



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

Life to the Full

A shared and consistent approach for CEDoW Schools in reference to inclusive resource and text collections

Purpose of this document

This document has been developed to support leaders, teacher librarians and educators to make informed decisions on their collection of resources to be used in a Catholic Context.

This support document aims to provide a shared and consistent position in relation to inclusive resource and text collections across our CEDoW Schools and support the effective use and implementation of the [CEDoW - Life to the Full - A Framework for Respectful Relationships, Child Safety and Human Sexuality Education in a Catholic Context](#).



CEDoW Position - Inclusive Texts Statement

“I have come so that they may have life and have it to the full” JOHN 10:10



A mission driven Catholic school recognises that it is a school for all, where we aim to bring purpose and meaning to all. We are concerned with the whole person; body, heart, mind and spirit.

Our schools are places of love, where each person's inherent human dignity and gift of all life is honoured, respected and met with love and compassion.

As places of inclusion and welcome, we respect and celebrate diversity in families and individuals.

In the Diocese of Wollongong, we are called to be bearers of Christ's love. CEDoW, inclusive of our school communities, is committed to the universal cultivation of respectful, hopeful, just, authentic, compassionate and loving relationships that are free from harm and enable flourishing.

Our core values - Life to the Full Principles

All endeavours of Catholic system schooling in the Diocese of Wollongong are inspired by the person and teachings of Jesus Christ. Through the witness of his every word and action, Jesus provided a radical model for how we are to be in the world. His life and teachings espoused the depth of catholicity - universal acceptance of all people - in the richness of their diversity but united by their humanity made in the image of God. The values espoused by Jesus in the Gospels are extensive but include:

HOPE - INTEGRITY - JUSTICE - COMPASSION

All who contribute to Catholic Education in the systemic schools of the Diocese of Wollongong are called to act with Hope, Integrity, Justice and Compassion. This means:

HOPE	Adopting a positive and resilient approach to life and embracing the future with faith filled confidence "If you abide in me, and my words abide in you, ask for whatever you wish, and it will be done for you." John 15:7
INTEGRITY	Being truthful, authentic and reliable, and acting with discernment and fidelity to the Holy Spirit "Show yourself in all respects a model of good works, and in your teaching show integrity, gravity and sound speech that cannot be censured." Titus 2:7-8
JUSTICE	Seeking right relationships, advocating for those in need and challenging unfairness and exploitation "The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord's favour." Luke 4:18
COMPASSION	Caring deeply for the dignity and wellbeing of others and welcoming all with love, respect and mercy "I have compassion for the crowd, because they have been with me now for three days and have nothing to eat; and I do not want to send them away hungry, for they might faint on the way" Matthew 15:32

Catholic Education - Lighting the Way in the Diocese of Wollongong - Vision and Strategic Direction - 2019-2022 pg. 23.

Whole School Approach in CEDoW Schools

Effective implementation of the **CEDoW Life to the Full - Respectful Relationships, Child Safety and Human Sexuality (RRCSHSE) Framework** includes a whole school approach working through schools' [Positive Behaviours for Learning Framework \(PB₄L\)](#) and key learning areas of curriculum, utilising existing infrastructure within CEDoW schools and system. An effective whole of school approach focuses on both the implicit and explicit teaching of core concepts of RRCSHSE as well as creating respectful, safe and supportive school communities which are essential to support explicit education.

To effectively implement the Life to the Full Framework in schools, CEDoW identifies three essential pillars:

DATA DRIVEN - LEADERSHIP		
LIFE TO THE FULL PRINCIPLES		
Research informed & Supported School Staff	Building a Culture of Respect through PB ₄ L	Explicit Respectful Relationships, Child Safety & Sexuality Education
Building staff capacity to engage and deliver	What does respect mean in our school?	Teaching PDHPE content in appropriate context
Identify early warning signs of problematic relationship behaviour	What does respect look like in our school?	Brave conversations about relationships, safety, personal safety, personal development
Appropriate response and support	How do we address attitude, language and behaviour?	Positive theology, good news about the body & sexuality
Role modelling & building effective relationships	How do we explicitly teach respect?	Student centred
CEDoW Support	CEDoW Support	CEDoW Support
- Module A Training - Module B Training - Whole school SEL system - Effective Teachable Moments - Early Intervention and Support	- Teach and practise behaviour: PB₄L Matrix - Explicit teaching of SEL skills in context - Signage - Rewarding - Correcting: Calling out and calling in - Inclusive 'text' collections	- Explicit RR education - consent, power, diversity, human rights - Explicit CS education - body safety, autonomy & protective behaviours - Explicit personal and sexual development education - Parent engagement sessions
Effective engagement and partnership with school staff, students and parents/carers.		

Guiding Principles for Resource Selection

Collections that reflect the universal acceptance of all - *Made in the image of God*

School library collections should be balanced with print and digital resources that are diverse and informed by learning and teaching requirements. Leaders and educators should use the following guiding principles when deciding on individual texts and/or resources to be included in their collections:

Scope/Context	• Appropriateness of resources; supportive of diverse range of learning needs • Collections are inclusive and represent the diversity of your school community • Collections are inclusive and represent the diversity of the world in an age and stage appropriate manner
Purpose of the Book	• Educative purpose driven from curriculum needs • Educative purpose driven by the experiences of the school community
Mission lens	• Is there a lesson of love? Is human dignity upheld? • Is there a lesson of hope? Is there a lesson of compassion?
Selection Principles 'Respectful of all Peoples'	• Is the resource free of bias or prejudice? • Does the resource present positive images of gender, disability and cultural and ethnic groups? • Are the representations of people honest and accurate? • Is the resource free of stereotypical images and role definitions? Resource: CEDoW Libraries - Resource Selection

Considerations for Inclusive resource collections

Data Driven	• Complete a diversity audit on your text collection • Identify and fill gaps for inclusive collections • What are the specific needs of your student and school community?
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Curriculum needs	What do I have in my collection that may be outdated or depict stereotypes?
Needs and interests of school community	What do I have in my collection that reflects my students and community?
Reflects the diversity of society outside the school	Does the resource present positive images of gender, disability and cultural and ethnic groups?
Collection building is Collaborative	- What percentage of my collection is written by someone other than the dominant voice? - Does my collection have voices from marginalised groups?
Resources that have been created locally and internationally	Do I have a wide variety of representation of authors?

Collection resources recommendations & inclusions

The following text recommendations should be taught within a Catholic context that promotes, explores and challenges students to engage with and consider **CEDoW Life to the Full Principles** and positive theology, guided by moral based decision making, using the [CEDoW Life to the Full - Model for Growth](#):

The resource recommendations address a wide variety of content categories and themes including; respectful relationships concepts - respect, consent, boundaries, power, diversity and gender, body safety and protective strategies, social and emotional skills/learning, families, diversity, inclusion and love, human growth and development, personal strengths, difference and responsible use of technology.

Effective respectful relationships, child safety and human growth, development and sexuality education is underpinned by positive theology that aims to reduce shame around the topics, ultimately should provide the entitlement for all to flourish and increase the likelihood that young people will behave appropriately, communicate effectively and be a part of communities that are centred in love and inclusion.

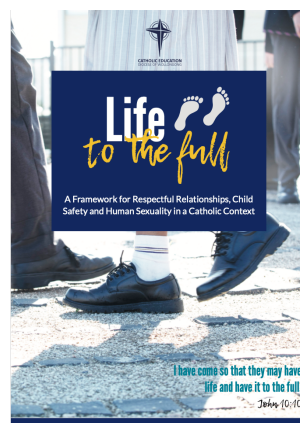
It is important for schools to prioritise the wellbeing of our students, ultimately engaging and empowering young people, parents and carers to **talk early, talk often, talk honestly and provide meaning** to all topics that unite us in humanity.

Frequently Asked Questions - Guided Responses

1. Reading about the body, relationships and diversity promotes children and young people to be curious, copy or mimic that behaviour?

Access to information, and education, leads to greater capacity to make informed decisions, in the same way that anti-smoking education results in a reduction in smoking frequency, the healthy food pyramid informs dietary choices and mental health education leads to increased help seeking.

Children are prompted to read about materials that they can relate to, or that may have some personal relevance to them, through friendship or family connections. They may be drawn to information about a topic to fulfill a need, at a point in time. Students require information which is evidence based to be able to determine what is true for them. Diversity relates to a deeply felt inner sense of who we are as individuals so merely being informed about a topic does not result in a changed life trajectory.



2. This is a Catholic school, should these books and resources be available for students to access?

These books and resources reflect the diversity and reality of society. Jesus provided a model for how we are to be in the world. The example of his life taught us what it means to be Catholic. It means acceptance of all people. Our Catholic school is a school for all, a place of love, where each person's human dignity is honoured, respected and met with love and compassion. If love is synonymous with acceptance, then education, through books, is needed to achieve this because we fear difference. As places of inclusion and welcome, these books show we respect and celebrate diversity in families and individuals.

References

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CEDoW Lighting our way

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Acknowledgements

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