

# JSEA Symposium 2012

## Introduction to the Professional Development Framework for JSEA Schools

**3 X 3 X 3**

**Professional-Personal-Religious**

**X**

**Individual-Group-Community**

**X**

**Focus**

How do JSEA schools sustain their Jesuit mission and established patterns of success while dealing with continuing developments in teaching and learning? Symposium 2012 addresses this question by focusing on a culture for professional development which is systemic and sustained by each school and by the network of JSEA schools.

A renewed culture for professional development that is attentive to the context of each school, which addresses professional, personal, and religious growth, which is done by and for the adults of each school, and which is supported by the school community, is the major objective of Symposium 2012. In preparation for the Symposium, school teams are asked to conduct an initial inventory of their school's existing professional development program using the JSEA Framework – **3 X 3 X 3** – presented in this document. This Framework will also serve as the organizational template for professional development planning during the days of Symposium 2012.

## Threads: Professional-Personal-Religious

The first “3” in the 3 X 3 X 3 Framework refers to the three major programmatic **threads** in an Ignatian Learning Community – personal, religious and professional.

- **Professional:** As adults in schools develop their craft, they are called to be open to growth, to model a thirst for learning, to read the signs of the times, to take reasonable risks with new ways of proceeding, to collect data to inform decision-making, to evaluate the effectiveness of their work, to design and implement curricula, to collaborate with colleagues, to improve the educational and formational programs for all students. Such professional activity does not occur in a vacuum and does not happen without time, resources and support.
- **Personal:** As a hallmark of Jesuit education, cura personalis is a fundamental characteristic not limited to the care and concern for students. The personal growth and development of each adult as a whole person is also a major issue inviting individual and community attention. Issues such as personal health and wellness, avocational interests, creative outlets, and community engagement are some of the areas to be addressed in this thread of professional development.
- **Religious:** Each adult in a school is a fellow companion on one’s spiritual journey which doesn’t end with the hiring decision. As we are reminded in the First Principle and Foundation, “The goal of our life is to live with God forever.” We are called to want and choose what better leads to God’s deepening his life in us. Our mission to save our souls and those of others is lived out daily facing the pressures of work, family and society. One’s interior faith journey continues through adulthood and calls for personal and community resources in support of that journey. Such support defines this thread of professional development.

<i>Threads</i>		
<b>Professional</b>	<b>Personal</b>	<b>Religious</b>

## Subgroups: Individual-Group-Community

The second “3” in the 3 X 3 X 3 Framework is found within each of the major programmatic threads (professional, personal, and religious) and refers to three subgroups for each – the individual, small groups of individuals, and the entire adult community.

- **Individual:** Each individual is at a unique place with respect to personal, religious and professional goals and needs. Professional development starts with the recognition of that place and the provision of appropriate opportunities to move beyond that place.
- **Group:** There are many types of small groups within an adult school community and it cannot be assumed that groups function well by just being formed, regardless of the specificity of tasks. Various small groupings have their own distinctive needs with respect to personal, religious and professional development.
- **Community:** The adult community of a Jesuit school is challenged to be mission centered with a collective commitment to the Ignatian vision for that school. This formation and development calls for its own specific programmatic efforts for each community to proclaim itself an educational apostolate of the Society of Jesus. Jesuit school communities do not exist in isolation but are part of a national and international network of schools and this interconnectedness both inspires and challenges schools to develop relationships, share resources, and collaborate on mutual programs.

<i>Threads</i>	<i>Threads</i>	<i>Threads</i>
<b>Professional</b>	<b>Personal</b>	<b>Religious</b>

<i>Subgroup</i>	<i>Subgroup</i>	<i>Subgroup</i>
<b>Individual</b>	<b>Individual</b>	<b>Individual</b>
<b>Group</b>	<b>Group</b>	<b>Group</b>
<b>Community</b>	<b>Community</b>	<b>Community</b>

## Focus

The third “3” in the 3 X 3 X 3 Framework breaks each of the above subgroups into separate foci for more specific attention. Each focus brings its own set of developmental contexts, needs and goals.

- **Individual:** Development planning will address different segments of a school’s adult community – for example, those with 1-5 years’ experience, those with 6-15 years’ experience, and those with more than 15 years’ experience,
- **Group:** Development planning will address the variety of groups in a school – for example, departments, task forces, committees, and teams.
- **Community:** Development planning will address the adult community as a large group in itself as well as connections with regional, national and international networks.

<i>Subgroup</i>	<i>Subgroup</i>	<i>Subgroup</i>
<b>Individual</b>	<b>Group</b>	<b>Community</b>

<i>Focus</i>	<i>Focus</i>	<i>Focus</i>
<b>1 – 5 years</b>	<b>Department</b>	<b>Local</b>
<b>6 – 15 years</b>	<b>Committee/Task Force</b>	<b>Regional/National</b>
<b>15 + years</b>	<b>Team</b>	<b>International</b>

Prior to Symposium 2012, school teams are asked to conduct an initial inventory of past and present programs using the 3 x 3 x 3 Framework. When describing the program, the teams should be attentive to the *what*, *how*, and *why* elements for each thread, subgroup, and foci.

**What:**

- a. **Program:** the program description
- b. **Leadership:** who developed the program and how was that accomplished
- c. **Implementation:** who implemented the program and how was it managed
- d. **Accountability:** how program effectiveness was assessed, how data were collected, what the assessment revealed, and how was that communicated.

**How:**

- a. **Processes and Resources:** what supportive resources and/or ways of proceedings that enhanced the program, e.g. outside speakers, consultants, agencies, networks; were special technologies employed;
- b. **Finances:** what budgetary support was provided and assess the adequacy of such support;
- c. **Rewards:** what monetary or non-monetary benefits were awarded; were incentives presented to encourage participation;
- d. **Time:** when was the program run and how long did it run;
- e. **Location:** where was the program run and were any special accommodations provided.

**Why:**

- a. **Rationale:** what need is being addressed by this program?

Thread	Program	Rationale	Leadership	Implementation	Processes and Resources	Finances	Rewards	Time: When Length	Location Space	Accountability
--------	---------	-----------	------------	----------------	-------------------------	----------	---------	-------------------	----------------	----------------

Upon completion of this task, teams are asked to identify one best practice for each thread and share with the JSEA liaison. When submitting the best practice, include the details for the various elements listed in the framework. All best practices will be compiled in the Symposium Workbook.