

INTRODUCTION

2020 Vision: An Ignatian Examen of Jesuit Education for the 21st Century has been designed to facilitate, support and guide Jesuit high school educators in planning for the future. Obviously, things will change in the next two decades. Although many of these changes may not be totally predictable, Jesuit schools can prepare for the future by shaping their responses to current and emerging trends and challenges in the world, Church, United States society, and education. The workbook offers an approach to planning for change that draws its inspiration from the Ignatian “examen” in the *Spiritual Exercises*.

The Ignatian “examen” is a daily examination of conscience which requires honest evaluation of what one has done, what one is doing, and what more one is willing to do in the future for Christ. The dynamics of the Ignatian “examen” provide a framework for Jesuit high schools to assess what they have done, what they are doing, and what more they are willing to do in the future to fulfill their missions and achieve their educational goals.

This workbook contains four units to assist Jesuit high school educators in planning for the future. **Unit One** looks at the “changing contexts” as well as the significant trends in the *world, Church, society, and education* that will be impacting Jesuit schools. **Unit Two** suggests specific challenges that Jesuit high schools will need to address in planning for the future. **Unit Three** profiles the skills and traits of Ignatian leadership for Jesuit schools of the 21st century. **Unit Four** presents ways for Jesuit schools to discern future directions in implementing their 2020 vision of Jesuit education. The workbook concludes with an appendix of resources, exercises, and web links to assist schools with their planning processes.



Overview of 2020 Vision Planning Workbook

WHAT IS IT?

An intentional schema for shaping the world of Jesuit education for the future.

FOR WHOM?

Check off those people or groups who may find this workbook helpful in their planning.

- | | |
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| <input type="checkbox"/> Academic AP | <input type="checkbox"/> Facilities Manager |
| <input type="checkbox"/> Activity Moderator(s) | <input type="checkbox"/> Ignatian Identity Team |
| <input type="checkbox"/> Administrative Team | <input type="checkbox"/> Jesuits |
| <input type="checkbox"/> Admissions Director | <input type="checkbox"/> JSEA |
| <input type="checkbox"/> Alumni/ae Director | <input type="checkbox"/> Parent Group |
| <input type="checkbox"/> Athletic Director | <input type="checkbox"/> PASE |
| <input type="checkbox"/> Board Committee | <input type="checkbox"/> President |
| <input type="checkbox"/> Business Manager | <input type="checkbox"/> Principal |
| <input type="checkbox"/> Campus Minister(s) | <input type="checkbox"/> Province Leadership Team |
| <input type="checkbox"/> Chaplain | <input type="checkbox"/> Rector |
| <input type="checkbox"/> Coach(es) | <input type="checkbox"/> Staff Development Director |
| <input type="checkbox"/> Counselor(s) | <input type="checkbox"/> Staff |
| <input type="checkbox"/> Curriculum Director | <input type="checkbox"/> Student Council |
| <input type="checkbox"/> Dean of Students | <input type="checkbox"/> Student Life Director |
| <input type="checkbox"/> Department Chair(s) | <input type="checkbox"/> Teacher(s) |
| <input type="checkbox"/> Development Director | <input type="checkbox"/> Trustee(s) |
| <input type="checkbox"/> Diversity Director | <input type="checkbox"/> Other: _____ |

PLANNING FOR WHAT?

Check off upcoming planning opportunities.

- Accreditation Self-Study
- Administrative Team Meetings
- Admissions Process
- Board of Trustee Development
- Co-Curricular Programs: Activities & Athletics
- Curriculum Development
- Department Meetings
- Diocesan Collaboration
- Facilities Planning
- Faculty Evaluation
- Faculty/Staff Faith Formation
- Faculty/Staff Development
- Faculty/Staff Handbook Review
- Faculty/Staff Retreats
- Guidance Programs
- Ignatian Identity Projects
- Interschool Collaboration
- JSEA National & Regional Meetings
- Leadership Development & Evaluation
- Leadership Search Process
- New Faculty/Staff Hiring & Formation
- New Programs
- Parent Programs
- Personal Reflection
- Service Programs
- Sponsorship Review Process
- Strategic Planning
- Student Handbook Review
- Student Retreats
- Technology Planning
- Other: _____

WAYS TO USE THIS WORKBOOK

- Reflective tool
- Conversation starter
- Planning guide
- Visioning process
- Identity & Mission checklist
- Themes & Topics generator
- Agenda builder
- Curricular & Co-Curricular brainstorming
- Priorities sorter
- Accomplishments inventory
- Ignatian Leadership criteria
- Innovative Thinking primer
- Companion to *Go Forth and Teach: The Characteristics of Jesuit Education, Ignatian Pedagogy: A Practical Approach, and What Makes a Jesuit High School Jesuit?*

FEATURES OF 2020 VISION

- ❖ This workbook does not have to be used sequentially. Each unit can stand on its own and be used independently.
- ❖ Various constituencies in Jesuit schools can use the workbook at the same time yet in different ways.
- ❖ Resources such as books, magazine/journal articles, and websites that provide more in depth information and processes can be located at www.jsea.org.
- ❖ The Appendix contains planning exercises to be used in conjunction with various units in the workbook as well as concrete examples of how specific units can be used.
- ❖ It is designed to be interactive, easy to read, and user-friendly.



Unit 1 – Changing Contexts

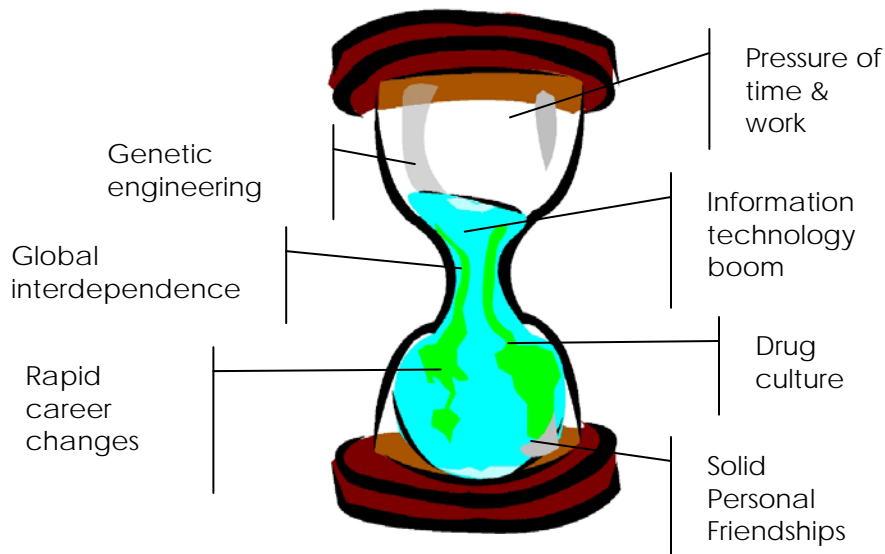
The Think Tank on Jesuit High Schools for the 21st Century brought together invited professionals representing a broad range of interests and particular areas of expertise and a core group from Jesuit schools across the country. The invited guests reflected with the Think Tank members on the following three questions:

- (1) If you could predict the future 15-20 years from now, what do you think will be the significant currents and trends shaping:
 - a) the world in which people will be living
 - b) our United States society
 - c) religious faith and the Catholic Church?
- (2) From your areas of knowledge, interest and expertise, what do you foresee will be the greatest challenges and/or opportunities young adults should be prepared to meet by 2020? What implications do you see for education in general and for private and Catholic education in particular?
- (3) From your knowledge of Jesuit schools, what values and traditions should our schools strive to maintain and even strengthen? What additional values and/or new directions should our schools seriously consider in order to be exemplary institutions of Jesuit Catholic education in the 21st century?

This unit offers a good starting point for reflection and conversation. It synthesizes information and insights offered by the *Think Tank* guests on what they saw as significant trends at work in the **World, Church, United States Society, and Education**. As you work through this unit, think about additional trends that you would include given your local context. Then, identify those trends which you consider to be significant and explore their implications for the future.

“Shape of the World”

NOTES



Included in this unit are reflections from seniors of the class of 2000 and recent graduates of Jesuit high schools attending Jesuit colleges or universities. Phase One of the *Think Tank* invited seniors and recent graduates to imagine the shape of the world¹ they will be entering as young adults and to identify those trends they would see impacting it.

Think
Tank
JSEA

¹ See Exercise #1 in Appendix.

WORLD



"Technocracy, competition inspired by greed, duality of technology and science, the capacity to do both good and evil, the global economy further exploiting poorer countries, spirituality and religion having less meaning in our day-to-day lives, and a loss of morality."

STUDENTS OF FAIRFIELD PREP

Our world is forever changing. New terms enter into our vocabulary such as globalization, bio-ethics, technocracy, etc. and will continue to do so. What follows are some trends that are increasingly a part of our ever-changing world.

The world is charged with the grandeur of God.

It will flame out, like shining from shook foil;

It gathers to a greatness, like the ooze of oil

Crushed.

GERARD MANLEY HOPKINS

Ongoing Globalization

- ❖ No country is an island.
- ❖ The circumference of the earth as measured in hours of jet plane travel is shrinking.
- ❖ A fledgling world state exists because of unparalleled economic interdependence, but there are few other commonalities.
- ❖ Instant news, all the time, from all over the world.
- ❖ Watching war on television.
- ❖ U.S. media rules!
- ❖ What you do economically affects us, and what we do affects you.
- ❖ Becoming more and more one world requires everybody's interaction and cooperation.
- ❖ Except for a few isolated countries, most people now live in a multi-cultural world.
- ❖ Waging war on information networks.
- ❖ International uniform of "fashion" jeans and T-shirts.
- ❖ Rapid change requires multi-perspective rapid responses.

Growing Vulnerability

- ❖ September 11, 2001.
- ❖ Everyone is vulnerable, even the United States.
- ❖ Fear is now a fact of life for all of us.
- ❖ "Peacelessness" is a value for many.
- ❖ Ancient hatreds and mistrusts create modern wars.
- ❖ It's okay to kill people in the name of religion.
- ❖ One country's recession can become a world recession.
- ❖ Increasing lack of trust erodes confidence in world governments.

Increasing Individualism

- ❖ "My way or the highway!"
- ❖ I have *the right* to decide what is *right*.
- ❖ My good before the common good.
- ❖ Living off the Internet.

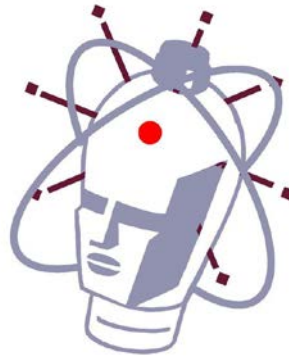


Widening Economic Disparity

- ❖ It takes two more planet earths for everyone in the world to have the life style of most people in the United States.
- ❖ Wealth creates more wealth for the wealthy but more poverty for the poor.
- ❖ If you are poor, “do something about it; it’s your problem!”
- ❖ Helping the poor and third world countries requires new solutions to complex problems and cannot be accomplished by a quick fix of money.
- ❖ All schools are not created equal: “haves” vs. “have-nots.”
- ❖ Money means greater access to a good education.

Pervading Technology

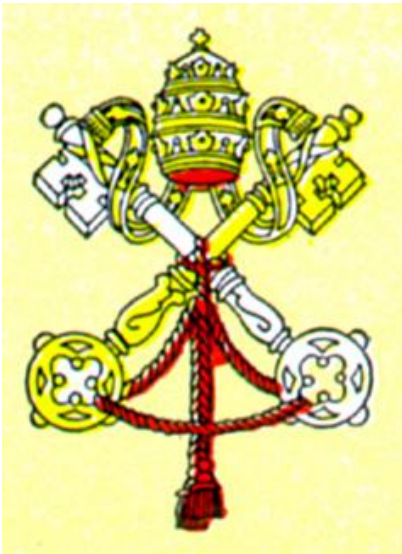
- ❖ Modern technology is still in its infancy. What will it look like as it grows up?
- ❖ Those who control information and technology rule and dictate what others can or cannot know and do.
- ❖ Wealth equals easy access to technology, poverty means less easy access.
- ❖ Knowledge explodes exponentially. No one can know it all. Learning how and where is as important as learning what.
- ❖ “It is a virtual world after all.”
- ❖ “Internetting” can be harmful to your health and well-being.



Escalating Bio-Ethical Issues

- ❖ Mapping the human genome: A voyage into the unknown.
- ❖ Who owns whose genes?
- ❖ What is life and who determines that?
- ❖ Cloning may save your life!
- ❖ Bio-ethics here today, but wait for tomorrow.
- ❖ Living to a ripe old age of 150 will not be unheard of.
- ❖ Therapeutic genetic intervention vs. genetic intervention for personal enhancement.

CHURCH



"Jesuit high schools of 2020 must continue to focus on developing our faith life and connecting it to our personal and communal responsibility to build a better world. This would include preparing students to participate in a Church that emphasizes lay ministry."

STUDENTS OF SEATTLE PREP

Members of the Roman Catholic Church have encountered several "separations" in recent years that call for reconnections:

- *Between spirituality and religion*
- *Between personal piety and social justice*
- *Between the spirit of the Gospel and the teachings of the Church*
- *Between the energy of youth and the wisdom of tradition.*

What follows are some trends that will likely impact the Church of 2020.

"Jesuit education is an apostolic instrument, in service of the church as it serves human society." (92)

GO FORTH AND TEACH

Teachings of the Church

- ❖ Religious illiteracy is a growing phenomenon among Catholics.
- ❖ There is an increasing ignorance of the social teachings of the Church as the foundation for a commitment to doing justice.
- ❖ More and more students enter our schools with limited knowledge of the fundamentals of faith and religious practice.
- ❖ The Church's teachings regarding capital punishment, social responsibility and sexual morality while explicit are, nevertheless, often misunderstood, disregarded or rejected in the United States.

Inclusivity/Exclusivity

- ❖ Education and the realization of their baptismal commitment have empowered the laity to be leaders in the Church.
- ❖ There are questions about who are considered to be "in full communion with the Church."
- ❖ There is a tension between the Church's desire to be compassionate and all embracing and matters of gender and sexual orientation.
- ❖ Women who are playing significant roles in religious formation are nevertheless being excluded from ministerial leadership in the Catholic Church.

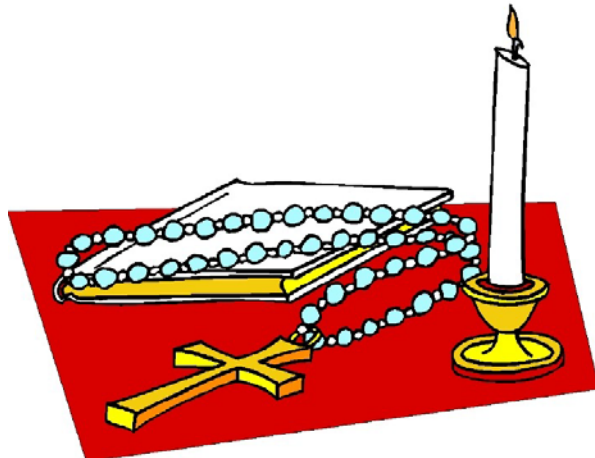


Diversity

- ❖ With immigrants from Asia, Africa, the Americas and Eastern Europe, the face of the Catholic Church in the United States is changing colors.
- ❖ We will continue to be a Church with an all male, clergy-dominated hierarchy.
- ❖ Catholic schools in poor inner city neighborhoods are being merged or closed.

Dynamic Tension

- ❖ Tension grows between the Church's preaching of the Gospel and the cultural mores of society.
- ❖ Society, in general, is moving toward personal spirituality and away from formal religion.
- ❖ While the Church seeks bonding and unity, centralization creates fragmentation and disunity.
- ❖ Declining numbers of female and male religious engaged in Church ministry increase possibilities for new types of lay ministry and service.
- ❖ We are losing the wealth that once was the Catholic imagination.
- ❖ The growing shortage and absence of priests threatens to take the celebration of the Eucharistic Liturgy from the center of our lives.
- ❖ People pick and choose not only what they wish to believe but also where they go to worship.



Holy Longings

- ❖ There is an eagerness and yearning among youth for strong spiritual foundations.
- ❖ People are turning to religious fundamentalism for unambiguous answers.
- ❖ Many parishes have revitalized programs of evangelization and formation.
- ❖ Young and mature adults are responding generously to the call to service with a commitment to doing justice.

SOCIETY



"We are interconnected, fast-paced, technical and complex, chaotic, competitive, blind, hateful, harmful, polluting, unforgiving, sometimes intolerant, unfair, illogical and we accept injustice and inequality when it doesn't affect us directly. American media-driven society focuses on trivial issues...it molds mindless people into things they don't want to be...money and "image" are the new religion...our sensory pleasures have been reduced to sex and violence."

STUDENTS OF JESUIT HIGH SCHOOL,
SACRAMENTO

American society is replete with contrasts and paradoxes. We can no longer afford to assume we live in a "great" society. Even freedom has its price. The search for balance is the key to the future. What trends will affect and form the American society of 2020?

Society \sɪ -sī - χ-tē\ *n, pl -eties*
A community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests.

WEBSTER'S DICTIONARY

Definition of Success

- ❖ The competition to be #1 is so strong that winning isn't everything, it's the only thing.
- ❖ The notion of a free market divides people into winners and losers.
- ❖ People seek heroes/heroines or self-worth often in all the wrong places.
- ❖ Consumerism rules so that whoever has the most toys wins.
- ❖ Increased productivity and high P/E ratios are desirable but come at a cost.
- ❖ The media determines "Who's Who."



Choices and Decision Making

- ❖ Bio-ethics, cloning, regenerative medicine, genetic engineering and stem cell research increase ethical choices exponentially.
- ❖ Technology creates many more choices and possibilities which require more than yes/no decisions.
- ❖ Financial resources determine allocations of benefits and burdens.

The Constancy of Change

- ❖ Increasing rate and breadth of change overwhelms traditional social mechanisms that help society adapt to change.
- ❖ The ease of communication can paradoxically increase isolation.
- ❖ Instant gratification fuels the need to have it and have it now!
- ❖ Mega-corporations are replacing mom and pop stores and family farms.
- ❖ Space and time are expanding and shrinking simultaneously.

Building Community Amid Rootless Cosmopolitanism

- ❖ Greater mobility, frequent career changes and evolving family structures define society's landscape.
- ❖ More time and resources are spent on raising children.
- ❖ Old communities disintegrate as new communities are formed.
- ❖ Many people do not understand their own cultures and traditions.
- ❖ Becoming more human requires more than virtual experiences.
- ❖ Continuing loyalty to institutions/organizations is important.

Thinking the World Together Rather Than the World Apart

- ❖ Diversity is increasing: religious, economic, cultural, racial, generational, gender, sexual orientation, educational, and political.
- ❖ Fear and insecurity lead to "gated communities."
- ❖ Pluralism and multiculturalism lead to greater tolerance and acceptance.

We've Got Attitude

- ❖ There are high expectations for schools and schooling, yet educators receive less respect than other professionals.
- ❖ The belief that college is for everyone neglects what is best for the individual.
- ❖ Knowledge is power and power is control.
- ❖ Self-interest and self-promotion overwhelm the preferential option for the poor until a crisis arises.
- ❖ It's better to be safe than sorry.
- ❖ The excessive salaries and lifestyles fostered by the entertainment industry ignore the basic needs of many Americans.
- ❖ There is both healthy and unhealthy cynicism about institutions and authority.
- ❖ Exaggerated political correctness leads to hypersensitivity.
- ❖ Everyone plays the blame game - it's not my fault.
- ❖ There are double standards - haves and have-nots, the ins and the outs; it's who you know, not what you know.



The Ideological Divide

- ❖ Conflicting ideologies impact all of our lives.
- ❖ Many polarizations lead to an “us vs. them” mentality, e.g., conservative vs. liberal, etc.
- ❖ Fundamentalism is on the rise, because we like things clear and simple, unambiguous.
- ❖ Everything is relative; my values are okay, and your values are okay.



Changing Leadership

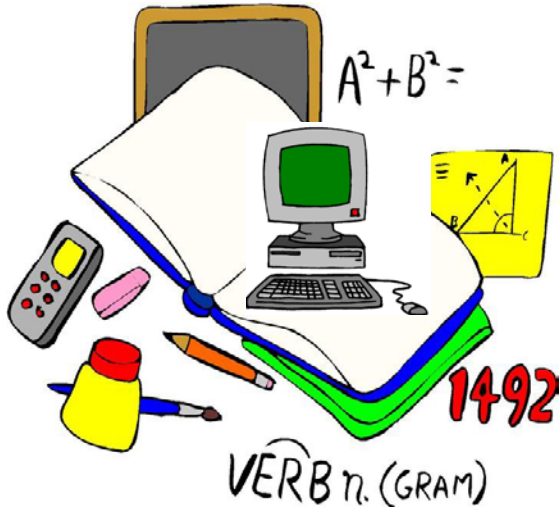
- ❖ Multiple governance models continue to evolve.
- ❖ Teamwork is now the norm within organizations.
- ❖ How does the leader empower the organization?

Not So Brave New World

- ❖ The drug culture exists in every neighborhood from the poor to the wealthy.
- ❖ Sexuality pervades the American culture.
- ❖ National security is now a priority.
- ❖ Security concerns clash with civil liberties.



EDUCATION



Jesuit high schools of 2020 will:

- instill in their students a healthy sense of perspective toward technology;
- provide intelligent and fair coverage of the struggle between science and religion;
- not forsake the struggle for the common good in a world with an increasing emphasis on self-advancement;
- continue the tradition of instilling leadership skills through its moral teachings and rigorous academics;
- constantly renew the Ignatian credo "Ad Majorem Dei Gloriam."

STUDENTS OF JESUIT HIGH SCHOOL,
NEW ORLEANS

From slide rules to graphing calculators... from book reports to multi-media presentations... from "do your own work!" to cooperative learning... from open facilities to campus lock downs... from "one curriculum fits all" to a variety of course options... from an industrial age view of education to a 21st century look at teaching and learning. The context of EDUCATION is changing rapidly.

"The edge of the millennium makes a good vantage point for thinking about the future in terms of the past...we are at the dawn of a new renaissance...a renaissance that, like the first one, will have a tremendous impact on ...education...."

DR. DAVID THORNBURG
THE THORNBURG CENTER

Technology

- ❖ Emerging technology breaks open the confinements of traditional time and space options for learning.
- ❖ People can access and exchange information instantaneously.
- ❖ The world is networked and connected.
- ❖ Rapidly changing technology competes for limited educational and financial resources.
- ❖ The pace of knowledge acquisition makes reflection and discernment more challenging.

Globalization

- ❖ Far away and diverse can impact us as much as close at hand and familiar.
- ❖ Equitable distribution of human and material resources, including knowledge and skills, is everyone's challenge.
- ❖ The learning community of the school extends beyond a local or national focus to a worldwide perspective.
- ❖ To live and lead in a global village requires empathy, imagination, and wisdom.

Communication

- ❖ The interconnected world requires strong interpersonal and intrapersonal communication skills.
- ❖ Effective communication skills often separate the "successful" from the "unsuccessful."
- ❖ Bombardment of communications overwhelms and complicates the sifting of relevant information.

Knowledge Explosion

- ❖ The quantity of knowledge grows at ever increasing rates.
- ❖ Easy access to worldwide information challenges the utility of textbooks.
- ❖ Virtual experiences explode the boundaries of space and time, depth and degree of learning.
- ❖ Expertise is often a matter of knowing where and how, not just what.

Centrality of Teams

- ❖ Effective organizations are increasingly characterized by networks, teams, and flatter hierarchies.
- ❖ Effective 2020 problem solving and decision making require collaborative thinking.
- ❖ Cooperative learning increasingly characterizes classroom experiences.

Curriculum

- ❖ As bodies of knowledge grow exponentially, making connections across disciplines and ongoing curriculum development become essential.
- ❖ Growth in knowledge and wisdom requires academic rigor in a curriculum that also promotes the moral, spiritual, physical, emotional and social development of students.
- ❖ In the future the skills of discernment and reflection will be even more vital.
- ❖ Systems thinking, problem solving, conflict resolution and empathy building are key curricular components.
- ❖ Curriculum redesign will call for an emphasis on creativity and imaginative thinking skills.

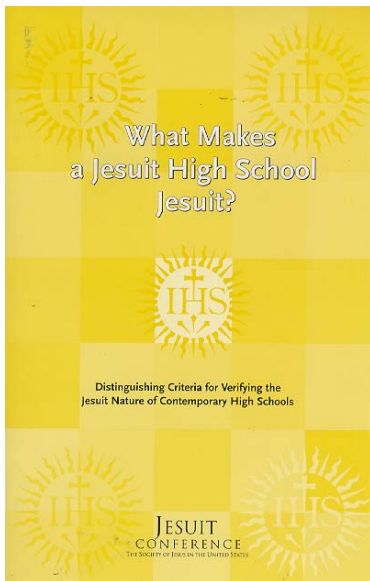
Human Learning

- ❖ Growing knowledge about human brain functioning calls for changes in the way we approach teaching and learning.
- ❖ Individuals learn differently.
- ❖ The human brain uses simultaneous, multi-sensory input to build patterns of action.
- ❖ Emotions affect all learning.
- ❖ While the human brain creates new neurons throughout life, neurons do die off when not stimulated by new learning.
- ❖ Learning is enhanced by good health and physical fitness.
- ❖ The Arts provide important catalysts for analogical and metaphorical thinking and problem solving.



Professional Development

- ❖ In learning organizations, educational leadership is broadly distributed.
- ❖ Effective professional growth is continuous.
- ❖ Programs of staff development are most successful when adapted to adult developmental stages and learning styles.
- ❖ Both personal and spiritual growth are integral dimensions of professional development.
- ❖ Learning communities support professional development with structures, resources and skillful leadership.
- ❖ A motivating factor for teachers' professional development is improved student learning.



Unit 2 -Challenges for 2020 Jesuit High Schools

Traditionally, Jesuit high schools have sought to address contemporary challenges impacting the **world, Church, United States society, and education**. Over the recent past, Jesuit high schools have evolved creative responses to the “signs of the times.” Some examples of such responses are:

- ☑ retreats across all four years
- ☑ student liturgical teams
- ☑ peer ministry, including student-led retreats
- ☑ endowments for financial aid to needy families
- ☑ diversity outreaches
- ☑ expansion of technological resources
- ☑ personal, professional and spiritual staff development programs
- ☑ Christian community service
- ☑ summer immersion experiences
- ☑ curriculum development for mission
- ☑ Ignatian Identity committees
- ☑ extensive orientation and formation for new faculty.

Ignatian vision continues to form the context in which Jesuit high schools plan for the future. That vision is seminally articulated in the First Principle and Foundation of the *Spiritual Exercises* and in the Preamble to JSEA’s constitution and bylaws. It is further elaborated in *Go Forth and Teach: The Characteristics of Jesuit Education*. Most recently the Jesuit Conference of the United States has articulated a set of principles for evaluating the Jesuit nature of the secondary educational apostolate of the Society of Jesus in the document, *What Makes a Jesuit High School Jesuit? (WMJHSJ)*

After examining the trends found in the changing contexts of Unit 2, the JSEA **Think Tank** surfaced various compelling challenges that Jesuit high schools will need to address in the future. These challenges which will determine the competencies and skills needed in 2020 also suggest directions for further application of the principles from *What Makes a Jesuit High School Jesuit?*

Jesuit high schools will face many challenges in the 21st century. Possibly the greatest challenge for any institution is to avoid complacency – to be dissatisfied with the *status quo*. Jesuit secondary schools are no strangers to the tension of living with both tradition and innovation. The challenge not to be satisfied with the *status quo* is clearly stated in the *Complementary Norms* of the Society of Jesus – “Secondary schools should improve continually both as educational institutions and as centers of culture and faith for lay collaborators, for families of students and former students, and through them for the whole community of a region.”¹

Continual improvement implies action. Articulated in Unit 3 are the challenges that emerged from the work of the **Think Tank**. These challenges call for action and suggest a framework for future planning. As you reflect on these challenges, you are encouraged to add to and revise them given your local school context.



¹ Complementary Norms, Sec. VII, Chap. 4, 5b (288)

What challenges has your school met in any or all of the following areas that have changed it for the better?

As you look toward 2020, what challenges need to be addressed?

2020 challenges for Jesuit high schools in the area of School Culture are to:

- emphasize the value of community and cooperation over that of individualism and self-centeredness (*cf. WMJHSJ, p. 9*)
- learn and model responsible stewardship of the environment
- reexamine current notions of success as influenced by the larger culture
- inspire confidence without arrogance
- ensure that faculty, staff, and students have analytical and discernment skills to evaluate technological and scientific changes in light of moral and ethical perspectives
- build time for reflection and discernment
- create an environment of respect and empathy
- be open to new learning that incorporates best practices and effective methodologies for achieving the Ignatian vision
- assist the school community in understanding the counter-cultural quality of Jesuit education
- evaluate the quality of collaboration in all areas of the school
- embrace learning and healthy change instead of slavishly imitating what was done in the past
- provide opportunities for experiencing different forms of the Spiritual Exercises for all constituencies (*cf. WMJHSJ, p. 11*)

2020 challenges for Jesuit high schools in the area of Formation are to:

- integrate Catholic social teachings in school formational programs
- address the conflict between formal religion and popular culture (*cf. WMJHSJ, p. 8*)
- invigorate the Catholic identity of the school
- integrate religious formation and education so that they are central to the school's mission and constitute the cornerstone of the school's curriculum
- examine and evaluate service programs and retreat programs to meet the changing needs of students (*cf. WMJHSJ, p. 5*)

- articulate the standards of belief and behavior of the Catholic Church in ways that young people can understand
- sponsor immersion programs that enable faculty, staff, and students to be with and learn from the poor and disadvantaged (*cf. WMJHSJ, p. 7*)
- explore with the local church alternative ways of providing for the Eucharistic and sacramental life of the school
- connect social action and religious worship

2020 challenges for Jesuit high schools in the area of Peace, Justice and Diversity are to:

- prepare faculty, staff and students to become change agents working for peace and justice in the world (*cf. WMJHSJ, p. 7*)
- make the commitment to doing justice an integral part of the curriculum
- model justice in the treatment of members of the school community (*cf. WMJHSJ, p. 6*)
- be advocates for the marginalized, disenfranchised and at-risk people in their own communities
- be socially responsible in relationships with local communities
- promote interreligious dialogue (*cf. WMJHSJ, p. 3*)
- open their doors to greater diversity
- educate students to lead in a world of diversity (ethnic, cultural, racial, gender, generational, economic, educational, political, religious, sexual orientation, etc.)
- broaden their sense of what it means to be “catholic” (or more universal) in building the Christian community

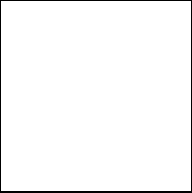
2020 challenges for Jesuit high schools in the area of Leadership are to:

- form leaders who will be moral, spiritual, and discerning decision makers (*cf. WMJHSJ, p. 8*)
- prepare women and men to be leaders in the Catholic Church
- be guided by the Church’s “preferential option for the poor” in all decision making
- create and maintain staff development programs that focus on forming imaginative, collaborative, well-informed and discerning leaders in service
- cultivate people’s leadership potential at all levels of the school
- encourage collaborative learning with others outside the school community, counteracting tendencies toward isolationism and “in-breeding”

2020 challenges for Jesuit high schools in the area of Teaching and Learning are to:

- create new learning cultures in which students gain the skills to become life-long learners and schools become learning centers for both teachers and students
- expand college preparatory curriculum to include methods of reflection and discernment
- integrate systems thinking, model making, and problem solving in the teaching-learning process
- emphasize skills and methods of teaming at all levels in the school
- foster creativity, imagination and metaphorical thinking in learning
- encourage flexibility and risk-taking in the acquisition of knowledge
- help others understand that coping with failures and dealing with limitations are key components in the pursuit of excellence
- incorporate into the teaching-learning process the expanding knowledge of how the brain functions
- redesign schedules and learning spaces to create time, space, and resources for reflection and conversation
- implement assessments and evaluative procedures in line with new developments in teaching and learning
- train teachers in Ignatian pedagogy (*cf. WMJHSJ, p. 11*)
- build interdisciplinary connections
- emphasize interpersonal communication skills in an increasingly technological and impersonal world
- examine the practical applications for learning offered by the *Spiritual Exercises*
- maximize technology's potential for enhancing the educational process
- evaluate the scope and sequence of the academic curriculum in light of 2020 trends and challenges

CHALLENGES



Reflection

NOTES

1. Check off those challenges that your school has addressed or is addressing.
2. As you look forward to 2020, are there challenges that you would add or revise to change your school for the better?
3. Specify those challenges you want to work on now in terms of planning for the future.
4. State your specified challenges in the form of a concrete goal(s) that you hope to meet.²

NOTES

² See Exercise #2 - Force Field Analysis and Exercise #3 - Basis Paper in Appendix as aides in formulating goals.



Unit 3 – Ignatian Leadership

Preparing Ignatian leaders of Church, United States society, education and the global community will continue to be a significant task of 21st century Jesuit high schools. For Jesuit schools to meet the challenges in these changing contexts will require Ignatian leadership on the part of the entire school community (e.g., administrators, faculty, staff, students, parents, board, etc.).

This unit uses the five dimensions of Ignatian Pedagogy as its organizational format: *context, experience, reflection, action* and *evaluation*. Additionally, key Ignatian principles serve as the framework for listing the qualities of Ignatian leadership:

- ❖ Animating the Ignatian Vision
- ❖ Caring for Individuals
- ❖ Modeling Christian Leadership
- ❖ Building Community and Fostering Collaboration
- ❖ Discerning the Way of Proceeding.

Unit 3 invites you to envision 2020 Ignatian leadership for you and your school and to plan for the identification, development and nurturing of future Ignatian leaders.

CONTEXT

Leadership needs for individual Jesuit schools will vary from context to context. A school may be searching for a new principal, or it may be developing roles and responsibilities for department chairs, or it may be looking for the right person(s) to lead the school in an accreditation process. In the space provided on the next page, indicate the particular leadership context that is the focus of your current planning (for examples, see Introduction, p. viii).

Leadership Context

EXPERIENCE

While Ignatian leadership may defy simple definition, the qualities of what makes an Ignatian leader can be compiled in a descriptive profile that can be applied to a specific context. The following profile comprises *qualities of Ignatian Leadership* which are grouped by central Ignatian principles. This list is a resource to assist you and your school in exploring, discussing and determining those qualities of Ignatian leadership called for in a given context.

Animating the Ignatian Vision

- is rooted in meaning through:
 - experience of the *Spiritual Exercises*
 - knowledge of the foundational documents of Jesuit education
 - partnership in the apostolic mission of the Society of Jesus
- models the vision in actions by:
 - acting courageously in responding to challenges
 - bringing passion, enthusiasm and energy to the mission
- ensures continuous renewal of the institution by:
 - inspiring others in articulating the vision
 - being a change agent
 - honoring tradition in the change process
 - encouraging people to confront and overcome obstacles
 - being positive, optimistic, and future-oriented
 - challenging the status quo with positive results
 - getting others to invest wholeheartedly in the mission

Caring For Individuals

- touches people's minds, hearts and souls
- elicits the best from people
- celebrates the uniqueness of each person
- promotes authentic relationships by:
 - respecting others
 - acting with empathy
 - building bridges of trust
 - demonstrating fairness

- not treating everyone the same or expecting everyone to be the same
- facilitating reconciliation
- providing emotional support for others
- communicating effectively
- facilitates growth of others by:
 - fostering continued growth in freedom
 - challenging others yet supporting them
 - holding people accountable
 - uncovering the strengths of others
 - expanding people's horizons
 - attending to people's moral and spiritual development
 - allowing people the freedom and authority to do their jobs well

Modeling Christian Leadership

- responds to the call of Christ to be a man or woman with and for others by:
 - serving others
 - mediating human conflicts sensitively and fairly
 - dealing with people with justice and charity
 - knowing personal limitations and dealing effectively with them
 - giving some of his/her time to community service
- manifests competence, conscience, and compassion in carrying out his/her responsibilities
- displays personal and professional commitment to the Gospel by:
 - working for peace
 - promoting a faith that does justice
 - appreciating the mystery of life, death and resurrection as an integral dimension of change
 - valuing his/her work as a vocation to the ministry of teaching
 - working to overcome personal prejudices
 - taking time out for prayer, reading and reflection
 - balancing power and powerlessness; pride and humility; wealth and poverty

Building Community and Fostering Collaboration

- earns trust of others by:
 - conducting open and honest dialogue
 - setting clear and reasonable expectations
 - establishing accountability without alienation
 - demonstrating the willingness and ability to listen
 - facilitating reconciliation
 - acting with honesty and integrity

- being dependable and reliable
- taking responsibility for one's actions
- builds community by:
 - encouraging shared responsibility in planning and decision making
 - motivating people to do their very best and to work effectively together
 - drawing upon the wisdom and expertise of others in making decisions
 - building bridges that foster collegiality
- manifesting a sense of humor
- facilitates collaboration by:
 - enabling others to act
 - inviting others to "shape the vision"
 - delegating responsibilities to others according to their talents and interests
 - building teams
 - including others in processes
- has good communication skills

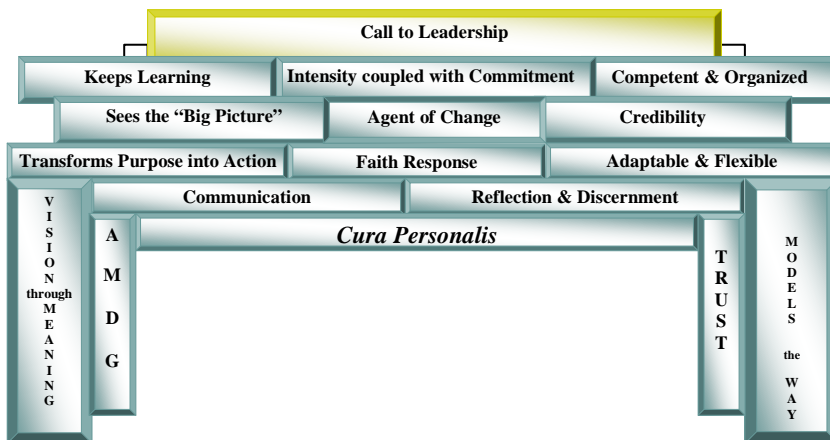
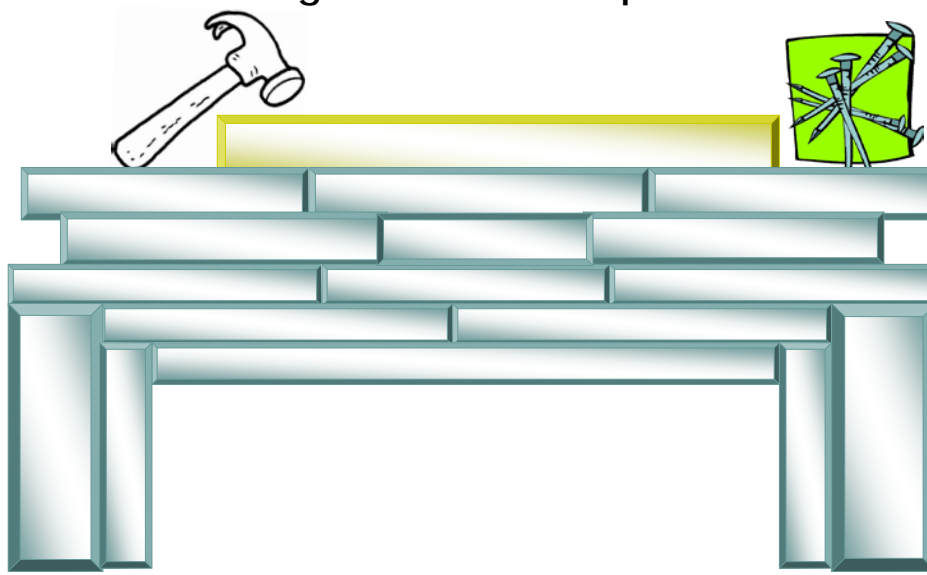
Discerning the Way of Proceeding

- brings a spirit of prayer and discernment to decision making by:
 - seeing God in all things
 - weighing options with a sense of the greater good
 - being grounded in mission
 - attending to the movements of the Spirit
 - reading the "signs of the times"
 - possessing the freedom to do what is best for the institution
 - reflecting upon the entirety of one's experience as a "contemplative in action"
 - leading with a grateful heart
- embraces the spirit of Ignatian *indifference* in seeking the means to the end by:
 - being willing to take prudent risks
 - being open to new ideas and new ways of doing things
 - keeping focused on the "big picture"
 - bringing a mix of creativity and wisdom to one's work
- moderates idealism and realism by:
 - being adaptable and flexible
 - making decisions based on justice rather than expediency
 - translating collective vision into institutional structures
 - making decisions that advance the mission and philosophy of the school
 - honoring the interrelationship of the many parts to the whole
- seeks opportunities for learning and growth as a leader

REFLECTION

In this section you are invited to construct an “Ignatian leadership platform” which will be composed of the values, beliefs and principles that you envision shaping the leadership for your specific context. If a group will be developing the “leadership platform,” then it may wish first to discuss which characteristics of Ignatian leadership are essential. The graphic below may be used to build your Ignatian leadership platform. An example of a leadership platform is also provided.

Ignatian Leadership Platform



ACTION

NOTES

Given the specific leadership context you have chosen, the Ignatian leadership platform you have constructed, and the people and resources you have identified, determine the strategies you will use to obtain the leadership you desire.

Strategy 1

Strategy 2

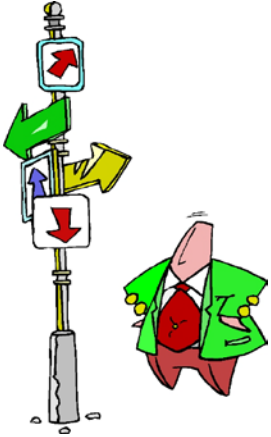
Strategy 3

EVALUATION

NOTES

1. Given the process you have just completed, what have you learned about identifying, developing, and nurturing 2020 Ignatian leaders?
2. What did you and your school find to be particularly helpful in this process? How would you improve the process if you were to use it again?
3. What have you learned about your own role as an Ignatian leader?

NOTES



Unit 4 – Directions for the Jesuit High School of the 21st Century

Over the past three decades, many books and articles have been written about the change process. While the literature differs in some perspectives on change, several themes consistently emerge:

- ❖ Change doesn't occur overnight.
- ❖ Change requires vision (direction) and planning.
- ❖ Change means letting go and taking on.
- ❖ Change involves disequilibrium.
- ❖ Change is not totally a rational process.
- ❖ Change, to be meaningful and enduring, calls for serious conversations about beliefs, hopes, fears, and desires.

With the above themes in mind, planners in Jesuit high schools with 2020 vision will be discerning desirable directions for change. In doing so, they may find it helpful to think about directions for change in terms of dynamic movements, such as:

- ❖ letting go and taking on
- ❖ getting away from and going towards
- ❖ being less defined by and more characterized as.

The design of this unit assists those involved in planning to discern the future directions the school will follow.

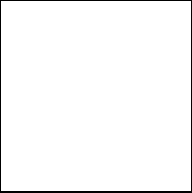
CHANGE

REFLECTION

NOTES

1. If there was truly “less and MORE” of what you have identified as a direction, in what ways would things be different at your school (or about your program)?
E.g.: “less resistance to change and MORE openness to growth”
 - better use of time and space
 - greater ownership
 - fewer fears about risk-taking
 - stronger support for innovative thinking
 - deeper interest in one another

2. What would it take to make these “less and MORE” differences occur?



3. What might be some first steps that could be taken toward making the direction(s) a reality?

NOTES

4. What concrete strategies would lead to the full realization of the direction(s)?¹

¹ For tools of strategic planning, see Exercise #2 – Force Field Analysis and/or Exercise #3 – Basis Paper in Appendix.

Appendix – Exercises and Examples

You can locate a number of good resources to aid your exploration of issues, topics, traditions, and innovations raised by **2020 Vision: An Ignatian Examen of Jesuit Education for the 21st Century** at the JSEA website – www.jsea.org:

- ☞ [2020 Vision Student Input](#) – input from recent Jesuit high school graduates as well as Jesuit high school alumni/ae in Jesuit colleges and universities.
- ☞ [2020 Vision Think Tank Presentations](#) – transcripts of the presentations made by invited guests to our Think Tank participants.
- ☞ [2020 Vision Resources](#) – books, articles, and websites covering particular areas of interest.

The following exercises and specific examples are offered to assist Jesuit high schools in using **2020 Vision: An Ignatian Examen of Jesuit Education for the 21st Century**.

Exercise #1 – [Shape of the World](#), p. 40

Exercise #2 – [Force Field Analysis](#), p. 42

Exercise #3 – [Basis Paper](#), p. 45

Exercise #4 – [Ignatian Leadership Inventory](#), p. 50

Example #1 – [A One-Day Workshop on Teaching and Learning](#), p. 58

Example #2 – [Changing Contexts: Four Concrete Processes](#), p. 59

Example #3 – [Challenges for Our School](#), p. 62

Example #4 – [Choosing a Department Chair](#), p. 64

Example #5 – [More Time and Space For Reflection: Using Force Field Analysis](#), p. 43

Exercise #1 - Shape of the World

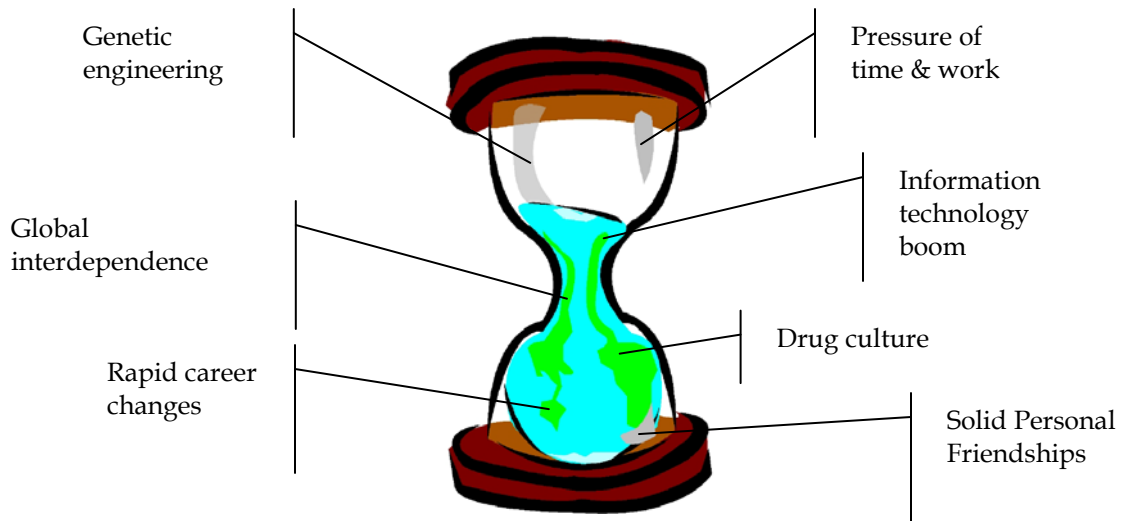
Directions for Personal Reflection:

1. Take some time personally to reflect on the world of 2020. As you think about that world, what words and images come to mind? How would you describe that world to others?
2. If you were to draw a picture of that world, what would you draw? What would its shape be? On a sheet of paper (or using a computer program) draw a picture – a sort of metaphor – of the world as you think it will be for you. (Examples: mountaintop, rock band, swirling galaxy, circus tent, theme park, white water rafting, skyscraper, cathedral)
3. Next, using words and phrases, indicate what you see will be forces that will be impacting or having an influence on your world, factors that will be “shaping” your world (e.g., rapid job changes; technology and media; globalization, competition to get ahead). You may have mixed feelings about them; you may view some as positive and others as negative. (You may incorporate these forces symbolically into your drawing or you may choose to list them separately. If you choose to incorporate them into your drawing, be sure to label them with some explanatory text so their meaning will be clear when you explain them to your group.)
4. In what specific ways do you think Jesuit high school education prepares its students to deal effectively with the world they will be entering as young adults?
5. In what specific ways do you think Jesuit education fails to prepare its students to deal effectively with the world they will be entering as young adults?
6. What, for you, is the most valued part of Jesuit education that you hope Jesuit high schools of the future will retain as part of their program?
7. What do you think will be the five most important things that a Jesuit high school of 2020 will need to prepare its students for?

Directions for Group Reflection:

- A. Each person in the group shares with the others the image or picture he or she came up with to describe the world their students will be entering as young adults.
- B. As a group decide on one image or picture to represent everyone’s thinking. Include that image or picture as part of the group’s report.
- C. As a group compile a list of all the forces that will be impacting or influencing that world. (If the group incorporates the forces symbolically into the drawing itself, it should label the forces with explanatory text so that their meaning will be clear.)
- D. Write a group response to #'s 4, 5, 6 and 7 above.

GROUP REPORT: SHAPE OF THE WORLD (Example in not much detail)



Specific ways in which we think Jesuit education prepares its students...

Specific ways in which we think Jesuit education fails to prepare its students:

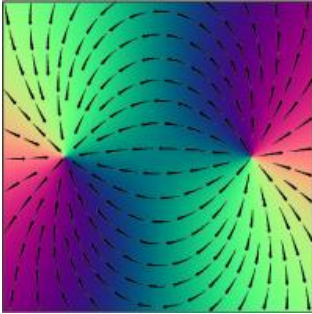
Most valued from Jesuit education:

Most important things Jesuit high schools of 2020 will need to prepare their students for:

- 1.
- 2.
- 3.
- 4.
- 5.

Other comments:

Exercise #2 – Force Field Analysis

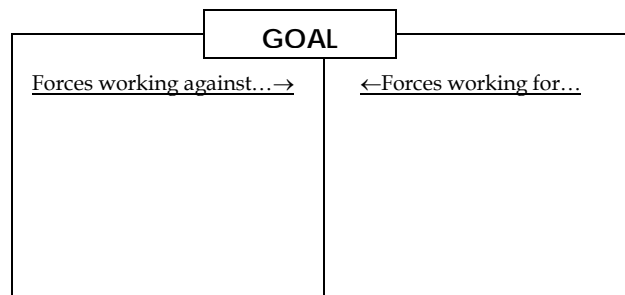


Force Field Analysis is a method used to get a whole view of all the forces for or against a change so that a decision can be made which takes into account all interests. It can be used to develop an action plan to implement a change.

A 2020 Vision of Jesuit high schools for the 21st century implies change towards a goal or vision. Implementing change through the use of force field analysis requires an examination of the forces working for the change and forces working against the change. Next, an imbalance must be introduced to these forces in order to enable the change to take place. This imbalance is achieved by determining how to increase the forces working for the desired goal and determining how to reduce the forces working against the desired goal. Finally, a course of action to strengthen/maintain positive forces, weaken/maintain negative forces and create new positive forces are devised.

The Process

1. Begin with a vision, a goal, or a change to be implemented.
2. Draw a “force field” diagram.



3. Generate a list of the forces working for and working against the desired goal (change).
4. Once the driving and restraining forces have been identified, underline the significant ones. This will require some discussion. It may be that more forces working against the desired goal are underlined as being significant than forces working for the desired goal. It is important to also determine where the strongest values are being espoused. The quantity of forces underlined may or may not be as important as the quality of the forces.
5. Decide if the goal or change is reasonable.
6. Re-examine the forces working *against* the desired goal and ask is there anything that can be done to eliminate them, reduce their importance, or ensure that they do not get worse. Also, re-examine the forces working *for* the desired goal and ask is there anything that can be done to strengthen them or to ensure that they are not diminished.

7. Devise strategies for implementing the change that will strengthen or, at least, sustain the positive forces, weaken or, at least, minimize the negative forces, and create new positive forces.

Kinds of Driving/Restraining Forces		
Resources	People's Attitudes	Values
Traditions	Institutional Policies/Norms	Desires
Vested Interests	Personal/Group Needs	Costs
Organizational Structures	Present/Past Practices	People
Relationships	Accrediting Agencies	Events

Example of Force Field Analysis

More Time & Space for Reflection

Forces working against...→

- Resources to provide for additional time and space are limited.
- Traditional schedules are difficult to let go of.
- Reflection is seen by some as overrated – getting tasks done is more important.
- Facilities are such that no additional space is available.
- We haven't had this before, and everything is going well.
- If it ain't broke, don't fix it! (concept of inertia)
- There just isn't enough time to do everything.
- There never will be enough time.
- Reflection is just a current JSEA "buzz" word.
- People may have a lack of experience or discomfort with reflection.
- U.S. society is not a reflective society.
- People are too busy.
- The perception is that reflection is not a part of our curriculum.
- There is a negative attitude toward reflection on the part of some teachers and administrators.
- The expectation is that reflection is something to be done on one's own time.
- There is an attitude that reflection doesn't require space.
- There is a belief that reflection takes time away from more important things.
- The problem lies in doing reflection in the midst of all the activity.
- There is a lack of felt need on the part of some teachers, administrators, students and others.
- Our facilities limit us as it is.
- Some people still think reflection is already being done.
- We've had a previous bad experience in trying to include reflection.

←Forces working for...

- Reflection is a valued hallmark of Jesuit education.
- More significant teaching and learning is accomplished if adequate time and space is given.
- Relationships between student and teacher and student and subject matter flourish with time for reflection.
- Events, meetings, classes, etc. that provide time and space for reflection are received enthusiastically by participants.
- Educational literature cites reflection as a primary component of effective teaching.
- We never have time to see if what we're doing makes a difference or is on target.
- We have to do something responsibly to reduce the pressure on students.
- We're always reactive and never proactive.
- Ignatian spirituality requires significant time for reflection.
- The pace of the school day and school year is too frenetic.
- There is a felt need on the part of others.
- There is a need to model for our students what we value and believe.
- Reflection is necessary for good decision making.
- Our mission requires reflection.
- The lack of reflection in society demands that we attend to this.
- Creativity requires time and space.
- Quality requires time and space.
- Deep learning requires reflection.
- If we're serious about discernment, it requires time and space for reflection.

- After some discussion, the highlighted forces were seen as most significant.
- “More time and space for reflection” is determined to be a reasonable goal as the significance of the forces working for this goal is clear.
- Strategies were developed to strengthen positive forces and diminish negative forces:

Strengthen:

- *The need to model for our students what we value and believe* by:
 - bringing in students to speak to the entire faculty about their experience of using reflection in the classroom;
 - sharing what teachers are doing with their students in the area of reflection.
- *Our mission requires reflection* by:
 - continuing to investigate the mission and reflect on it in ways that help to reinforce its importance.
- *Deep learning requires reflection* by:
 - providing faculty with a concrete experience that illustrates that deep learning requires reflection.
- *We never have time to see if what we're doing makes a difference or is on target* by:
 - making effective evaluation more a part of everything we do.

Diminish:

- *We've had a previous bad experience in trying to include reflection* by:
 - planning and implementing quality experiences of reflection in days of retreat.
- *If it ain't broke, don't fix it (concept of inertia)* by:
 - providing leadership with vision and calling upon our “magis” mission.
- *There just isn't enough time to do everything* by:
 - doing a time-efficiency study that helps us to see how we use our time now and how we could use our time more efficiently.



Exercise #3 – Basis Paper

The **Basis Paper** helps people surface assumptions they have about a particular situation, topic, or goal in order to establish a basis or ground of understanding from which to plan for the future. This is not a tool for groups who are deeply polarized.

- Surface assumptions people have about the topic.
- Decide on need statements given the assumptions people have surfaced.
- Describe the desired condition (goal) that would exist if all the needs were met.
- Develop specific objectives for pursuing the goal
- Brainstorm and decide on strategies (actions to be taken) for meeting the objectives.



1. Write the situation, topic, or goal statement at the top of a piece of newsprint.
2. Brainstorm and record (**without comment or discussion**) beliefs, opinions, feelings, understandings that people in the group have about the situation, topic, or goal statement.
 - “I assume that...”
 - “I know that...”
 - “I feel that...”
 - “I believe that...”

If you are doing this with others, do not look for agreement about what people have to say, rather seek to understand what they mean. The idea is to help people name the assumptions they have about the situation, topic, or goal – assumptions being whatever facts, opinions, beliefs, and feelings they bring to it.

NOTE: During this process, it may become obvious that the topic has changed. You may need to gain acknowledgment from the group that there is now a new topic to be worked on rather than the original topic.

3. When there seem to be no more assumptions, take time for clarification.
 - Would you say more about...? Allow the person who made the assumption to clarify it. During the clarification period, if other assumptions arise, record them as well.
4. Given the assumptions listed above, what is likely to happen if nothing were done about the situation, topic, or goal?
5. After the group has finished with the key assumptions, take a few minutes to read through all the assumptions and then individually note:
 - Based on what we have said, there is a need to/for...

6. Record on the newsprint everyone's need statements. Then work on the need statements until the group is satisfied that the final versions accurately reflect what the major needs are.
7. If all the needs are met, describe the end condition you would find yourself in and then formulate the new condition with one or more goal statements.
8. Convert need statements into objectives to be met in pursuing the goal.
9. Brainstorm and decide on strategies for achieving the objectives, being clear about what will be done by whom and by when.



Example of a Basis Paper

Topic chosen by the Administrative Team: Our School Culture

Assumptions surfaced by individual members of the Administrative Team:

"I assume that..."

- Decisions are made "top/down" without much consultation.
- As a faculty we are learning how to work together.
- There are still strong ideological factions within the faculty.
- Younger members of the faculty seem to accept an Ignatian pedagogy.
- Students know and recognize divisions in the faculty.
- Students "play off" those divisions.
- We may not be modeling what we say we're modeling.
- There's considerable friction between students from the city and those from the suburbs.
- While we've improved Jesuit-lay relationships, there's still some degree of friction.
- Student retreats have been much better received than faculty retreats.
- Student retreats have had a positive impact on the school environment.
- Faculty involvement in student retreats has had a positive effect on those who have participated.
- Theft of student property remains a major disciplinary problem.
- Parents have not been very supportive of our efforts to tighten discipline.
- Supervision at athletic contests has had to be increased because of unruly crowds.
- We have a weak student government.
- Efforts at substance abuse programs have done little to decrease student substance abuse.
- Morale in our school is better than it was 5 years ago because we have set school goals and monitored progress.
- The Ignatian Identity Team has pulled more people into exploring diverse methodologies in teaching and learning.
- There are wide gaps in department head effectiveness.
- The administration supports teacher innovation.
- Cooperative learning has been successful in some areas, but not all.
- Last year's football championship did wonders for school spirit.
- Students still have their shirts "tucked out".
- The administrative team seems to have won credibility on the part of the faculty.
- Student involvement in planning liturgies has improved participation.
- Class size is still a problem - too many in a class - affecting *cura personalis*.
- Faculty-student rapport is generally positive.
- There are too many interruptions in the academic schedule.
- Integration of technology in the classroom is done well, but by too few faculty.
- Jocks are the most popular students.
- Gay students still feel marginalized.
- Student activities are popular and well supported (\$ and faculty).
- Our Student Profile Survey (SPS) results say we are doing a good job with the Profile of the Grad at Grad, except for the religious area.
- Salaries have improved, but retirement benefits are weak.

- More students and faculty participate in programs of Ignatian spirituality than ever before.
- The remodeled classrooms have been a great success, but faculty still don't use the technology.

Based on the Assumptions, members of the Administrative Team volunteered the following Need Statements:

"I see a need to/for..."

- To find a way to focus on the student as a whole person.
- For more faculty training and integration of technology.
- For staff development programs for faculty and administration to work together to address school wide issues (e.g., schedule, class size, Ignatian identity, technology, salary & benefits).
- For continuing work on faculty integration and collaboration which recognizes ideological differences, but, while respecting differences, fosters greater collaboration among ALL faculty members as a model for students.
- To focus our energy on *cura personalis* for both students and faculty.
- For creation of better professional development programs for veteran faculty.
- To address student discipline issues (e.g., behavior at games, dress code, respect, substance abuse) and elicit parental support.
- To integrate into all our programs *cura personalis* to foster the growth of the student as a whole person in all the various aspects of a student's life.
- To explore alternative ways of decision making that encourage faculty involvement and commitment.
- To continue and widen faculty participation on student retreats.
- To celebrate recent school accomplishments.
- To spend time on building a genuine sense of community on the part of faculty, students, and administration.
- To examine ways of strengthening student government and assisting it in creating a sense of belonging for all students.
- To develop a program for selecting, orientating, training, and evaluating department chairs.
- To recognize and celebrate the success of our improved retreat programs.
- For better collaboration among administration, faculty, and students.
- To provide student government with the tools to be effective leaders in the school.

The Administrative Team, in talking through the Need Statements, reached consensus on the following objectives:

1. To explore alternative ways of decision making and programs of staff development that encourage and promote faculty and administration collaboration and community-building.
2. To recognize and celebrate recent accomplishments, e.g. student retreats, new classroom facilities, Ignatian Identity programs, use of technology, student involvement in cocurriculars, advances in collaboration.
3. To address, with faculty, parents and students, the three R's of student discipline: respect, relationships and responsibility as the school emphasizes its tradition of *cura personalis*.

The Administrative Team developed the following strategies to meet the objectives:

- Develop a way of sharing the Administrative Team's objectives with the faculty for affirmation and commitment to work with the Administrative Team on the three objectives (**establishing CONTEXT**).

Strategies for Objective #1

- Set up a task force of faculty, administrators, and a board member to:
 - ♦ Examine our present decision-making bodies in the school (e.g., board, leadership team, administrative team, academic council) to determine what contributes to or inhibits collaboration and community building.
 - ♦ Examine what had led to successes we have had in both collaboration and community building.
 - ♦ Explore other schools' successes in collaborative staff development programs.
 - ♦ Propose recommendations to the leadership (**ACTION**):
 - on restructuring decision-making bodies in the school;
 - for reorganizing the staff development program for greater emphasis on collaboration and community building.
- Leadership Team communicates how it intends to implement the task force's recommendations and how it will assess progress (**EVALUATION**).

} REFLECTION
on various
EXPERIENCES

***IGNATIAN PEDAGOGICAL PARADIGM (IPPARADIGM) provides a framework for thinking through strategies to meet objectives.**

Exercise #4 – Ignatian Leadership Inventory

Unit 3 of **2020 Vision** contains a descriptive profile of the qualities of an Ignatian leader. These qualities are grouped by central Ignatian principles: *Animating the Ignatian Vision, Caring for Individuals, Modeling Christian Leadership, Building Community and Fostering Collaboration, and Discerning the Way of Proceeding*. This exercise asks people to assess Ignatian leadership strengths and areas for development for themselves, their school, or a particular group of individuals within the school.

This worksheet lists the Ignatian qualities in a table format. Prior to each quality, there are four columns: the first two columns for the individual assessment and the next two columns for the school/group assessment. In each set, the first column (+) is to be checked if this quality is seen as strength. In each set, the second column (-) is to be checked if this quality is seen as an area for development. At the end of the table format, there are a number of focus questions to be answered after reviewing the results of the inventory exercise.

Ignatian Leadership Assessment of _____				
Individual Assessment		Group Assessment		Place a check ✓ either in the positive column (+) to indicate the quality is seen as a strength or in the negative column (-) to indicate the quality is an area needing development. Other symbols (e.g., question marks and exclamation points) or even a numbered scale may be used in the assessment.
+	-	+	-	
				Animating the Ignatian Vision
				<input type="checkbox"/> is rooted in meaning through:
				<input type="radio"/> experience of the Spiritual Exercises
				<input type="radio"/> knowledge of the foundational documents of Jesuit education
				<input type="radio"/> partnership in the apostolic mission of the Society of Jesus
				<input type="checkbox"/> models the vision in actions by:
				<input type="radio"/> acting courageously in responding to challenges
				<input type="radio"/> bringing passion, enthusiasm and energy to the mission
				<input type="checkbox"/> ensures continuous renewal of the institution by:
				<input type="radio"/> inspiring others in articulating the vision
				<input type="radio"/> being a change agent
				<input type="radio"/> honoring tradition in the change process
				<input type="radio"/> encouraging people to confront and overcome obstacles
				<input type="radio"/> being positive, optimistic, and future-oriented

				<input type="radio"/> challenging the status quo with positive results
				<input type="radio"/> getting others to invest wholeheartedly in the mission
				<input type="checkbox"/> other
Individual Assessment		Group Assessment		
+	-	+	-	Caring For Individuals
				<input type="checkbox"/> touches people's minds, hearts and souls
				<input type="checkbox"/> elicits the best from people
				<input type="checkbox"/> celebrates the uniqueness of each person
				<input type="checkbox"/> promotes authentic relationships by:
				<input type="radio"/> respecting others
				<input type="radio"/> acting with empathy
				<input type="radio"/> building bridges of trust
				<input type="radio"/> demonstrating fairness
				<input type="radio"/> not treating everyone the same or expecting everyone to be the same
				<input type="radio"/> facilitating reconciliation
				<input type="radio"/> providing emotional support for others
				<input type="radio"/> communicating effectively
				<input type="checkbox"/> facilitates growth of others by:
				<input type="radio"/> fostering continued growth in freedom
				<input type="radio"/> challenging others yet supporting them
				<input type="radio"/> holding people accountable
				<input type="radio"/> uncovering the strengths of others
				<input type="radio"/> expanding people's horizons
				<input type="radio"/> attending to people's moral and spiritual development
				<input type="radio"/> allowing people the freedom and authority to do their jobs well
				<input type="checkbox"/> other

Individual Assessment		Group Assessment		
+	-	+	-	
				Modeling Christian Leadership
				<input type="checkbox"/> responds to the call of Christ to be a man or woman with and for others by:
				o serving others
				o mediating human conflicts sensitively and fairly
				o dealing with people with justice and charity
				o knowing personal limitations and dealing effectively with them
				o giving some of his/her time to community service
				<input type="checkbox"/> manifests competence, conscience, and compassion in carrying out his/her responsibilities
				<input type="checkbox"/> displays personal and professional commitment to the Gospel by:
				o working for peace
				o promoting a faith that does justice
				o appreciating the mystery of life, death and resurrection as an integral dimension of change
				o valuing his/her work as a vocation to the ministry of teaching
				o working to overcome personal prejudices
				o taking time out for prayer, reading and reflection
				o balancing power and powerlessness; pride and humility; wealth and poverty
				<input type="checkbox"/> other
Individual Assessment		Group Assessment		
+	-	+	-	
				Building Community and Fostering Collaboration
				<input type="checkbox"/> earns trust of others by:
				o conducting open and honest dialogue
				o setting clear and reasonable expectations
				o establishing accountability without alienation

				<input type="radio"/> demonstrating the willingness and ability to listen
				<input type="radio"/> facilitating reconciliation
				<input type="radio"/> acting with honesty and integrity
				<input type="radio"/> being dependable and reliable
				<input type="radio"/> taking responsibility for one's actions
				<input type="checkbox"/> builds community by:
				<input type="radio"/> encouraging shared responsibility in planning and decision making
				<input type="radio"/> motivating people to do their very best and to work effectively together
				<input type="radio"/> drawing upon the wisdom and expertise of others in making decisions
				<input type="radio"/> building bridges that foster collegiality
				<input type="radio"/> manifesting a sense of humor
				<input type="checkbox"/> facilitates collaboration by:
				<input type="radio"/> enabling others to act
				<input type="radio"/> inviting others to "shape the vision"
				<input type="radio"/> delegating responsibilities to others according to their talents and interests
				<input type="radio"/> building teams
				<input type="radio"/> including others in processes
				<input type="checkbox"/> has good communication skills
				<input type="checkbox"/> other
Individual Assessment		Group Assessment		
+	-	+	-	Discerning the Way of Proceeding
				<input type="checkbox"/> brings a spirit of prayer and discernment to decision making by:
				<input type="radio"/> seeing God in all things
				<input type="radio"/> weighing options with a sense of the greater good
				<input type="radio"/> being grounded in mission
				<input type="radio"/> attending to the movements of the Spirit
				<input type="radio"/> reading the "signs of the times"

				o possessing the freedom to do what is best for the institution
				o reflecting upon the entirety of one's experience as a "contemplative in action"
				o leading with a grateful heart
				<input type="checkbox"/> embraces the spirit of Ignatian <i>indifference</i> in seeking the means to the end by:
				o being willing to take prudent risks
				o being open to new ideas and new ways of doing things
				o keeping focused on the "big picture"
				o bringing a mix of creativity and wisdom to one's work
				<input type="checkbox"/> moderates idealism and realism by:
				o being adaptable and flexible
				o making decisions based on justice rather than expediency
				o translating collective vision into institutional structures
				o making decisions that advance the mission and philosophy of the school
				o honoring the interrelationship of the many parts to the whole
				<input type="checkbox"/> seeks opportunities for learning and growth as a leader
				<input type="checkbox"/> other
				o
				o



4. Of these five major characteristics, which one(s) may require further development by you as an Ignatian leader?

5. From these responses, what are the implications for you in your leadership role at your school? What are the implications for your leadership team?

Example #1 – A One-Day Workshop on Teaching and Learning

Part I:

- A PowerPoint overview of what has been accomplished in the area of teaching and learning and the challenges that have been met in this area.
- Presentation of main themes and major trends impacting teaching and learning to the faculty in a large group.

Part II:

- Faculty begin to look at their own classroom. Individually, they do a variation of the “Shape of the World” exercise: (1) As you think about your own classroom, what words and images come to mind? How would you describe the world of your classroom to others? (2) If you were to draw a picture of the world of your classroom, what would you draw? What would its shape be? (3) What has changed in your classroom in the last 5-10 years? (4) What do you see will be the forces that will be impacting or having an influence on the world of your classroom in the future?

Part III:

- Faculty break into mixed groups and share their “shapes of the classroom.”
- Faculty look at the trends in Unit 1 of **2020 Vision: An Ignatian Examen of Jesuit Education for the 21st Century** as well as the challenges included in Unit 2 in the area of teaching and learning.
- The group determines which trends and challenges would be most significant for the school and for their classrooms in particular.

Part IV:

- Faculty break up into department groups and share what came out of their mixed groups that would impact their particular discipline most significantly. How would their classrooms be different if they were to address the particular trends and challenges they have identified? What would need to change in the school, department, classroom?

Part V:

- Bring faculty back for sharing session using a reporting procedure that allows faculty to share common themes. Identify common felt needs in this session.
- In light of these felt needs, what issues does the planning process need to address?
- The actual planning might be done by a core group and then presented to the faculty at some time in the future for their input.

Example #2 – Changing Contexts: Four Concrete Processes

CONTEXT: World

CONSTITUENCY: Student Life Team (Guidance, Chaplain, Service Director, Dean of Students, Athletic Director, etc.)

AUDIENCE: Student Government/Ignatian Leadership Student Team

OBJECTIVE: To grow responsible Ignatian leaders who can discern within a values-based, religious framework

PROCESS:

1. Have student leaders read the trends with regard to the *World* context.
2. Have student leaders discuss the reflection questions at the end of this section.
3. Invite the Student Life Team to conduct a workshop for student leaders which would focus on examining the broader implications of leadership in each of the trends under the *World* context.
4. Ask the student leaders to develop an “action plan” which details how they might collaborate with peers in another part of the world who may be affected by these same or similar trends, e.g.:
 - ❖ “All schools are not created equal: “haves” vs. “have-nots”(Widening Economic Disparity) : A partnership or “twinning” opportunity might be established between Xavier High School (CHUUK) and Loyola JHS in Los Angeles
 - ❖ “Money means greater access to a good education” (Widening Economic Disparity): Student leaders could hold a fund-raiser to help provide scholarships to those who cannot afford the tuition. (E.g., for the poor to attend Nuevo Mundo Grammar/High School in Ecuador; for child prostitutes in the Phillipines, etc.)

CONTEXT: Church

CONSTITUENCY: President of a Jesuit High School

AUDIENCE: Board of Trustees

OBJECTIVE: Board formation and development is fully actualized when the Board possesses a clear understanding of the Church’s social teachings regarding the *Preferential Option for the Poor* and its implications for the mission and ministry of the school.

PROCESS:

1. Have the Board read the trends under the *Church* context.
 2. Have the Board discuss the reflection questions at the end of the *Church* section.
 3. (*All Diversity Bullets*): The President might have the Advancement Committee of the Board seek funds from alumni/ae, trustees, and corporations to support scholarships which advance all dimensions of diversity, with particular attention to economic, gender, and racial diversity.
-

CONTEXT: Society

CONSTITUENCY: Faculty (History, English, Theology Teachers)

AUDIENCE: Students

OBJECTIVE: To develop a unit which explores the polarities and paradoxes of what constitutes “success” in United States society as well as what trends are likely to affect this definition of success in 2020.

PROCESS:

1. Have students read the trends under the *Society* context.
2. Have students discuss the reflection questions at the end of that section.
3. Some activities in the unit (*Definition of Success Bullets*) might include:
 - Use of the bullets: “*People seek heroes/heroines or self-worth in all the wrong places*” & “*The media determines ‘Who’s Who’*”
 - A discussion which identifies current heroes/heroines of American society: What are their characteristics/qualities? Compare/contrast these heroines/heroes to the “classic” hero/heroine of the 20th century (Mother Theresa, Nelson Mandela, Dorothy Day, Theodore Roosevelt, John F. Kennedy, Jr., Dr. Martin Luther King, Jr., etc.). What did they stand for/accomplish? How were they rewarded/recognized?
 - A discussion of who are considered the heroines/heroes of the school: What are their qualities/characteristics? What do they stand for/accomplish? How are they rewarded/recognized?
 - Write a paper on a hero/heroine who (choose one):
 - took an alternative stand
 - had an impact on another in a meaningful way
 - fulfills the definition/characteristics of the “classic” hero/heroine of the 20th century.
 - Use of the bullets: “*The notion of a free market divides people into winners and losers;*” “*Consumerism rules so that whoever has the most toys wins,*” & “*The competition to be #1 is so strong that winning isn’t everything, it’s the only thing*”
 - A discussion of who are the winners and losers in American society.
 - What are the characteristics/qualities of the winners? Of the losers?

- What part do consumerism, capitalism, and the media play in determining winners and losers?
 - How are the winners treated by society? The losers?
 - Who are the winners and losers in the community surrounding your school? In the school itself?
 - Work in groups of three-five/teams of two to develop an action plan/program/activity which might “level” the playing field between winners and losers in your community/school.
-

CONTEXT: Education

CONSTITUENCY: Department Chairs

AUDIENCE: Academic Departments – Curriculum Development

OBJECTIVES: To develop curriculum that:

- Is interdisciplinary.
- Integrates technology.
- Is valid in its content.
- Has application for the present and future.
- Promotes the values, vision, and mission of the school (Profile of the Grad-at-Grad).
- Incorporates diversity of learning styles.
- Incorporates varied teaching methods.
- Promotes learning outcomes.
- Is values-based.

PROCESS:

1. Have department members read the trends under the *Education* context.
2. Have department members discuss the reflection questions at the end of this section.
3. Have department members work in teams of two to review curriculum at their grade level(s) and list examples of how the current curriculum addresses the bullet points under the *Curriculum* section:
 - What is missing? How might we go about addressing the gap(s)?
 - What can be improved?

Example #3 – Challenges for Our School

The Administrative Team has agreed to work with Unit 2, Challenges for 2020 Jesuit High Schools, in determining next year's Team Goals. The Team checked off and discussed challenges (see pp. 30-32) that the school has been addressing:

- emphasizing the value of community and cooperation over that of individualism and self-centeredness,
- being open to new learning that incorporates best practices and effective methodologies for achieving the Ignatian vision, and
- providing opportunities for experiencing different forms of the *Spiritual Exercises* for all constituencies.

In discussing the lists of challenges the school might address, several on the Administrative Team suggested adding a new challenge under the heading of *School Culture*:

- creating opportunities for young men and women to learn and work together and to develop a sense of mutual respect.

Having decided to focus on *School Culture*, the Administrative Team identified the following challenges as priorities for its work in the coming year:

1. Creating an environment of respect and empathy (which would include the “added” challenge as a subset).
2. Embracing learning and healthy change instead of slavishly imitating what was done in the past.
3. Evaluating the quality of collaboration in all areas of the school.

The Administrative Team brainstormed the following strategies for addressing their priority challenges:

Creating an environment of respect and empathy (which would include the “added” challenge as a subset).

- Review next year's programs and activities to see how this challenge might be incorporated.
- Revise the faculty and student handbooks in the area of personal conduct and highlight the revision at faculty and student orientation sessions.
- Make this challenge the theme of prayer services and liturgies.
- Make the challenge a special focus of our peer ministry for the year.
- Create special “banners” for display in the school.
- Stress sportsmanship with students and fans at athletic events.

Embracing learning and healthy change instead of slavishly imitating what was done in the past.

- Find ways of recognizing and celebrating effective innovations in teaching and learning (e.g., monthly newsletter highlighting successful efforts).
- Devote 15 minutes of each faculty meeting to having a faculty/administrator feature a new use of technology in the classroom/administration.
- Change the format of faculty and department meetings.

- Offer grants for developing innovative programs.
- Use “creativity” as a major criterion for hiring.
- Facilitate opportunities for people to visit others schools and to attend workshops.

Evaluating the quality of collaboration in all areas of the school.

- Create focus groups, asking faculty members to describe their experiences of collaboration both inside and outside the school.
- Invite faculty to attend administrative team meetings.
- Look at other schools’ successes in introducing collaboration as a key characteristic.
- Emphasize “team work” along with “respect” theme.
- Include collaboration as a talking point in personnel reviews.



Example #4 – Choosing a Department Chair

- I. Determine the Context *What have we done?*
 What are we doing?
 What more ought we do?

What is each department member's and administrator's predisposition to the department? Since our experiences never occur in a vacuum, we must pay attention to our own predispositions and to the actual context within which our experiences takes place.

- What are the present roles and responsibilities of the department chair? Is the description complete?
- What is the history of the department?
 - Size, make-up, and turnover of the department
 - Course development procedure
 - Department goals and objectives
 - Significant events since last department chair selection
 - Most recent accreditation report
 - Other department evaluations (e.g., staff evaluations, programs evaluations, etc.)
- What are the needs of the department?
 - What is the vision of the department?
 - What are the significant issues for the department?
 - What are the department's hot spots?
 - How will the department chair need to relate to:
 1. Other department chairs?
 2. Administration?
 3. Members of the department?
 4. Students?
 5. Parents?
 - How does the department relate to other departments and the school as a whole?
 - What are the strengths of the department?
 - What are the department's areas for improvement?

As the department members and administration work together to answer these questions, the "leadership context" is clarified.

Experience-Reflection *The "qualities of Ignatian Leadership" as well as the Ignatian Leadership Platform contained in Unit 3 are provided to assist department members and administrators in this part of the process.*

- Given the present context, determine what the leadership needs of the new department chairperson are.
- Add leadership qualities categorized under the five central Ignatian themes that are important to the department but are not included in the lists.
- Does any particular leadership theme stand out as primary for the department? (For example, in the past, departmental leadership may have been very strong in most areas, but members of the department have not felt "cared about." Qualities listed

under *Modeling Christian Leadership* may then be identified by department members and administrators as priority.)

- What qualities of leadership are most important for department needs? What is the rank-order of qualities from each of the priority leadership themes? Here, you may want to actually rank-order the qualities under each leadership theme and then rate each qualities on a 1-5 scale of importance.
- Create a leadership platform based on the most important Ignatian Leadership qualities.

Gathered from their experiences and shared reflections, department members and administrators identify the essential Ignatian leadership qualities for the department chair position.

II. Action-Evaluation

Department members will meet individually with the Principal (and either Academic AP or an administrator who works closely with department heads) to recommend candidates for department chair based on the priority of qualities in the leadership platform as well as department needs.

- What strategies will the department members and principal employ to obtain the leadership they desire? (Department members and the principal may want to convert the leadership platform into an interview-rating sheet and publicize the sheet to elicit candidates for the position.)
- Based on the leadership desires, should the candidate come from within the school or outside of the school?
- Department members meet individually with the principal (and Academic AP) to recommend particular candidates.
- The principal (and Academic AP) interview candidates based on department member recommendations and the constructed Ignatian leadership platform. It is possible that a committee of department members will be involved in the interview process.
- The department chair is selected.
- Department leadership needs as well as the priority of Ignatian leadership qualities are shared with the new department chair.
- What was the most helpful part of the process? How could the process be improved for its next use?

Based upon experiences of the department that have been reflected upon in light of leadership needs and possible candidates, the principal, with recommendations by department members and other administrators, makes the choice of department chair.