

SPIRITUALITY Formation Sheet

Mission & Identity: <i>Shares and helps to shape the school's mission and vision with flexibility, generosity, optimism, and innovation.</i>	
Engagement	<ul style="list-style-type: none"> Participates in campus ministry and community service programs, including student retreats, liturgies, and prayer life of our community. Leads and supports prayer and the Examen in the classroom, co-curricular activities, and faculty meetings. Demonstrates openness to personal spiritual development.
Cura Personalis	<ul style="list-style-type: none"> Supports students' spiritual and religious development, helping them to find ways to express their faith. Accompanies students in their questions of faith, justice, and conscience formation. Helps students grow in the process of discernment.
Faith that Does Justice	<ul style="list-style-type: none"> Supports students as they explore the challenges and opportunities of our time. Encourages students to integrate faith and spirituality to foster hope and reconciliation.
Cultural Proficiency	<ul style="list-style-type: none"> Demonstrates understanding of and respect for cultural diversity within spiritual formation programs and the larger school community. Seeks to understand the perspective and experience of a variety of people. Recognizes the grace that diverse faith traditions bring to a Catholic school community and promotes respect and appreciation for diverse religious expression.
Ignatian Tradition	<ul style="list-style-type: none"> Respects beliefs and practices of the Catholic faith, including knowledge of Jesus' life and mission, Ignatian spirituality, and Catholic traditions and teachings. Is familiar with Ignatian foundational documents (such as the <i>JSEA Foundations</i>).
Leadership	<ul style="list-style-type: none"> Is open to serving on committees and boards that focus on mission and identity, such as Ignatian Mission and Identity Board, Diversity Inclusion Group, and Retreat Boards. Promotes the mission and identity of the school when making decisions. Addresses matters of conscience or controversy in a respectful, collaborative manner.

Program Design & Instruction: <i>Develops curriculum with appropriate outcomes and facilitates student achievement of these outcomes.</i>	
Content Knowledge	<ul style="list-style-type: none"> Demonstrates working knowledge of Spiritual Formation program goals and connects them to work in each area of the school. Understands the Church's teaching on the primacy of conscience and promotes conscience formation. Understands major Ignatian traditions and principles such as <i>Magis</i> and <i>Cura Personalis</i> and how they relate to work in each area of the school.
Curriculum Development	<ul style="list-style-type: none"> Uses Backwards Design model to create lessons, practices, or meetings for students that highlight questions of conscience, faith, and social justice. Incorporates prayer and reflection appropriate to the class or activity. Engages students through service and/or cross-cultural exchanges appropriate to the class or activity.
Engagement, Management, Motivation	<ul style="list-style-type: none"> Establishes psychological, social, and spiritual parameters that encourage conscious and appropriate risk relevant to the class or activity. Allows for differences of experience and opinion as students form their own consciences.
Instruction	<ul style="list-style-type: none"> Uses a variety of techniques to help motivate and enable students to meet Spiritual Formation and Grad at Grad outcomes. Works with Campus Ministry on witness talks or other retreat-related activities.
Assessment	<ul style="list-style-type: none"> Assesses students' affective and spiritual experience and draws from it to inform future activities and/or program development. Assesses prior knowledge and experience and seeks interdisciplinary connections that support spiritual formation.

Openness to Growth: <i>Seeks out opportunities to develop both personally and professionally.</i>	
Willingness to Risk	<ul style="list-style-type: none"> • Seeks greater awareness of one's blind spots or prejudices and acts "<i>agere contra.</i>" • Explores new ideas, questions, and experiences that expand an understanding of the Grad at Grad and Ignatian pedagogy.
Life-long Learning	<ul style="list-style-type: none"> • Pays genuine and consistent attention to one's own spiritual development, including taking advantage of adult spirituality programs where appropriate. • Is open to participating in JSEA and Jesuit Province meetings. • Seeks professional development that expands cultural proficiency and heightens cultural humility.
Reflection	<ul style="list-style-type: none"> • Understands and utilizes the Ignatian process of reflection and discernment. • Identifies movements of grace within the work, finding ways to build upon them. • Regularly identifies areas of growth and aligns concrete actions to address them. • Utilizes opportunities from Ignatian Evenings, Faculty Retreats, annual EIT reflections, and the FDB process to discern how best to adapt.
Professional Development	<ul style="list-style-type: none"> • Seeks greater knowledge of Jesuit traditions, Ignatian spirituality, Catholic education, and issues of faith and conscience formation. • Invests in one's own adult spiritual community • Explores ways to promote health and wellness.

Professionalism & Collaboration: <i>Builds community and fosters professionalism and cooperation.</i>	
Communication	<ul style="list-style-type: none"> • Maintains positive, collegial relationships with colleagues. • Respectfully shares positive and negative feedback with colleagues and supervisors and utilizes appropriate forums (i.e., IMIB, Academic Council, surveys) to raise concerns and highlight graces.
Collaboration	<ul style="list-style-type: none"> • Listens actively to student, parent, and colleague concerns to discern appropriate course of action. • Collaborates w/ Campus Ministry and the Counseling Department to support students' spiritual and emotional needs. • Supports students' academic, co-curricular, and spiritual needs, helping them find appropriate balance.
Professional Expectations	<ul style="list-style-type: none"> • Demonstrates prudence when discussing matters of conscience that are controversial within the civic and faith community. • Respects the role of parents as the primary religious educators, the sanctity of our role as mentors, and the confidentiality necessary to promote student spiritual formation.
Administrative Obligations	<ul style="list-style-type: none"> • Serves as a mandatory reporter and refers students to professionals who can attend to their health, psychological and spiritual needs. • Makes appropriate referrals and collaborates with administrators, counselors, and colleagues.