initiative after 'early adopter' teachers have achieved better student outcomes.

Austin et al (2011) studied the implementation of an evidence-based physical activity program within a school. Referring to previous research findings Austin et al (2011) list the factors known to influence the adoption, implementation, translation of prevention programs within schools as:

- decentralized decision making;
- low levels of funding for prevention;
- lack of adequate infrastructure; and
- lack of program guidance.

Barriers to influence the adoption, implementation, translation of prevention programs include:

- program complexity;
- lack of fit b/w program goals and schools usual practices;
- lack of prevention infrastructure;
- lack of teaching training and support;
- lack of program material;
- inconsistent staffing; and
- inadequate district and state support.

The factors that facilitated the adoption of the evidence-based physical activity program by schools that Austin et al (2011) describes were:

- student buy-in,
- ease of application,
- the fact that it was a 'packaged' program,
- level of staff support,
- the opportunity to use underutilized infrastructure, and
- the opportunity to address behavioral problems during school breaks.

The factors that facilitated the use of this program (i.e. once the decision was made to adopt it) were:

- external support,
- supportive resources supplied,
- intervention fitting the school context,
- the aesthetic appeal of the program and
- ease of implementation.

Other key lessons from Austin et al's (2011) work include:

- schools have become "a virtual dumping ground" for trialling and implementing programs, especially health promotion interventions (p. 937). Purveyors of new programs (such as toolkits) needs to consider the capacity of schools to adopt a new program and

how to make programs appealing to schools considering they may be overwhelmed by offers of a range of new programs.

- the specific context of individual schools need to be considered, specifically the lines of authority and communication and the identification of gatekeepers (Cleaver & Rich, 2005; Rice, Bunker, Kang, Howell, & Weaver, 2007).
- incorporating whole-of-school approaches including curriculum, policy and environmental strategies appears to be more effective than curriculum only approaches to health promotion interventions. However, schools are busy, complex places where the core business is learning therefore achieving a wide-scale adoption and implementation of a health promotion intervention can be difficult.

Implications for the Primary Schools as Community Hubs toolkit:

It is unlikely that the provision of a toolkit alone will lead to a change in practice amongst primary schools in regards to functioning as community hubs. Schools are busy, complex places and some may be overwhelmed by multiple offers to adopt evidence-based programs and innovations.

Any attempt to change practices in primary schools (e.g. encouraging them to function as community hubs) requires purveyors to 'sell' that change (e.g. highlight the benefits of that change for schools, school staff, students etc). Expecting that schools will adopt an innovation just because it has been shown to be effective is unrealistic.

Finding a champion within the school that supports the innovation will enhance the opportunity of its success.

The context of each individual school needs to be considered. Questions to ask about each individual school include: what are the lines of authority and communication in this school? Who are the gatekeepers?

Translating research for school communities

As noted previously, there appears to be a greater body of research looking at the utilisation of research at the teacher/classroom level when compared to the utilisation of research at the school level. For the purposes of this section of the literature review, we searched for information about how to translate research for school communities for the purposes of improving the school (and/or broader) community such as improving links with early years services, increasing links with families and the broader community. It was expected that this literature would provide an insight into the most effective ways of communicating quality evidence to schools.

Hemsley-Brown et al (2005) note that when faced with making a decision "professional management practitioners" in education (i.e. school principals) rarely rely on reliable evidence of what is likely to work. They note that actions by decision-makers in education are insufficiently informed by research for a range of reasons including:

- limited use of journals and inaccessibility of journals;
- lack of emphasis given to dissemination; and
- absence of time and support to help potential users access research (Hemsley-Brown et al, 2005).

A research study undertaken in the US and Australia supported the findings of this research and also identified a number of other barriers to research use amongst school principals including:

- the relevance of research (for example, 30 per cent of principals involved in the study said that research was irrelevant to their needs);
- trust and credibility; and
- the gap between researchers and users (Saha et al and Biddle & Saha et al in Hemsley-Brown et al, 2005).

In regards to the idea that research is not relevant, Hemsley-Brown et al (2005) note that:

“The perceptions of the lack of relevance of research could derive from the uncertain, ambiguous nature of teaching and schooling that makes it difficult for researchers to identify clear, valid principles and findings based on hard evidence. Teaching is more of a craft than a science (Orenstein, 1989).”

Whereas the strongest barrier to research utilisation in healthcare is the setting, the strongest barrier in teaching is the research itself, that is, factors such as irrelevant research topics (Hemsley-Brown et al, 2005).

Hemsley Brown et al's (2005) research found that the six most significant barriers to research use amongst school principals in England and Israel were:

- not enough time to read research;
- insufficient time on the job to implement new ideas;
- research reports/articles are not readily available;
- statistical analyses are not understandable;
- implications for practice are not made clear; and
- the amount of research information is overwhelming

In keeping with previous findings, Hemsley-Brown et al (2005) highlight the importance of collaborative approaches to research within the education sector:

“the importance of collaboration and sharing was highlighted by principals from both countries, [and] this might perhaps be viewed as a way of supporting greater understanding of the research itself (p. 438)”

Zigler and Finn-Stevenson (2007) describe the development of an early care and education system within public schools in the US. The development of this system (known as 21C) involves a comprehensive set of services and support for children (including preschool aged children) and their families including:

- all day, year round developmentally appropriate care child care for children aged 3-4 years of age;
- before and after school care for children from kinder to age 12;
- a home visiting program for families with infants and toddlers;
- parent meetings at the school to welcome families and provide social support, including referral to special services where required; and
- outreach and training to childcare providers in the community.

As part of the process of implementation 21C toolkit type resources were developed, that is, standardised professional materials services and procedures for working with schools with varying levels of training needs were developed. However, these resources were only part of a comprehensive support process which included:

- peer trainers who have successfully implemented the program in other schools were assigned to their counterparts in schools that are beginning the process;
- on-site and off-site assistance; and
- a national orientation and training conference and small regional events.

21C has many of the elements of a community hub in that it provides child care; welcomes families to become involved in the school and provides social support to families and seeks to develop links with early years services. Although it is more comprehensive than most community hub schools in Australia, lessons from the implementation of 21C are still relevant to the Primary Schools as Community Hubs project. One of the key lessons that Zigler and Finn-Stevenson (2007) identify is the importance of a shared commitment: “change is unlikely to occur unless there is commitment to the effort at all levels, including the community, district, and individual schools.”

They note that involving all school faculty in the process of change is important in order that they feel a part of the team. In addition, the authors highlight the importance of change that is initiated by the schools themselves: “change is easier when it is not imposed on the school but is initiated from within” (p. 179). An incentive for schools involved in the process is that those that achieve specific quality goals can become *Demonstration Sites* and *Schools of Excellence*.

Implications for the Primary Schools as Community Hubs toolkit:

The research suggests that school principals would be more likely to utilise evidence within the school community if (a) it is easily accessible; (b) understandable; (c) presented in a concise way (i.e. not overwhelming) and (d) relevant.

Time is a key barrier for school principals utilising evidence and implementing changes based on evidence. If the evidence is more easily accessible, understandable and concise this is likely to reduce this ‘burden of time’ for school principals and may make them more likely to utilise the evidence and implement changes based upon the evidence.

The strategies above (accessibility, understandability etc) are unlikely to shift practice in and of themselves. Aforementioned factors such as collaboration and interactivity are equally important. A comprehensive strategy – although resource intensive – is likely to be most effective method for shifting practice within primary schools.

The evidence that is communicated needs to be relevant to the principal’s perceived needs of the school and the school community. An ongoing process of monitoring the relevance of the evidence presented would be useful in ensuring it continues to be used.

Only targeting school principals is unlikely to lead to practice change. There needs to be a shared commitment on the part of all key stakeholders within the school community in order for change to occur.

5. What is the most effective way of providing a rich environment for sharing and sourcing expertise amongst professionals working within the primary school sector?

In the previous section of this review, the most effective way of influencing practice was identified as a collaborative and interactive approach. A one-way linear method of communication was identified as potentially effective at *communicating* quality evidence however if the ultimate aim of that communication is to *change practice*, an interactive, collaborative approach is required.

In this section of the review, the most effective way for professionals to source and share expertise is described. A toolkit that enables professionals to share expertise amongst one another exemplifies a more collaborative, interactive approach. Sharing expertise can also potentially facilitate a more holistic approach to the development of evidence.

5.1 Sharing expertise

As noted previously in this review, most toolkits do not have an interactive, collaborative function. Although many toolkits appear to have been developed in collaboration, the vast majority are not interactive *after* they have been made available. Even online toolkits rely upon 'one-way' communication, for example, providing tools but not providing any avenue for users to add their own tools, comment upon tools or highlight their own promising practice.

The following list describes some of the collaborative, interactive methods that have been used to share expertise amongst professionals. Some of these methods are drawn from Odom's (2009) work on 'wired' practices. Where evidence about effectiveness is available, this is also indicated. Where evidence is not available, some examples of resources are provided. Following on from this is a list of some Australian websites designed for professionals that present evidence and provide opportunities for collaboration and interaction.

Methods and effectiveness of sharing expertise amongst professionals

- **Coaching** is a technique used to develop capacity and is referred to by Odom (2009) as an "enlightened professional development approach." Coaching typically involves observation (coachee observes the coach, the coach observes the coachee), practice (the coachee has the opportunity to practice in front of the coach) and feedback (from the coach to the coachee).

A coach can be internal or external to an organisation and is usually more experienced and/or knowledgeable in the specific area that is the focus of the coaching.

Some of the benefits of coaching are that it provides opportunities for immediate, context specific feedback and that it is provided by someone who has an in-depth understanding (typically working themselves) in a practice context.

Evidence of effectiveness: Recent research indicates that professional coaching of school teachers can be effective at improving classroom based practices and outcomes for students (e.g. Teemant et al, 2011; Carlisle & Berebitsky, 2011; Duchaine, Jolivette, Fredrick, 2011). No recent research regarding the effectiveness of coaching outside of

the classroom context or focusing on non-student outcomes (e.g. parent, family, school, community outcomes) was identified.

- **Consultation** (also known as collaborative consultation) is another “enlightened professional development approach.” In a professional context, consultation typically involves participants’ sharing knowledge and experience in order to meet mutually defined goals.

The benefits of consultation are similar to the aforementioned benefits of coaching (see above).

Evidence of effectiveness: Collaborative consultation has been utilised as a method within schools, specifically in regards to working with children with special needs (Villeneuve, 2009). There is some evidence from the early childhood intervention field that collaborative consultation can build the capacity of early childhood professionals (working collaboratively with early childhood intervention professionals) (Buysse & Wesley, 2005).

- **Communities of practice** (CoPs) were described and defined in section 4.2 (above).

Evidence of effectiveness: Communities of practice have been utilised in some school settings as a method of professional development for teachers (Thang et al, 2011; Wright, 2007). There appears to be a paucity of evidence demonstrating the effectiveness of CoPs within school environments.

- **Clearinghouses** (e.g.,) are online information sourcing and exchange resources. They are typically designed for use by professionals. Typically clearinghouses are not highly interactive or collaborative, however some clearinghouses have ‘sharing’ functions (e.g. ‘leave a comment’ function).

Examples of clearinghouses including the Communities and Families Clearinghouse Australia (<http://www.aifs.gov.au/cfca/index.php>), the Australian Homelessness Clearinghouse (<http://homelessnessclearinghouse.govspace.gov.au/>) and the Australian Clearinghouse for Youth Studies (<http://www.acys.info/>).

- **Listserves** are email-based knowledge sharing platforms. Subscribers typically register to join a listserv and are then able to submit questions and/or respond to other subscribers’ questions.

Examples of listservs for professionals who work with children and families include the Australian Indigenous HealthInfoNet message stick (<http://www.healthinfonet.ecu.edu.au/key-resources/message-stick>).

- **Wikis** are websites whose users can add, modify or delete content via a web browser. They are often created collaboratively by multiple users.

Examples of wikis for professionals who work with children and families include: the Teachers Lounge (<http://teacherslounge.editme.com/>), Wiki for schools (<https://sites.google.com/a/rfkchildren.org/rfkwiki/>).

- **Social media** (e.g. Facebook, Twitter) are web-based or mobile phone based technologies that allow interactive dialogue between organisations, agencies or individuals. Social media have been used by Australian and international child and family services to share information.

Examples of organisations that use Twitter to share information include: Anglicare (Sydney), UnitingCare Australia, Mission Australia and MacKillop Family Services.

- **Online collaboration software** (e.g. Microsoft Sharepoint, EVO, Google Docs) help groups of people undertake collaborative tasks. Collaborative software enables users to share information in order to enable better team collaboration.
- **Blogs** are personal journals published online that consist of individual entries (posts). Blogs typically address a specific theme. Blogs can be used by individuals or organisations.

Implications for the Primary Schools as Community Hubs toolkit:

A number of options are available for sharing expertise amongst professionals. Some involve a higher level of 'face to face' contact than others (e.g. coaching versus social media). Some have evidence to demonstrate their effectiveness within a school environment. Most have been used – or are currently used – either by schools or organisations that deliver services to children and/or families.

5.2 Sourcing expertise

The evidence and discussion thus far suggests that it is much easier to provide professionals with a platform for sourcing expertise (i.e. accessing information) than it is to provide a platform for *sharing* expertise. When considering the most effective method for sharing expertise, all of the previous principles regarding translating evidence for practice are important, especially:

- information is presented in a concise way;
- the method for accessing the information meets the needs of the intended users and fits into the environment within which they are working (e.g. taking into account time pressures); and
- information is viewed and experienced by users as relevant and able to be adapted to their own unique context.

Methods and effectiveness of sourcing expertise amongst professionals

All of the aforementioned methods for sharing expertise could also be used as methods of sourcing expertise (although coaching, consultation and communities of practice typically involve a 'sharing' aspect and/or expectation).

Implications for the Primary Schools as Community Hubs toolkit:

All of the aforementioned principles for translating research for practice are important to take into account when consider the most effective means for schools to source expertise.

6. Conclusions

What follows is a list of recommended key components, recommended style and format of the toolkit. It is important to keep in mind, however, that a 'toolkit' (as it is typically

understood) may not be the most effective way of providing quality, evidence-based and informed information relating to establishing and operating schools as community hubs and almost certainly will not provide a rich environment for sharing and sourcing expertise. Therefore, this list broadens the scope of the definition of a 'toolkit' and, as such, the recommendations could apply to any type of forum or platform (e.g. blogs, coaching, wikis etc) for communicating high quality evidence and sharing and sourcing expertise.

It is important to note also that one of the key findings from this review is that the process of developing and maintaining the toolkit is likely to be just as important as the actual toolkit itself. In other words, the intended users will be more likely to use the toolkit if:

- they are consulted during the development of the toolkit;
- it is developed in light of the barriers that may restrict its use (i.e. the barriers are considered during development and their potential to restrict use reduced as much as possible)
- they are convinced of its usefulness and relevance;
- they are convinced there is 'something in it' for them/their school/their community; and
- they are convinced that it will benefit students and improve student outcomes.

The toolkit can be extremely high quality, however without the support, commitment and buy-in of intended users it is unlikely to bring about any change. Support, commitment and buy-in is required at all levels of the school environment, especially at the organisational and managerial level. In other words, unless there is support for the toolkit at the organisational and managerial level, it is unlikely to succeed.

Similarly, the tool will only *maintain* relevance to intended users if it provides a method of meaningful collaboration and interaction and if support is available when required. Once again, even if the toolkit is developed in collaboration with intended users, if it does not provide a potential for ongoing growth and development (both in terms of the toolkit itself and the skills of the intended users) it is unlikely to be sustainable.

6.1 Recommended key components

- tools that are easy to use and relevant to intended users
- support for users to utilise the toolkit – any training associated with the toolkit needs to be flexible enough to fit in with the busy nature of the school environment; training and support needs to be adapted to the skills and knowledge of the intended recipients
- flexible tools, i.e. adaptable to the unique context of individual schools
- features that enable meaningful, ongoing collaboration and interaction in a way that appeals to intended users and fits into the busy nature of the school environment
- features that allow for the development of evidence (e.g. practice wisdom)
- features that allow for the critical analysis of data from more traditional evidence sources (e.g. RCTs)
- allows for the contribution of families
- takes into account the potential barriers that may impact upon the use of the toolkit/resource
- a process for ongoing monitoring of the relevance of the toolkit (e.g. ongoing feedback)

6.2 Recommended style

- 'action oriented' style (i.e. not theoretical or academic)
- collaborative and interactive (e.g. users able to upload their own tools, comment upon existing tools, discuss evidence presented in the toolkit, address issues they are facing in the development of their hubs, upload photos, ideas, successes etc)
- information presented is easy to understand, concise and relevant
- if the toolkit will be used by a range of stakeholders (e.g. teachers, families), the style may need to be adapted to meet their different needs
- further consultation is required with intended users to clarify the details of the style of the toolkit

6.3 Recommended format

- the format needs to be accessible and not time-consuming (e.g. easy to navigate and find information)
- the format needs to be appealing to the intended users
- if the toolkit will be used by a range of stakeholders (e.g. teachers, families), the format may need to be adapted to meet their different needs
- further consultation is required with intended users to clarify the details of the style of the toolkit

7. Case studies

In the following discussion, we present case studies of four resources that were selected because they meet some of the previously outlined recommended characteristics of the *Primary Schools as Community Hubs toolkit*. As this literature review has identified that toolkits are not the only way of achieving the goals of providing high quality, evidence-based information and sharing and sourcing expertise, the resources that are profiled in these case studies are not limited to toolkits.

In selecting resources to review in these case studies, we were aware of the fact that some of the recommended components of the toolkit are difficult for us to ascertain (e.g. relevance to the primary school sector) and/or not applicable to the resource itself (e.g. the resource may not be targeted at the school sector). Therefore, the following components were not included in the analysis of the resources:

- relevance to intended users; and
- flexible tools (some basic analysis of this criteria is possible, but only those in the sector can assess this feature in any great detail);

It is also important to note that some of these components have a subjective element (e.g. appealing, easy to understand). Further consultation with a broader range of potential users would confirm the findings of this analysis.

Case study 1: The More Music toolkit

(<http://www.moremusictoolkit.org.au/>)

The More Music Toolkit aims to support Australian schools to create engaging and creative music programs. The resource was produced with the assistance of the Ian Potter Foundation.

✓ 'Action oriented' style

The site focuses upon what schools can do to develop their music program, looking at the six areas that are likely to play a key role in this process (community, curriculum, professional development, resources, staff and students). Checklists for 'getting started' are included, as well as a comprehensive list of barriers that schools may experience when seeking to develop their music education program. Case studies that correspond with each specific challenge are provided, thereby ensuring schools do not become bogged down in problems that limit their capacity to take action.

✓ Information presented is easy to understand, concise and relevant

The language used is easy to understand. Overall, the information is presented in a concise way. Most of the pages are not 'crowded' with text.

✓ Takes into account the potential barriers that may impact upon the use of the toolkit resource

As noted previously, the site has a comprehensive list of barriers that schools may experience. Each barrier is accompanied by one or more case studies that provide examples of how schools have addressed these barriers.

✓ The format is accessible and not time-consuming

The site is relatively easy to navigate. Because the information is presented in concise way, it is not time-consuming to read the information provided.

Limitations

x The site does not appear to provide any opportunity for users to interact with the information provided.

Case study 2: Curious Works toolkit

<http://www.curiousworks.com.au/projects/toolkit/>

Curious Works is a small Sydney-based company that seeks to build the arts and media capacity of individuals and communities to tell their own stories in their own way. They offer training and production services in filmmaking, creative online media and site-specific arts events.⁹

The Curious Works website includes a toolkit that is described as a "living resource for artists, educators, cultural leaders and media makers everywhere." The toolkit includes: articles to help users develop, plan and implement a community project; a repository of workshop plans and activities; and a repository of technical knowledge, tutorials, case studies and external resources.

✓ Support for users to utilise the toolkit

⁹ Some of the projects they have worked on include: a partnership with Penrith City Council to empower residents of St Marys (a suburb of Penrith) to tell positive stories about their neighbourhood; and a multi-platform initiative for the Sri-Lankan Australian community to tell their stories.

The toolkit is primarily a depository of resources (e.g. instructions, case studies, videos, photos) therefore support for users is probably not necessary. However Curious Works offers support in the form of training and production services. Training and production services appear to be the primary function of Curious Works whereas the toolkit is part of the services they provide.

✓ **Features that enable meaningful, ongoing collaboration and interaction**

Of all the toolkits that were identified for this review, the Curious Works toolkit appeared to provide the most opportunities for meaningful interactions from users. Users can comment on posts to the toolkit as well as share links to their own work. Curious Works also offers a space for users to share their media in a private portal.

✓ **Features that allow for the development of evidence (e.g. practice wisdom)**

Although the site is not focusing upon evidence in a traditional sense, the ‘knowledgebase’ function allows users to share knowledge of what has worked for them. In this sense, the resources allows for the development of knowledge (as opposed to evidence).

✓ **‘Action oriented’ style**

The toolkit focuses on ideas, techniques and strategies and as such as an action oriented focus.

✓ **Information presented is easy to understand and concise**

Although most of the material on this site appears to come from users (rather than the site owners), much of the material appears to be easy to understand and concise. Examples in the form of photos and videos help to ground the instructions in ‘real life’ and also appeal to users who are visual/audio learners.

✓ **The format is accessible and not time-consuming**

The Curious Works toolkit is easy to navigate. The information on the home page is presented in a user-friendly way.

Limitations

x Compared to some of the toolkits reviewed for the case studies, the Curious Works toolkit site is not especially (visually) appealing.

Case study 3: Community toolbox (<http://ctb.ku.edu/en/default.aspx>)

The Community toolbox is managed by a working group at the University of Kansas and provides information about building healthy communities. Much of the information pertains to public health and community development. The toolbox is intended to be a global resource.

✓ **Support for users to utilise the toolkit**

Users can access an ‘Ask an Advisor’ function. Advisors are identified on the site and include psychologists, academics and expert consultants. Advisors reportedly provide “brief, personalized responses” to questions about community work.

This function is especially interesting considering the advisors are identified. Many of the resources reviewed for this review contain a feedback function, however what happens to the feedback and who reviews it after it is submitted is not stated.

✓ **‘Action oriented’ style**

The site is organised around four key features: how to guidance, toolkits (‘do the work’), troubleshooting (‘solve a problem’) and evidence-based practices (‘promising approaches’). As a result the site has an action oriented ‘feel.’

An alternative way of navigating the site is also centred around an action based approach; entitled ‘Taking Action in your Community’ a simple model for taking action is presented (assess, plan, act, evaluate and sustain) and users can navigate the site via these headings.

✓ **Takes into account the potential barriers that may impact upon the use of the toolkit resource**

Although not relating to the use of the toolbox materials themselves, the site does include a list of problems that users may face when seeking to build healthy communities (e.g. ‘we don’t understand the problem or goal’ and ‘there is no clear direction or communication within the group’). Each problem has an associated page that includes reflection questions and links to information produced by the Community Toolbox relevant to those specific questions.

Limitations

x The site does not appear to provide any opportunity for users to interact with the information provided.

x The site includes a comprehensive amount of information (in a chapter format) however the information is quite dense and not in an especially user friendly format.

Case study 4: Communities and Families Clearinghouse Australia

(<http://www.aifs.gov.au/cafca/>)

The Communities and Family Clearinghouse Australia (CFCA) has been in existence since mid-2012 when three clearinghouses based at the Australian Institute of Family Studies were amalgamated. The resource is targeted at professionals working with children and families.

The site includes four key types of information: publications (both publications produced by CFCA or one of the former clearinghouses and publications to external resources), summaries of current issues, facts and figures (e.g. summaries of statistics), a news feed service.

✓ **Features that enable meaningful, ongoing collaboration and interaction**

The key feature is a comments function that allows users to respond to current issues and news posted on the site.

✓ **Information presented is easy to understand, concise and relevant**

Publications produced by CFCA are in general easy to understand and concise.

✓ **Format needs to be accessible and not time-consuming**

In general the site is easy to navigate.

Limitations

x most of the information is not presented in an 'action oriented style' however as the goal of the clearinghouse is to provide access to evidence based information it could be argued that an action oriented style is not appropriate

References

- Abbott, M., Walton, C., Tapia, Y., & Greenwood, C. R. (1999). Research to Practice: A Blueprint" for Closing the Gap in Local Schools. *Exceptional Children*, 65(3), 339-352.
- Adelman, H., & Taylor, H. 2007. *Fostering School, Family and Community Involvement*. Washington DC, US: The Hamilton Fish Institute on School and Community Violence & Northwest Regional Educational Laboratory.
- American Foundation for Suicide Prevention and Suicide Prevention Resource Center. 2011. *After a Suicide: A Toolkit for Schools*. Newton, Massachusetts: Education Development Centre Inc. <http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>
- Ancess, J., Barnett, E., & Allen, D. (2007). Using Research to Inform the Practice of Teachers, Schools, and School Reform Organizations. *Theory into Practice*, 46(4), p. 325-333.
- Andrews, J. O., Cox, M. J., Newman, S. D., & Meadows, O. (2011). Development and evaluation of a toolkit to assess partnership readiness for community-based participatory research. *Progress in community health partnerships: research, education, and action*, 5(2), 183-188.
- Austin, G., Bell, T., Caperchione, C., & Mummery, W. K. (2011). Translating research to practice: using the RE-AIM framework to examine an evidence-based physical activity intervention in primary school settings. *Health promotion practice*, 12(6), 932-941.
- Balas E.A., & Boren S.A. (2000). Managing clinical knowledge for health care improvement. In J. Bommel & A. T. McCray (Eds), *Yearbook of Medical Informatics 2000: Patient-Centered Systems*. Stuttgart, Germany: Schattauer Verlagsgesellschaft mbH, 65-70.
- Bender, B. G., Dickinson, P., Rankin, A., Wamboldt, F. S., Zittleman, L., & Westfall, J. M. (2011). The Colorado asthma toolkit program: A practice coaching intervention from the high plains research network. *Journal of the American Board of Family Medicine*, 24(3), 240-248.
- Brantley, S. L. (2009). Implementation of the enteral nutrition practice recommendations. *Nutrition in Clinical Practice*, 24(3), 335-343.
- Bromfield, L., & Arney, F. (2006). *Integrating strategies for delivering evidence informed practice*. Melbourne: Australian Centre for Child Protection at the University of South Australia & National Child Protection Clearinghouse at the Australian Institute of Family Studies. <http://www.aifs.gov.au/nch/pubs/reports/researchutilisation/stage1/integrating.pdf>
- Carlisle, J.F., & Berebitsky, D. 2011. Literacy coaching as a component of professional development. *Reading and Writing* 24 (7), 773-800.
- Cerebral Palsy Alliance. (2012). Parent toolkit. <http://www.cerebralpalsy.org.au/about-cerebral-palsy/my-child/parent-toolkit>
- Cleaver, K., & Rich, A. (2005). Sexual health promotion: The barriers school nurses face. *Community Practitioner*, 78, 429-432.

Connell, L., Tassin, V., & Vodstrcil, L. Nd. Natopia: Community Garden Toolkit. Melbourne: University of Melbourne. <http://www.sustainable.unimelb.edu.au/files/mssi/Natopia%20-%20Community%20Garden%20Toolkit.pdf>

ContinYou. (2006). Community Focused Schools: Making it Happen. Cardiff, Wales: ContinYou. http://www.continyou.org.uk/wales_cymru/cfstoolkitfiles/cfstoolkit

Cooper, L., Verity, F., & Bull, M. (2005). Good Practices and Pitfalls in Community-Based Capacity Building and Early Intervention Projects: A Toolkit. Canberra, ACT: Australian Department of Family and Community Services.

Department of Health and Human Services (US). (2009). Preparing for the Flu toolkit: A Communication toolkit for Schools. <http://www.cdc.gov/h1n1flu/schools/toolkit/pdf/schoolflutoolkit.pdf>

Duchaine, E.L., Jolivette, K., Fredrick, L.D. 2011. The effect of teacher coaching with performance feedback on behavior-specific praise in inclusion classrooms. *Education and Treatment of Children* 34 (2), 209-227.

Emmons, K. M., Geller, A. C., Viswanath, V., Rutsch, L., Zwirn, J., Gorham, S., & Puleo, E. (2008). The SunWise Policy intervention for school-based sun protection: a pilot study. *The Journal of school nursing : the official publication of the National Association of School Nurses*, 24(4), 215-221.

Fixsen, D. L., Naoon, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute, the National Implementation Research Network.

Gray, B., Hilder, J., & Stubbe, M. (2012). How to use interpreters in general practice: The development of a New Zealand toolkit. *Journal of Primary Health Care*, 4(1), 52-61.

Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of Innovations in Service Organizations: Systematic Review and Recommendations. *The Millbank Quarterly*, 82(4), 581-629.

Hallfors, D., & Godette, D. (2002). Will the "principles of effectiveness" improve prevention practice? Early findings from a diffusion study. *Health Education Research*, 17, 461-470.

Hancock, H. C., & Easen, P. R. (2004). Evidence-based practice- an incomplete model of the relationship between theory and professional work. *Journal of Evaluation in Clinical Practice*, 10, 187-196.

Hemsley-Brown, J., & Oplatka, I. (2005). Bridging the research-practice gap: barriers and facilitators to research use among school principals from England and Israel. *International Journal of Public Sector Management*, 15(5), 424-446.

Holzer, P., Lewig, K., Bromfield, L., & Arney, F. (2007). *Research Use in the Australian Child and Family Welfare Sector*. Melbourne: National Child Protection Clearinghouse, The Australian Institute of Family Studies and The Australian Centre for Child Protection, University of South Australia.

Hovland, I. (2003). *Communication of Research for Poverty Reduction: A Literature Review*. London: Overseas Development Institute.

Kapasi, H. (2006). *Neighbourhood play and community action*. York, UK: Joseph Rowntree Foundation.

McDonald, P. W., & Viehbeck, S. (2007). From evidence-based practice making to practice-based evidence making: Creating communities of (research) and practice. *Health Promotion Practice*, 8(2), 140-144.

Mildon, R., & Shlonsky, A. (2011). Bridge over troubled water: Using implementation science to facilitate effective services in child welfare. *Child Abuse and Neglect*, 35(9), 753-756.

National Crime Prevention Council. (2009). *School Safety and Security toolkit*. Arlington, VA: National Crime Prevention Council. <http://www.ncpc.org/resources/files/pdf/school-safety/11964-School%20Safety%20Toolkit%20final.pdf>

Odom, S. L. (2009). The tie that binds: Evidence-based practice, implementation science, and outcomes for children. *Topics in Early Childhood Special Education*, 29(1), 53-61.

OECD. (2009). *Improving School Leadership: The toolkit*. <http://www.oecd.org/dataoecd/63/37/44339174.pdf>

Patterson, T. (nd). *School Wellness toolkit: A guide to implementing coordinated school health in New Orleans Schools*. Louisiana, US: School Health Connection. <http://lphi.org/CMSuploads/School-Wellness-Toolkit-82802.pdf>

Queensland Department of Education Training. (2010). *Working together: A toolkit for effective school based action against bullying*. <http://www.lundavass.eq.edu.au/newsletter/toolkit-parents.pdf>

Rice, M., Bunker, K. D., Kang, D. H., Howell, C. C., & Weaver, M. (2007). Accessing and recruiting children for research in schools. *Western Journal of Nursing Research*, 29, 501-514.

Schroeder, J., Harvey, J., Razaz-Rahmati, N., Corless, G., Negreiros, J., Ford, L., Kershaw, Anderson, L. Wiens, M. Vaghri, Z., Stefanowicz, A., Irwin, L.G.Hertzman, C. (2009). *Creating communities for young children: A toolkit for change*. Vancouver, British Columbia: Human Early Learning Partnership.

Teemant, A., Wink, J., Tyra, S. 2011. Effects of coaching on teacher use of sociocultural instructional practices. *Teaching and Teacher Education* 27 (4), pp. 683-693.

Thang, S. M., Hall, C., Murugaiah, P., & Azmanapages, H. 2011. Creating and maintaining online communities of practice in Malaysian Smart Schools: challenging realities. *Educational Action Research*, 19 (1), 87-105.

The Florida Traffic and Bicycle Safety Education Program. (nd). *Safe Ways to School toolkit*. http://www.hhp.ufl.edu/safety/docs/Safe_Ways_to_School_Tool_Kit.pdf

The University of Newcastle. (2008). *Toolkit for Students and People with a disability moving forward*. <http://www.newcastle.edu.au/service/ndco/students/>

Together for Children. (2007). Toolkit for reaching priority and excluded families (version 2). Birmingham, UK: Together for Children.
<http://online.gateshead.gov.uk/docushare/dsweb/Get/Document-21189/24a+TFC+Toolkit+-+Reaching+Priority+and+Excluded+Families.pdf>

Wright, N. 2007. Building literacy communities of practice across subject disciplines in secondary schools. *Language and Education* 21 (5), 420-433.

Yano, E. M. (2008). The role of organizational research in implementing evidence-based practice: QUERI Series. *Implementation Science*, 3(1).

Zigler, E., & Finn-Stevenson, M. 2007. From Research to Policy: The School of the 21st Century. *American Journal of Orthopsychiatry*, 77(2), 175-181.

Appendix A

| | | | Includes tools? ¹⁰ | Focus on school-community hubs or partnerships | Interactive/Collaborative? ¹¹ |
|---|--|--|-------------------------------|--|--|
| HARDCOPY TOOLKITS – Designed for schools | | | | | |
| 1 | School safety and security toolkit: A guide for parents, schools and communities (US) | School violence (including bullying, intimidation and harassment) | ✓ | x | x |
| 2 | After a suicide: A toolkit for schools (US) | A guide for schools dealing with a student suicide | ✓ | x | x |
| 3 | Community focused schools: Making it happen (a toolkit) (UK) | A guide for schools to become community focused | ✓ | ✓ | x |
| 4 | Design for change toolkit (origin not identified) | A competition for children to bring about social change (targeted at teachers) | ✓ | x | x |
| 5 | Earth hour toolkit for schools (CA) | Instructions for how to take part in earth hour and tips for promoting earth hour | ✓ | x | x |
| 6 | Essential tools: increasing rates of school completion moving from policy to research to practice (US) | Drop-out prevention and intervention for children/young people with disabilities | x | x | x |
| 7 | Flying Start: Induction toolkit for beginning teachers (Aus) | Tips for beginning teachers | ✓ | x | x |
| 8 | Fostering School, Family, and Community Involvement (US) | Enhancing home, community and school collaboration to create safer schools | ✓ | ✓ | x |
| 9 | Fresh tastes toolkit: Developing a healthy school canteen (Aus) | Assists schools to meet the requirements of the Fresh Tastes NSW Healthy School Canteen Strategy | ✓ | x | x |

¹⁰ Tools were identified as any kind of resource that could be used in practice such as checklists, sample surveys and templates. Links to resources were not categorised as tools for the purpose of this table. Reproducible handouts were not included as tools unless they were identified specifically for use in practice (e.g. sharing information with parents/students).

¹¹ This criteria refers to whether the resource itself was interactive/collaborative. By their very nature, hardcopy resources are not interactive/collaborative. Online resources were classified as interactive/collaborative if they explicitly requested users to comment or provide feedback on the toolkit/resource or if they allowed users to share their own information.

| | | | Includes tools? ¹⁰ | Focus on school-community hubs or partnerships | Interactive/Collaborative? ¹¹ |
|----|--|--|-------------------------------|--|--|
| 10 | ICT in Education toolkit (origin not identified) | Provides decision makers, planners, and practitioners with a summary of what is known about the potential and conditions of effective use of ICTs for education and learning | x | x | x |
| 11 | Improving school leadership: the toolkit (OECD) | Designed to help schools analyse current school leadership policies and practices and develop a common understanding of where and how to take action | ✓ | x | x |
| 12 | Keep Australia Beautiful WA: Litter prevention toolkit for schools (Aus) | Guide for schools to prevent littering | ✓ | x | x |
| 13 | Toolkit for identifying twice exceptional children (US) | A toolkit for teachers to identify twice exceptional children | N/A ¹² | N/A | N/A |
| 14 | National Eating disorders organisation toolkit for educators (US) | A guide for parents and educators outlining how to respond/take action when a child/student has an eating disorder | ✓ | x | x |
| 15 | School anti-violence toolkit (NZ) | A resource to assist schools in developing and implementing effective anti-violence policies, practice and procedures | ✓ | x | x |
| 16 | Safe routes to school toolkit (US) | Guide to implementing the Safe Routes to School program integrates health, fitness, traffic relief, environmental awareness, and safety | ✓ | x | x |

¹² The existence of this toolkit was discovered via a journal article. The article describes the toolkit, however the toolkit itself is not publicly available therefore it could not be analysed for this project.

| | | | Includes tools? ¹⁰ | Focus on school-community hubs or partnerships | Interactive/ Collaborative? ¹¹ |
|----|--|---|-------------------------------|--|---|
| 17 | Safe ways to school toolkit (US) | A guide to improving conditions for children to walk and bicycle safety to and from school | ✓ | x | x |
| 18 | School breakfast program toolkit (Aus) | Developed to provide prospective and existing School Breakfast Program schools with information, resources and tips for the successful implementation and maintenance of the Program | ✓ | x | x |
| 19 | Preparing for the flu: A communication toolkit for schools (US) | Provide basics information and communication resources to help school administrators implement recommendations from a policy regarding responses to influenza | ✓ | x | x |
| 20 | School Net toolkit (Thailand) | Strengthening the use of ICT in schools in south east Asian countries | ✓ | x | x |
| 21 | School Wellness toolkit: A Guide to Implementing Coordinated School Health in New Orleans Schools (US) | Designed to be a practical manual that can guide schools through the process of implementing a school wellness program | ✓ | x | x |
| 22 | Sun Safety for America's Youth Toolkit (US) | Designed as a resource for Comprehensive Cancer Control (CCC) programs interested in engaging schools and other education partners in sun safety efforts to reduce their incidence of skin cancer | ✓ | x | x |
| 23 | Sun Safety Toolkit For School Districts (US) | Links to resources and information about sun safety | x | x | x |
| 24 | Working together: A toolkit for effective school based action against bullying (Aus) | Provides Queensland schools with an collection of practical strategies to address student-on-student bullying | ✓ | x | x |

| | | | Includes tools? ¹⁰ | Focus on school-community hubs or partnerships | Interactive/ Collaborative? ¹¹ |
|--|---|---|-------------------------------|--|---|
| 25 | Transition: A Positive Start to School Resource kit (Aus) | Created to assist early childhood and out-of-school-hours services, and schools improve the quality of transition-to-school planning for children and their families | ✓ | x | x |
| 26 | Working together: A toolkit for parents to address bullying (Aus) | Provides parents with practical tips on how to support their children should they experience or engage in bullying behaviour | ✓ | x | x |
| HARDCOPY TOOLKITS – Designed for professionals who work with children and/or families | | | | | |
| 27 | Toolkit: Suicide Prevention Information for Aboriginal & Torres Strait Islander people (Aus) | A fact sheet for Aboriginal & Torres Strait Islander people outlining warning signs and tips for those who are concerned about someone at risk of self-harm or suicide | ✓ | x | x |
| 28 | Building resilience in rural communities toolkit (Aus) | Provides ideas and information that could be included in new or existing social programs to enhance people's resilience in rural areas | ✓ | x | x |
| 29 | Natopia Community Garden toolkit (Aus) | Provides knowledge for people in Melbourne to set up their own local community garden | ✓ | x | x |
| 30 | Good practices and pitfalls in community-based capacity building and early intervention projects: A toolkit (Aus) | Guide to effective project planning, application for funding, implementation, management and maintenance of community groups and organisations, interested community members and professionals who are new to the human service field | ✓ | x | x |
| 31 | Cultural planning toolkit (CA) | Guide for the process of cultural planning in a community, includes an adaptable model and practical checklists | ✓ | x | x |

| | | | Includes tools? ¹⁰ | Focus on school-community hubs or partnerships | Interactive/ Collaborative? ¹¹ |
|---|--|---|-------------------------------|--|---|
| | | for navigating and charting progress | | | |
| 32 | District Health Board (DHB) toolkit: Obesity (NZ) | Developed to provide guidance to DHBs on the importance of obesity as a public health issue and the most effective ways they can work to reduce obesity in their region | ✓ | x | x |
| 33 | Together for children: Toolkit for reaching priority and excluded families (UK) | Developed to complement the recently published Sure Start Children's Centres Practice Guidance | ✓ | x | x |
| 34 | A Toolkit of interventions to assist young people to negotiate transitional pathways (Aus) | Outlines available techniques, interventions and prevention strategies used to reduce the likelihood of young people engaging in problematic drug use | ✓ | x | x |
| 35 | Creating Communities for Young Children A Toolkit for Change (CA) | Designed to help communities understand the work of the Early Childhood Development (ECD) Mapping Project and to use ECD information in their neighbourhoods to create positive change for children | ✓ | x | x |
| ONLINE TOOLKITS – Designed for schools | | | | | |
| 36 | Australian water education toolkit (Aus) | Provides access to water education resources (for teachers and schools) | ✓ | x | ✓ |
| 37 | ICT in Everyday Learning - Teacher Online Toolkit (Aus) | Assists teachers to access online professional learning with local support to analyse, plan and implement changes to their teaching approaches and to access quality online resources | N/A ¹³ | N/A | N/A |

¹³ This toolkit was not available at the time this project was undertaken.

| | | | Includes tools? ¹⁰ | Focus on school-community hubs or partnerships | Interactive/Collaborative? ¹¹ |
|----|--|--|-------------------------------|--|--|
| 38 | The Heat is On DVD – a toolkit to promote energy efficiency in schools (Aus) | Demonstrates how students in schools can contribute towards promoting energy efficiency | ✓ | x | x |
| 39 | Toolkit for Students & People with a Disability Moving Forward (Aus) | Resources and links for students with a disability | ✓ | x | x |
| 40 | Travel Smart Teacher Resource Kit (Aus) | Teaching resource about travel options and the social and physical environment in which we live | ✓ | x | x |
| 41 | Parent toolkit (Cerebral Palsy Alliance) (Aus) | Assists parents of children with Cerebral Palsy | ✓ | x | x |
| 42 | Seven strategies to develop your advocacy toolkit (Schools Catalogue Information Services) (Aus) | A website for schools and school librarians | x | x | x |
| 43 | Teachers' online toolkit (Aus) | Links to websites of relevance to teachers | x | x | x |
| 44 | EDNA toolkit (Aus) | a list of tools for accessing edna services (e.g. news feeds) | x | x | x |
| 45 | Teacher toolkit (Aus) | Forum for teachers to post questions, solutions, useful tips re: teaching and classroom management | x | x | ✓ |
| 46 | More music toolkit (Aus) | Toolkit designed to assist schools in improving/building upon music education | ✓ | x | x |
| 47 | Safe ways to school toolkit (US) ¹⁴ | Sharing information about the Safe Ways to School program with other schools wanting to create a Safe Ways to School program | ✓ | x | x |
| 48 | Toolkit on the Holocaust and Human Rights Education in the EU (original not identified) | Designed for teachers to share content and methodologies for teaching about the | N/A ¹⁵ | x | ✓ |

¹⁴ Also available as a hardcopy toolkit (see toolkit number 17)

¹⁵ The toolkit is not publicly available, however an explanation of the resource is provided. Users are encouraged to contact the program developers to share their experiences of using the resource.

| | | | Includes tools? ¹⁰ | Focus on school-community hubs or partnerships | Interactive/ Collaborative? ¹¹ |
|--|---|--|-------------------------------|--|---|
| | | Holocaust and Human Rights | | | |
| 49 | Teachers toolkit (Special Education, Maryville City Schools) (US) | Links to effective strategies and interventions for children with disabilities | x | x | x |
| 50 | Primary teacher toolkit (Aus) | Provides teachers with access to teaching tools | ✓ | N/A | N/A |
| 51 | Records management toolkit (UK) | Designed to assist public sector schools in their compliance with Freedom of Information Act (UK); information provided as individual fact sheets in Word format | ✓ | x | ✓ |
| 52 | A Toolkit for Title 1 Parental Involvement (US) | A toolkit for implementing policies regarding parent involvement in schools | ✓ | x | x |
| 53 | Rebuilding kit for a comprehensive system of learning supports (US) | Not identified | ✓ | x | x |
| ONLINE TOOLKITS – Designed for professionals who work with children and/or families | | | | | |
| 54 | Curious works toolkit (Au) | Strategies, information and repository on/about using new media in community led projects | ✓ | x | ✓ |
| 55 | The Neighbourhood Play Toolkit, Organise, Create, Sustain (UK) | A practical, comprehensive set of resources for improving public neighbourhood play spaces and services for children and young people | N/A ¹⁶ | N/A | N/A |
| 56 | The community toolbox (US) | Provides free access to information on essential skills for building healthy communities | ✓ | x | ✓ |

¹⁶ This toolkit is not publicly available and therefore could not be assessed for this project.