

# **Subcommittee for Catholic Schools Staff and Faculty Formation**

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## **A Profile of the Teachers We are Serving**

The following is a profile of a typical member of a Catholic school faculty, based on the experiences of the community. This profile describes the audience for which this plan was envisioned. Currently,

They Need:

- Spiritual Support and Accompaniment
- Know they are appreciated, seen, heard, validated, and encouraged
- Inner healing
- Equipped on the “how” to share your faith with others
- A common vocabulary on what a missionary disciple is
- A sense that the Church is there for them and a trust in the Church
- A sense of victory or celebration in their work life

Strengths:

- Committed to years of service to Catholic schools
- Appreciates and cares for co-workers
- Attends Sunday Mass
- Has a good heart and is dedicated to students
- Has a willingness and desire to grow in faith, but not the resources or “know how”
- Has a general desire to integrate the faith into all subjects in school, but lacks proper methodology and “know how”
- Generally joyful, but goes through cycles of joy and tiredness

Struggles:

- Has battle-scars on the heart from years of service, some reconciliation with church or co-workers could be helpful
- Needs to be given opportunities to be vulnerable with co-workers
- Resource of time is limited
- Wounds of the heart that need addressed; Often takes things personally, most likely because of the wounds
- Lacks confidence on how to share their faith with others
- Lacks resources and methodology on how to provide spiritual formation for diverse age groups
- Needs to grow in lifestyle and in the witness of the faith
- Some prayer in personal life, but desires more spiritual formation

The following describes the committee’s desired profile for a member of a Catholic school faculty.

### **Missionary Disciples Have A Heart of Love**

- I *feel* LOVED
- I love Jesus
- I love the Church
- I love the Eucharist
- I love the Person in front of me

### **When I have a Heart full of Love:**

- I will listen to / care for others
- Have spontaneous prayers
- Have spontaneous faith conversations
- Make faith a priority

This profile can be summarized by stating that each faculty member should have a heart for Jesus and for others. The committee wants all faculty members to be disciples on a mission. As such, they will do and demonstrate the following:

#### As a Disciples

- A Disciple is a student: They have a longing to learn and to grow and show docility
- Loves Jesus – Can articulate when and why they live for Jesus and live their Catholic faith
- Lives Sacramentally. They participate in Mass, Adoration, Confession; truly worship
- Lives virtuously
- Has a healed heart and are rooted in their identity as a child of God.
- Freedom from legalism
- Hears God's voice in prayer and has an active daily personal prayer life
- Has Christian community
- Understands what it means to be human and seeks authentic happiness
- Embraces ongoing conversion

#### To be on mission is to be:

- Receptive to the Holy Spirit
- Contagious joy!
- Knows how to share their testimony and feels called to share it with others
- Has spontaneous conversations about the faith
- Feels confident leading and teaching others how to lead spontaneous prayer
- Prays with others when needed
- Pastors or councils youth spiritually when needed
- Witnesses the lifestyle of the faith
- Knows how to integrate faith into all subjects
- Listens to others with love
- Lives works of mercy

### **Core Guiding Pillars and Principles**

This subcommittee recommends 5 Core Guiding Principles to be implemented throughout the Diocese:

1. Opportunities for Inner Healing - Many of the faculty and staff have wounds that they carry with them. We desire to serve them through offering opportunities to find healing and wholeness. The more healing our teachers experience, the more they will be able to pour out selfless love to our students.
2. Opportunities for Encounter Experiences - A disciple of Jesus must have an encounter with Jesus. Pope Benedict XVI preached that Christianity "is not a new philosophy or a new form of morality. We are only Christians if we encounter Christ... We can encounter Christ in reading Holy Scripture, in prayer, and in the liturgical life of the Church - touch Christ's heart and feel that Christ touches ours. And it is only in this personal relationship with Christ, in this meeting with the Risen One, that we are truly Christian." Both Diocesan and

local encounter experiences for faculty and staff should be organized. We encourage a focus on retreats, conferences, and other faith awakening opportunities.

3. Opportunities for ongoing Prayer Support – All faculty need to opportunity to be supported in their prayer lives. Once encountered, Our Lord cannot be ignored. Faculty need to be lifted up in their pursuit of a relationship with God and given the knowledge, encouragement, and counsel to grow.
4. Opportunities for Small Group Fellowship – A Catholic school must be a community of faith within the larger parish community. Faculty and staff must engage with each other in fellowship to support one another in the challenges of living the Christian life.
5. Opportunities for Mission Equipping – Continued education, development, and growth must be pursued. Rich and varied opportunities must be provided to all faculty and staff members.

## **The Threefold Plan**

### **Encounter Experience - “Fertile Ground” - Preparing the Soil**

The Encounter Experience must grow out of and function alongside the catechetical training provided to all school administrators and teachers through Franciscan University’s Catechetical Institute. This approach can be compared to awakening both the heart and the head.

Prior to providing an encounter experience, a common language for talking about evangelization must be established within the Diocese. It also must be taken into consideration that each group of educators from a school are unique. There is a wide age range at each school as well as a wide range of experience in the Church. The administrators and teachers will all be at different places in their faith journey. This underscores the importance of beginning this process with an explanation or common language or framework. We must also include “on-ramps” throughout the process so that, as faculties change year to year, new employees can be incorporated into the system.

The encounter experience is most powerful if there is a shared experience. The committee proposes a conference for all educators in the Diocese either every three years. That conference needs to engage the heart and can feature a dynamic speaker but must also include opportunities for prayer, the Sacraments, and devotion. The Men’s and Women’s Conferences offer a good model to follow. This conference can set forth a three-year cycle of themes, building and renewing itself every three years. It should also include a take home resource to support ongoing formation and prayer to refer back to over the year.

In between conferences, local encounter events can take place that build upon the conference theme. More information about this is in the next section, Ongoing Prayer Formation. Ideally, these events would be part of an annual retreat, a regional gathering of educators, or a professional development day devoted to evangelization. Schools could work within their natural feeder groups to engage with others beyond their own building. This will help to build spiritual

friendships, extend the range and reach of each school, future collegiality within the school system, and be of particular benefit to smaller schools.

The “on-ramp” for new employees can become a part of the New Teacher Orientation process during non-conference years. One day should be spent as a mini-version of the 3-year conference.

The Diocese should also consider developing a best practices book that can be shared among all of the parishes and schools. This resource book should provide recommended resources and ideas for keeping the encounter experience alive. The resource book is described in more detail later in this document.

### **Recommendation**

The committee recommends the following encounter experiences:

- Preliminary Step – Create a position within the Office of Evangelization to oversee the creation and implementation of these recommendations.
- Large Conference Experience - Diocesan-wide greater Church experience focused on showing the vibrancy and joy of Catholicism and awakening / re-awakening faith in the administrators and teachers.
- Offsite School or Deanery Retreats - Smaller, more intimate encounter retreat opportunities annually to help them refocus on what is most important as a teacher minister.
- Local Parish/School Experiences - Regular administrator and teacher Mass or Adoration as a staff to help them grow in prayer and relationship with Jesus throughout the year.

### **Recommended resources include:**

- Living as Missionary Disciples: the U.S. Bishop’s Plan for implementing the Joy of the Gospel. Free e-book: <https://www.usccb.org/sites/default/files/flipbooks/living-as-missionary-disciples/files/assets/basic-html/page-I.html#>. Part II: Developing a Pastoral Plan for Missionary Discipleship” might offer some context and support for why the Diocese is engaging in the activities that will be the outcome of the strategic planning for the new evangelization. The last section, the Appendix, organized the engagement in the new evangelization in four words: encounter, accompany, community, send.
- Catholic Apostolate Center in Washington, Fr. Frank Donio, Director. In particular, there is an excellent video series produced for the Archdiocese of Newark that can root everyone in common language of what is meant by missionary discipleship, encounter, accompanying, and kerygma.

3 session program: 90 minutes each. Topic outline:

- Encounter Experience
- Five Thresholds from forming intentional disciples; accompaniment; mentors in our own life;
- Kerygma- the 4 parts; living as missionary disciples; six dimensions of pastoral planning for faith life for their schools; stewardship; creating a culture of encounter; foundations of spiritual formation and pastoral implications, faith integrated into practical life;
- Sessions: one day or half day of reflection that focuses on encounter, accompanying, and the Kerygma. Currently being presented to administrators and Faculty in the Archdiocese of Newark.  
<https://www.catholicapostolatecenter.org/>  
<https://www.apostlesonmission.org/>  
<https://www.catholicapostolatecenter.org/art-of-accompaniment.html>
- Sienna Institute - Best known for Called and Gifted, Forming Intentional Disciples, Anais ministries: <https://siena.org/>
- Franciscan University of Steubenville.
  - <https://steubenvilleconferences.com/parish-missions/>
  - Franciscan University Catechetical Institute's Pastoral Accompaniment Track and Mentoring Track. Focus is on the spiritual formation of the mentor
  - First Proclamation Track and workshops within this track to base encounter retreats
  - The Kerygma: Key Doctrines
  - The Kerygma: Delivering the Gospel Proclamation
  - The Sacramental Economy
  - Praying with Scripture: Lectio Divina
  - Master of Catholic Leadership: Graduate degree program focused on the accompaniment of defined educational leaders.
- Cursillo: Make a friend, be a friend, bring a friend to Christ <https://www.cursillo.org/>
- Life in the Spirit-several web pages.
  - <https://www.lotwem.org/retreat> and Awakening Retreats
  - <https://christlife.org/>
  - <https://alphausa.org/>
  - <https://www.actsmissions.org>
- Books by Joe Paprocki:
  - *Practice Makes Catholic: Moving from a Learned Faith to a Lived Faith*
  - *Preparing Hearts and Minds: 9 Simple Ways for Catechists to Cultivate a Living Faith*

- St. Francis de Sales: *Introduction to the Devout Life*.

### **Ongoing Prayer Formation**

The School context has two components – prayer formation as a school and prayer formation as an individual. Schools need to carve out time for both. For formation as a school, a quarterly encounter experience should be planned. It could incorporate elements of prayer, worship, Eucharistic Adoration, Confession. It could be scheduled in two formats, each offered to all, according to each one's schedule – for example, a Thursday night gathering and a Saturday morning gathering/mini-retreat.

For individual prayer, this could include building prayer time into each teachers' schedule, such as the ability to attend Adoration or to pray in the Church. Individuals could also be encouraged to form and grow a personal prayer life, including commitments to daily Scripture reading, prayer groups, participate in regular spiritual direction, etc.

Ongoing formation also offers opportunities to link the school to its parish or the high schools to their feeder parishes. Joint experiences between parish staff and school staff are possible, building the unity between the two.

Ongoing formation provides an opportunity for schools to work together as feeder groups. A quarterly prayer experience shared between feeder group schools would be powerful and would build the community connections necessary to sustain discipleship. It could incorporate elements of prayer, worship, Eucharistic Adoration, Confession.

Ideally, the encounters, small groups and personal prayer would overlap in some way as mutually encouraging and centered around a theme that fosters conversations.

It would be wise to create a school leadership team at each location that leads the initiative. Such a team have ongoing training, need to discuss what this is, who does it, and who owns it.

### **Recommendations**

The committee recommends the following experiences:

- Leadership Team - Each school should form a small leadership team focused on planning ongoing prayer formation and small group opportunities. These leadership teams should be trained and equipped to effectively incorporate prayer into the life of the faculty and staff.
- Leadership support and training - The school leadership teams should receive some annual formation and support, perhaps a one-day retreat with all the school leadership

teams together, to be formed for infusing a spirit of prayer into the schools, providing coaching and best practices.

- Quarterly Prayer Experiences - Each school is encouraged to minimally offer quarterly prayer experiences for the faculty and staff, and possibly to collaborate with other local schools in these events. Examples of prayer experiences: times of silence, Adoration, Eucharistic holy hour, Confession, prayer teams in parishes, lectio divina, opportunities for personal prayer, healing Masses, Sacraments.

## **Resources**

- *Catholic Prayer for Catholic Families* - Loyola Press
- Together in Holiness Parent and Family Formation - St. John Paul II Foundation
- Lectio Divina
- Spiritual Direction to train spiritual directors for our diocese.
- Avila Institute for Spiritual Formation: <https://avila-institute.org/>
- FUS Spiritual Direction program: <https://institutes.franciscan.edu/school-spiritual-direction/>
- ODU has spiritual direction program through the Dominican sisters – Wellsprings
- FUS CI program - guiding souls training
- Evangelical Catholic - training on how to run small groups

## **Small Group Support**

As the ongoing prayer experiences develop, schools should encourage the formation of informal small groups. These can develop organically within the school community or across feeder school groups and be encouraged to begin to meet monthly or weekly depending on the small group format and readiness of members. This could be a group that gets together and prays together on a weekly basis, revisiting the larger them from the encounter experience. The groups could meet once a week or once a month for coffee and prayerful talk.

Small groups can be fostered locally to fit the culture, could be organically within the school community or across feeder school groups. They should be encouraged to begin to meet monthly or weekly depending on the small group format and readiness of members. Small group work must nurture prayerful support and will allow faculties to move deeper into their role as disciples.



Additionally, it must be remembered that new teachers need accompaniment. In addition to small group support, mentoring experiences are possible and should be encouraged. Walking with the new teachers and including them in the small groups is critical to ensuring their continued commitment to working in Catholic education.

## **Resources**

- Franciscan University Discipleship Quads:  
<https://steubenvilleconferences.com/discipleship-quads/>
- Walking with a Purpose (women)
- That Man Is You (Men)
- Small group Scripture studies
- Small Group Mentoring through CI Program for Teachers and Administrators
- St Augustine Institute - Formed.org, ongoing training and workshops for small groups.
- Local parish resources and programs

Disciple of Christ-Education in Virtue faith formation, includes a framework for discipleship grounded in St. Thomas Aquinas approach to the human person, the love of virtue and the gifts of the Holy Spirit, with resources for education (digital and print), online lesson modules, prayer journals with lectio divina and sacred art; with teacher resources for classroom and school application to form students in virtue.

## **Appendix A**

### **Budget**

The program described in this plan will require significant sustained investment from the Diocese and from individual parishes and schools. A clear statement of expenses and timelines must be provided to each location and including in the budgeting plan. At this time, it is difficult to develop a specific budget for each part of this plan, but a description of the cost components can be developed.

During a conference year, the expenses of this plan will increase during a year designated for an Encounter conference. The most expensive elements will be the conference location, food for attendees, technology costs, speaker fees, transportation and parking, materials and printing, security, staffing needs. While many of these costs will be incurred at the Diocesan level, those costs are passed on to the locations, requiring budget preparation.

During the non-conference years, the costs are lower and are largely at the parish or school level. These costs include materials, such as books or resources; fees for conferences, training, and workshops; personnel costs including stipends and substitute teachers; and food or refreshment costs. At the Diocesan level, expenses include material production and employee time for supporting parishes and schools.

A member of the committee has experience working in a diocese that developed a grant program to support employee formation. The Archdiocese of Washington Evangelization Grant program provided grants up to \$2,500 for qualifying parishes that completed an application. The parishes had to design a unique program focused outward beyond their parishes on encountering people that may not be connected to the parish. They were required to complete a report within 3 months after completing the program. The grant program began with a commitment of \$8,000 and grew over time.

## Appendix B

### Example of Enacting Plan

Encounter – One annual event for educators at the start of the school year to introduce a theme and provide a take-home resource to support ongoing formation and prayer, to refer back to over the year. This could be all diocesan every 3 years, but other years or every year could be a regional gathering of educators, perhaps building on the feeder school/high school relationships. The proposed position would support this work and collaborate with the Office of Catholic Schools and school administrators to facilitate this event.

Quarterly: follow up encounter experiences would be scheduled at the parish or school level (or both to combine resources/build fellowship). It could incorporate elements of prayer, worship, Eucharistic Adoration, Confession. It could be scheduled in two formats, each offered to all, according to each one's schedule – for example, a Thursday night gathering and a Saturday morning gathering/mini-retreat. The proposed position would support this work and collaborate with the Office of Catholic Schools and school administrators to facilitate this formation.

Small groups – fostered locally to fit the culture, could be organically within the school community or across feeder school groups; encouraged to begin to meet monthly or weekly depending on the small group format and readiness of members. Training on how to run and facilitate small groups would be provided in advance. The proposed position would support this work and collaborate with the Office of Catholic Schools and school administrators to facilitate small groups.

Individually - Ongoing Prayer Formation – individuals would be encouraged to form and grow a personal prayer life; this could look like commitments to daily Scripture reading, prayer groups, weekly Adoration commitment, etc. The proposed position would support this personal formation.

Ideally, the encounters, small groups and personal prayer would overlap in some way as mutually encouraging and centered around a theme that fosters conversations.

Annual theme, like the year of the sacraments, or the year of prayer.

- Suggestion: we can connect with Catechetical Sunday which provides a yearly theme for each year 2020-21: <https://www.usccb.org/committees/evangelization-catechesis/leadership-institute-catechetical-sunday-2020>

- Every 3-year conference for all Catholic educators, focus on Mass, Confession, Adoration, powerful speakers with a unifying message
- Resource manual or guide, such as a “Companion Guide”
  - Consider using the USCCB: Living as Missionary Disciples” as the point of reference for a Summary of the New Evangelization; Pastoral Guidance on Missionary Discipleship; following their outline of Encounter – Accompany – Community – Send
  - Add supplement that expands on this for common vocabulary and spiritual guidance that can be used as a follow up after the encounter experiences, in small groups or individual prayer

## **Appendix C**

### **Example of Supplemental Companion Guide**

**Concept:** Shared Resource among educators, faithful to have a common vocabulary, guide for encountering God in prayer and growing in a shared understanding of what discipleship looks like

#### **Draft: Diocese of Columbus - Discipleship Companion Resource and Journal**

##### **1. Kerygma**

- a. Good News Overview - Story of Salvation - Call to Disciples
- b. Unpacking the Kerygma / Joyful Disciples with Small Group Discussion

##### **2. Encountering God**

- a. How to Do Lectio Divina
- b. God's Revealing of Himself in Scripture
  - i. Lectio Divina: The Word Became Flesh with Small Group Discussion Questions (The Word Became Flesh (p.6 how to use-51), with questions on last page)
- c. Daily Examen & Confession
- d. How to Develop a Prayer Plan
- e. Basic Prayers

##### **3. Transformation in Christ**

- a. Transformation in Christ
- b. Living as Disciples of Christ
  - i. Beginning at Baptism, restored and elevated, God at work in us, strengthened healed and nourished, fully alive
- c. Discipleship in Scripture (for individual or small group)
  - i. Lectio Divina: Come Follow Me
  - ii. Lectio Divina: Following the Narrow Path
  - iii. Lectio Divina: Following the Way of the Cross

- iv. Lectio Divina; Following the Way of the Saints
- v. Lectio Divina: Following the Holy Spirit
- d. Living Virtuously
  - i. Heard, Seen, Touched by Christ
  - ii. Becoming a Credible Witness
  - iii. Transformation – Virtues and Vices
- e. Faith
- f. Hope
- g. Charity
- h. St. Faustina’s Prayer to Be Merciful
- i. Lectio Divina: “O God be Merciful”
- j. Works of Mercy (examples of what this looks like in action across age groups and in the lives of the saints)

#### **4. Resources and Practical Tools for Discipleship**

- a. Living the Life: Virtues and Gifts
- b. Practical Tools for Educators
- c. Traits of a Disciple of Christ
- d. Key Words/Glossary
- e. “To Be Partakers of the Divine Nature” – Virtue is our Free Response to God
- f. Recommended Reading and Resources – Individuals and Small Groups