

FACILITATOR GUIDE

Created for Respectful Relationships

Conversations for Catholic schools

Session 5: From Vision to Practice

READY-TO-FACILITATE SCHOOL EDITION

Includes facilitator scripts, session plans, video access, staff activities, printable templates, safeguarding guidance and implementation tools.

In partnership with

Victorian Catholic Education Authority

ACU AUSTRALIAN CATHOLIC UNIVERSITY

Purpose of this guide

This guide enables a school leader, formation leader, wellbeing leader, curriculum leader or nominated staff facilitator to deliver the complete five-session series without needing to design additional materials. It is intended to be practical, trauma-aware, grounded in Catholic mission, and adaptable to local school context.

CORE AIM

To build staff confidence and shared language for Consent and Respectful Relationships Education (CRRE), strengthen Catholic identity, and connect safeguarding, formation, student voice and everyday school culture.

What is included

- A complete run sheet for each staff session
- Opening and closing facilitator scripts
- Video links
- Personal reflection, small-group and whole-staff activities
- Printable worksheets and recording templates
- Trauma-aware participation and support guidance
- A school implementation pathway and action-planning tools
- Full video scripts for reference and accessibility

Series at a glance

Session	Title	Core question	Suggested time
1	Why Respectful Relationships Matter	Why is this central to Catholic education?	55–65 min
2	Being and Becoming Human Together	What does it mean to be human in relationship?	50–60 min
3	Life and Life to the Full	What do Jesus-inspired relationships look like?	55–65 min
4	Voice of the Child	Whose voice is heard, and whose is missing?	55–65 min
5	From Vision to Practice	What will we do differently in everyday practice?	60–75 min

Before you facilitate

Recommended facilitator

Choose a facilitator who can hold reflective conversation, maintain clear boundaries, respond calmly to discomfort and connect staff discussion to the school's established safeguarding, wellbeing and professional-learning processes. Co-facilitation is strongly recommended where the group is large or where sensitive discussion is anticipated.

Pre-series planning checklist

☐ Confirm leadership endorsement and the purpose of the series.

☐ Nominate a facilitator and a support person who can step out with any participant who needs assistance.

☐ Confirm local Employee Assistance Program details and the school's internal safeguarding contacts.

☐ Review applicable school, system and jurisdictional safeguarding policies.

☐ Make available the applicable school, system and jurisdictional safeguarding policies for staff.

☐ Facilitator takes time to familiarise themselves with videos and this guide.

☐ Book an accessible room with movable seating and reliable audio-visual equipment.

☐ Print the session worksheets.

☐ Decide how anonymous responses will be gathered and stored.

☐ Communicate the participation choices to staff in advance.

☐ Plan how actions arising from the series will be reviewed by leadership.

Video access

Video	Link
1. Why Respectful Relationships Matter	https://www.youtube.com/watch?v=eQ-bYkLabUs
2. Being and Becoming Human Together	https://www.youtube.com/watch?v=KspvX1N_jOM
3. Life and Life to the Full	https://www.youtube.com/watch?v=TomzeGJRm3k
4. Voice of the Child	https://www.youtube.com/watch?v=2aGlbAjPc5A
5. From Vision to Practice	https://www.youtube.com/watch?v=G2XekbVDrVk

Technical check

- ☐ Video opens and plays.
- ☐ Sound is clear from the back of the room.
- ☐ Holding slide and support slide are ready.
- ☐ Timers, slides and resources are ready before staff arrive.

Suggested room set-up

- Tables of four to six people, allowing staff to speak without addressing the whole room.
- A clear screen and speakers, with captions visible.
- A quiet space outside the room for anyone who needs a pause.
- Four wall stations for Session 1.
- Sticky notes, markers, A3 paper and anonymous response cards.

Safety, participation and support

The topics in this series may connect with participants' personal or professional experiences. The facilitator's task is not to invite disclosure or provide counselling. The task is to establish clear participation choices, maintain professional boundaries, and direct people to appropriate supports.

Opening safety statement

READ ALOUD

Today's session deals with relationships, consent, safety and experiences of harm. You are invited to participate in ways that are professionally useful and personally safe. You may pass on any activity, step out without explanation, or speak with our nominated support person. Please do not share personal stories about students, colleagues or yourself in a way that identifies anyone. This is a professional learning space, not a disclosure or counselling space. If a concern about a child or young person arises, our usual safeguarding and reporting procedures apply.

Group agreements

- ☐ Speak from your own perspective.
- ☐ Protect privacy. Do not repeat personal contributions outside the room.
- ☐ Do not name individual students, families or colleagues.
- ☐ Challenge ideas without attacking people.
- ☐ Allow people to pass, pause or step out.
- ☐ Avoid asking for or offering personal disclosures.
- ☐ Notice the impact of language, not only its intent.
- ☐ If a safeguarding concern arises, follow the process rather than trying to resolve it in the group.

Support information to place on every session slide

Support	Details to display
Immediate danger	Call 000.
1800RESPECT	1800 737 732 | 24/7 national domestic, family and sexual violence counselling.
Lifeline	13 11 14 | Crisis support.
13YARN	13 92 76 | Crisis support for Aboriginal and Torres Strait Islander people.
Employee Assistance Program	Insert school/system EAP provider and contact details.
Internal support	Insert principal, safeguarding lead, wellbeing lead or HR contact.

Support	Details to display
Reporting concerns	Insert school/system child-safety reporting process and link.

If someone becomes distressed

1. Offer choice: remain, take a break, or move to the quiet space. Make this offer discreetly and respectfully, rather than in front of the entire staff community.
2. Ask what practical support the person needs now. Do not ask for details.
3. Connect the person with the nominated support person or EAP.
4. If information suggests a child is at risk, follow safeguarding procedures immediately.
5. Check in privately after the session while maintaining professional boundaries.
6. Document only what is required under policy.

Facilitation approach

Consistent session rhythm

Stage	Purpose	Typical time
Welcome and safety	Re-establish purpose, participation choices and support.	5 min
Watch	Encounter the core idea through the video.	8–12 min
Pause	Allow silent personal reflection before discussion.	3–5 min
Discuss	Make meaning in pairs or small-groups.	15–20 min
Synthesis	Gather patterns, tensions and implications.	10–15 min
Commit	Name one realistic practice or next step.	5–10 min

Facilitator moves that help

- Ask one question at a time and allow silence.
- Invite participants to comment on the idea before debating solutions.
- Use “What makes you say that?”, or “Tell me more about that…” to deepen discussion without confrontation.
- Summarise themes neutrally and distinguish consensus from difference.
- Redirect personal stories toward professional implications.
- Name discomfort without shaming: “This may feel unfamiliar; let’s stay curious and precise.”
- Convert broad intentions into observable actions, owners and review points.

Session 5: From Vision to Practice

Focus: Culture, implementation and shared commitment

SESSION OUTCOME
Staff translate the series into a small number of concrete, owned and reviewable actions.

At a glance

Time	Materials	Outputs
75 minutes	Video, screen, speakers, timer, printed worksheet, pens, A3 paper/sticky notes	Start, Stop, Continue response and whole-staff themes

Video access

Video title	From Vision to Practice
https://www.youtube.com/watch?v=G2XekbVDrVk	

Preparation

- ☐ Test the video link.
- ☐ Display the safety and support slide when staff enter.
- ☐ Print ‘Idea to Action’ worksheets.
- ☐ Print participant commitment sheets.
- ☐ Choose how whole-staff responses will be captured.
- ☐ Confirm the nominated support person.
- ☐ Ensure you have considered all of the ‘after-session’ tasks on p.23.

Detailed run sheet

Timing	Facilitator action
5 mins	Read the opening script, participation choices and group agreements.
12 mins	Introduce the video with one framing question. Play with captions.
5 mins	Read the reflection question slowly. Protect silence.
20 mins	Explain the activity, group size, output and confidentiality boundary.

Timing	Facilitator action
15 mins	Invite patterns, tensions and implications. Do not require every group to report.
10 mins	Invite patterns, tensions and implications. Identify immediate actions and matters requiring leadership or planning.
8 mins	Invite a specific commitment. Explain what will happen with collected responses.

Facilitator opening script

READ ALOUD

This final session brings the series into practice. We have explored dignity, relationality, Jesus' model of love, voice, power and safeguarding. The question now is concrete: what will this look like tomorrow, and what will we commit to doing consistently as a school?

Play the video

Personal reflection

- Where in my daily practice do I already contribute to a culture of dignity?
- Where might I unintentionally undermine it?
- What is one change within my influence?

Small-group activity: From Idea to Action

Each group chooses one area: classroom culture; staff–student interactions; student–student relationships; curriculum delivery; student voice; or leadership and policy alignment.

7. What are we already doing well?
8. What is one gap or inconsistency?
9. What is one realistic action this term?
10. Who needs to own or support it?
11. What evidence would show progress?
12. When will it be reviewed?

Group output: one concrete action only. Avoid producing an unmanageable wish list.

Whole-staff synthesis

- Which actions are within immediate staff influence?
- Which require leadership, policy or curriculum planning?
- What should be prioritised, owned and reviewed?

Practical takeaway: Start, Stop, Continue

PARTICIPANT COMMITMENT

One thing I will START, STOP or CONTINUE is…

Facilitator close

READ ALOUD

Thank you for engaging thoughtfully. This work is not about having every answer or achieving perfection. It is about taking the next faithful, professionally responsible step together. Please complete your commitment card. The themes gathered today will be used only for the stated school improvement purpose, and we will communicate the next review point.

After the session

- ☐ Secure or de-identify collected responses.
- ☐ Record no personal disclosures in general session notes.
- ☐ Follow up any safeguarding matter through the required process.
- ☐ Send staff the agreed takeaway and support information.
- ☐ Brief leadership on themes, actions and support required.
- ☐ Schedule the agreed review or check-in.

Facilitator debrief notes

What worked well?

What needs adjustment?

Actions or follow-up required?

Video script for Session 5

From Vision to Practice

Over the past few sessions, we've explored a big vision.
We've talked about dignity.
About relationships.
About Jesus' model of love.
About voice, power, and safeguarding.
But at some point, every vision has to face a practical question:
What does this actually look like on a Tuesday morning in a classroom?
Or on a Friday afternoon as we get ready to wave goodbye to our students for the weekend?
Because if this work stays at the level of ideas,
it won't change anything.
So today is about translating vision… into practice.

Part 1: The Environment We Create
At its core, this work is about the environments we create.
Because environments shape behaviour.
They shape what students think is normal.
What they think is acceptable.
What they think is possible.
We know that when students feel respected, heard, and protected,
they are more likely to engage, learn, and thrive.
And when safety is compromised—
even subtly—
it affects not just wellbeing,
but learning itself.
So creating safe environments is not just about managing risk.
It's about actively building cultures
where dignity is upheld in practical ways
every day.

Part 2: Beyond Compliance
Now, schools already do a lot in this space.
Policies.
Procedures.
Mandatory reporting.
Child Safe Standards.
All of that matters.
But we also know that safeguarding can sometimes become
a compliance exercise.
Where everything is technically in place…
but not fully lived.
Real safeguarding goes further.
It looks like:
staff who feel confident to raise concerns
leaders who prioritise wellbeing
students who feel safe to speak
and classrooms where respectful relationships and other behavioural expectations are actively taught

Because safety is not just written.
It is experienced.

Part 3: The Role of Education
This is where Consent and Respectful Relationships Education—CRRE—comes in.
CRRE is not an optional extra.
It is one of the most effective ways we prevent harm
before it occurs.
Because it addresses the drivers of harm:
misunderstanding of boundaries
misuse of power
social pressures
harmful norms around gender and relationships
And it builds the skills students need:
communication
empathy
boundary-setting
help-seeking
So when we teach this well,
we are not just delivering content.
We are equipping students
to participate in safe and respectful communities.

Part 4: Culture Is Built in Small Moments
But the reality is:
Most of it happens in small, everyday moments.
In how we respond when a student crosses a boundary.
In how we manage group dynamics.
In whether we interrupt disrespectful language—or let it pass.
In whether students feel safe to ask questions.
And even in the quieter moments—
who we invite to respond,
who we notice in the classroom,
whose voices are heard often,
and whose might be overlooked.
Because these small decisions shape students' experience of belonging, voice, and dignity.
Culture is not built in big programs alone.
It is built in the ordinary interactions of school life.
And that means every teacher plays a role.
Not just HPE teachers.
Not just wellbeing staff.
Not just the leadership team.
Everyone.

Part 5: What Effective Practice Looks Like
So what does effective practice actually involve?
We know from research that strong approaches to CRRE include:
repeated learning across year levels
integration into everyday teaching
confident and supported staff across the whole school community

and clear leadership commitment
It also includes being trauma-informed.
Recognising that some students in every classroom
may already have experienced harm.
Which means:
we offer choice in participation
we use careful, respectful language
we provide support when needed
and we avoid re-traumatisation
And importantly—
we don't avoid these topics.
We teach them well.

Part 6: Naming the Challenges
It's also important to be honest.
This work is not always easy.
There are real challenges:
confidence in, and comfort with the resources
time
competing priorities
uncertainty about what to say
concern about parent reactions
But these challenges are not a reason to step back.
They are a reason to support each other.
Because the alternative—
silence, inconsistency, or avoidance—
creates greater risk for students.

Closing
So as we finish this series, I want to leave you with something simple.
You don't need to do everything at once.
But you do need to do something.
Because every interaction contributes to the culture of your school.
Every moment of respect…
every boundary reinforced…
every student listened to…
is part of building a community
where young people learn how to care for themselves
and for each other.
This is not extra to our role as educators.
It is central to it.
Because at its heart, Catholic education is about forming people
who can live with dignity, responsibility, and care.
And that formation happens—
one relationship at a time.
Thank you.

As we come to the end of this series, we're invited to pause and reflect one final time.

We've spent time with the big ideas—
dignity, relationships, voice, power, safeguarding.
We've grounded them in faith, in evidence, and in lived experience.
And that formation doesn't happen all at once.
It happens the way culture always does:
one relationship,
one moment,
one deliberate choice at a time.
But the real question remains:
What will this look like tomorrow?
Keep these small moments in your mind as you engage in the following activities individually as a group of staff committed to creating a learning culture where students feel respected, heard, and protected. You may wish to revisit these videos and activities over time. Your school may consider developing a CRRE statement of commitment about why Consent and Respectful Relationships Education matters in your school. Ask your students why it is important to them. Invite in your wider school community. Share their voices and bring them together.
Not as an add-on.
Not as compliance.
But as one of the most powerful ways we can prevent harm before it occurs.

Printable facilitator resources

Session 5: From Vision to Practice

WORKSHEET CONTENT

From Idea to Action

Purpose

To convert one priority into a specific, owned and reviewable action rather than an unmanageable wish list.

1. Choose one area

☐ Classroom culture ☐ Staff-student interactions ☐ Student-student relationships
☐ Curriculum delivery ☐ Student voice ☐ Leadership and policy alignment

2. Describe the current state

What are we already doing well?

_____

_____

_____

What is one gap, inconsistency or missed opportunity?

_____

_____

_____

What evidence supports this view?

_____

_____

3. Define one realistic action

Our action is:

_____

_____

_____

This action matters because:

_____

_____

Students should experience the following difference:

4. Make it implementable

Action owner:

People who need to support the action:

Resources or approvals required:

First step:

Target date:

Review date:

How progress will be communicated:

5. Evidence of progress

What will we look for, listen for or collect?

How will student experience or feedback be considered through approved processes?

6. Implementation test

- ☐ Specific and observable
- ☐ Realistic within available authority and resources
- ☐ Strengthens dignity, safety, voice or learning
- ☐ Has a named owner
- ☐ Has evidence of progress
- ☐ Has a review date
- ☐ Includes communication and follow-up

7. Whole-staff synthesis notes

Session 5: From Vision to Practice

COMMITMENT CARD CONTENT

My commitment

One thing I will START, STOP or CONTINUE is…

_____

_____

_____

_____

I choose: ☐ START ☐ STOP ☐ CONTINUE

_____

My specific practice is…

_____

I will begin or reinforce this on…

_____

A sign that this is making a difference will be…

_____

You may like to revisit your commitment cards from previous sessions to guide your reflective practice.