



CATHOLIC EDUCATION
COMMISSION OF WESTERN AUSTRALIA

Topic:	Selection and Use of Texts in Catholic Schools
Policy No:	2-B1
Policy Area:	Education
Standing Committee:	Religious Education and Curriculum Committee
Originally Released:	1992
Date for Review:	2017

1. Rationale

The Catholic school aims to help students integrate culture, faith and life. It values culture and fosters its critical transmission. Underlying its approach will be absolute values founded upon the teaching of Jesus Christ. Careful selection and use of texts is, therefore, important in the Catholic school.

2. Definitions

- 2.1 Texts can be written, spoken or multi-modal and in print or digital/online forms. Multi-modal texts combine language with other systems for communication such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.
- 2.2 The term visual texts includes but is not limited to: Film, video, static images.
- 2.3 The term written texts includes but is not limited to: essays, articles, newspapers, magazines, brochures, books, letters, manuals, transcripts, novels, short stories and poems.
- 2.4 The term 'audio texts' includes but is not limited to: speeches, radio broadcasts, songs, recited prayers and poems.
- 2.5 The term 'multi-modal' includes but is not limited to: webpages and e-books.

3. Scope

This policy applies to all Catholic schools in Western Australia.

4. Principles

- 4.1 Texts are used to:
 - support and develop the desired outcomes of schooling including the love and appreciation of texts
 - address student diversities in culture, gender, special learning needs and socio-economic background

- provide students with learning experiences which access a wide range of knowledge, understandings and skills

4.2 Texts enable students to:

- deepen their understanding of the values of Christ including absolute values such as the sacredness of human life and the dignity of the human person
- develop a critical understanding of the diversity of beliefs and values found in society and in human experiences
- develop their unique potential – physical, emotional, creative, spiritual, intellectual, moral and social

4.3 Texts are not studied in isolation and are related to the contexts of their production and reception.

4.4 Some texts enable students, with assistance, to challenge dominant societal ideas, particularly stereotypes and undesirable models of human behaviour.

4.5 Texts dealing with controversial topics or challenging situations need to be selected with sensitivity to community expectations.

4.6 Texts containing gratuitous or extreme violence, or pornographic material, have no place in a Catholic school.

5. Procedures

5.1 Each school shall develop its own policy regarding the selection and use of texts, such a policy to include:

- the procedure for selecting and using texts
- professional learning to ensure teachers have the knowledge and understanding to use the selected text
- the process for dealing with concerns regarding selected texts and/or use of text
- the mechanisms in place for preventing access to inappropriate and irrelevant text material

6. References

7. Related Documents

Curriculum Framework 1998

Curriculum 2-B2

Australian Curriculum v3.0

8. Related Proformas and other Forms

Proforma available on System Communication Notice Board under M 'CECWA Policy statement proformas'

9. Review History

Year of Review:	Reviewed by:	Amendments/Review
1992	RECC	Originally Released

1995	RECC	Reviewed
1997	RECC	Reviewed
2002	RECC	Reviewed
2007	RECC	Reviewed
2010	CEOWA	Reformatted
2012	RECC	Reviewed

10. Next Review

Year:	CEOWA Standing Committee Responsible
2017	Religious Education and Curriculum Committee