

The Spiritan Education Trust

Role and Responsibilities

A Strategic Plan for the Organisation

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The Role and Responsibilities of the Spiritan Education Trust

A Strategic Plan for the Organisation March 2016

Following a process of consultation and reflection a strategic plan for the Spiritan Education Trust board and executive in the context of its role and responsibilities as patron of the Spiritan schools has been put in place.

1. Introduction

The Des Places Educational Association (DEA) was set up by the Religious Congregation of the Holy Spirit (Spiritans) in 1999 as a "company limited by guarantee and not having a share capital". As such the DEA is also registered as a charity. Henceforth the DEA will be known as the Spiritan Education Trust.

The Spiritan Education Trust is patron of the nine schools in the Spiritan network and is joint patron of Holy Family Community School in Rathcoole. The Spiritan Education Trust company comprises two bodies:

- the members of the company
- the board of directors

The seven members of the company are the Spiritan Provincial Leadership Team (PLT) and other co-opted members of the Spiritan Congregation. The affairs and business of the company are managed by the board of directors who are appointed by the members.

The Spiritan Education Trust retains strong links with the Spiritan congregation. All of the members are members of the Spiritan congregation and while the Spiritan Education Trust is responsible for the promotion and development of Catholic education in the Spiritan schools, school buildings and lands remain in the ownership of the Spiritan congregation through the Liebermann Trust.

The Spiritan Congregation has been involved in education in Ireland since the mid-19th century. The patronage of the Spiritan schools network was handed over to the Spiritan Education Trust in 1999. This strategic review builds on the DEA Corporate Review which took place in 2008. In the light of recent developments in the broader education scene in Ireland in recent years, it is timely to reflect on the role of the Spiritan Education Trust as it has operated to date and to put a strategic plan in place for the next stage of its development over the coming years.

2. Spiritan Education Trust Mission Statement

The Spiritan Education Trust is committed to continuing and developing the Catholic education tradition of the Congregation of the Holy Spirit (Spiritans) in Ireland, as Patron of its schools.

Charged by the Congregation to direct and supervise its educational mission, the Spiritan Education Trust undertakes meaningful communication with school management and fosters cooperation among all stakeholders. It also undertakes strategic planning, both educational and financial.

The trust encourages education policies, programmes and practices which nurture and develop the abilities, talents and interests of each person in ways that promote and champion active citizenship and solidarity with people who are marginalised.

Partnership, openness and accountability will characterise the work of the Spiritan Education Trust.

3. Spiritan Education Trust Vision Statement

The Spiritan Education Trust is the patron for the Spiritan schools in Ireland with a clear sense of mission, with specific strategic goals and objectives and is a model of excellence as school patron at governance and operational levels.

The Spiritan Education Trust will be a well resourced organisation in full alignment and in association with the Spiritan schools. While the Spiritan Education Trust will be an autonomous patron body for the schools, there will also be a clearly defined relationship with the Spiritan Congregation and an absolute commitment to promoting and supporting the Spiritan ethos in the schools.

The ever evolving role of the Spiritan Education Trust provides an expression of the Spiritan education ministry in Ireland which is an integral part of the global Spiritan mission.

The Spiritan Education Trust board of directors will have a clearly defined structure and modus operandi which will enable it to operate as an effective and fully compliant patron for the schools.

The Spiritan Education Trust office will be well resourced and appropriately staffed to provide a service of excellence to the schools.

The Spiritan Education Trust works in collaboration with the other Catholic education trust bodies in particular through its active participation in the Association of Trustees of Catholic Schools (ATCS).

4. Spiritan Education Trust Values Statement

The Spiritan Education Trust was set up by the Spiritan Congregation to act as patron for the Spiritan schools. In this context, the Spiritan Education Trust has a responsibility to promote and support Catholic education in the Spiritan tradition and ethos.

"We consider the following to be especially important tasks for our times:

- Youth apostolate, because the present situation of young people is crying out more than ever for social and educational works;
- work with refugees and immigrants and those who are on the margins of society"

(Spiritans Rule of Life, 18)

There are seven core values of Spiritan ethos which give expression to the characteristic spirit and mission of the Spiritan schools:

- Openness to the Spirit: "The Spiritan charism is a gift that shines through the lives of our founders and other Spiritans, a gift which touches and enriches us. It challenges us to be faithful in an age when the call to authenticity is one of the signs of the times. (Torre d'Aguilha). All involved are "guided by the Holy Spirit in our relationships, choices, behaviours and decisions" (Arenas for Change, Arena 4)
- Sense of community: Understanding schools as communities of teaching and learning with each forming a community of schools which share a common vision and collaborate with each other. "In Spiritan schools a Sense of Community is nurtured through the quality of relationships that underpins acceptance of one another and good collaboration between management, staff, students and parents. This sense of community permeates relationships between Spiritan schools" (Education for Transformation through Gospel Values)
- Option for the poor: A recognition by all that that we live in an unequal world "where resources are unevenly distributed. From our position of privilege we are called to recognise

our role in working together to create a just world" (Arenas for Change, Arena 4). This requires a commitment, in solidarity with those who are economically marginalised, to resist all forms of structural injustice and to create a more just world. (See Appendix 1) In particular, "Spiritans schools strive to be advocates for social justice through social inclusion, outreach to the poor and prioritisation of social justice issues" (Education for Transformation through Gospel Values).

- Commitment to service: We place our individual and community talents and gifts at the disposal of others in a spirit of voluntary commitment. "What is given to each one to do is important not only for each one's own fulfilment, but also for the well-being of the community and the spread of the Gospel" (Spiritans Rule of Life 43)
- Global vision: "Reflecting the missionary outlook of the Congregation, Spiritans education works for the empowerment of peoples and their liberation from injustice and poverty" (Arenas for Change, Arena 4). "A Spiritans education is grounded in a global vision enabling all who experience it a realisation that our local, national and global relationships have implications for and are intrinsically related to each other" (Education for Transformation through Gospel Values).
- High educational standards: "We renew once more our focus on education as a way to the integral liberation of individuals and peoples to whom we are sent" (Spiritans Chapter, Bagamoyo, 2012) Each individual is encouraged to strive for excellence and the highest academic standards through faith-based education and learning.
- Personal and faith development: The Spiritans school aims to promote the personal and faith development of all students. "The Spirit calls us to continual conversion, shapes our personal and community lives and makes us partakers in the death and resurrection mystery of Jesus" (Spiritans Rule of Life 10)

These core values will also inform the Spiritans Education Trust strategy and approach in all of its operations and dealings with the schools. The 2015 Ethos Appraisal Reports will be used to guide the Spiritans Education Trust and its officers in their roles. In addition, the Spiritans Education Trust will perform its role as patron of the Spiritans schools to the highest standards of excellence in terms of management and governance.

5. External Trends

5.1 Trends in School Types and Enrolments: Between 1970 and 2015, the total number of second level schools has declined from 905 to 732 while total enrolment increased from 209,812 to 372,295. In the same period the number of voluntary secondary schools has fallen from 599 to 375 with enrolment increasing from 150,642 to 191,144. Of the 375 voluntary secondary schools 53 are fee charging (20 of which are non-Catholic).

5.2 Emergence of new Trusts in the Catholic sector including the Spiritans Education Trust and the changing involvement of Religious Congregations in school provision and management.

5.3 Recent legislation of relevance to education

- Education Act 1998 – Sections 8,14,15
- Other Acts of the Oireachtas:
 - The Education Welfare Act 2000
 - The Education for Persons with Special Educational Needs Act 2004
 - The Data Protection Acts 1998 and 2003

Education (Admissions to Schools) Bill 2015
Company Law, Law of Trusts and Charities Act 2009
Regulation of Lobbying Act 2015

5.4 Other Legal Frameworks

- The JMB
- The Articles of Management for Catholic Voluntary Secondary Schools
- Memorandum and Articles of Association of the DEA Ltd.

5.5 Decisions of the Spiritan Chapter as outlined in Arenas for Change

- We seek to ensure that all our schools and ministries give witness to the vision of Spiritan mission as found in our Rule of Life
- In line with refoundation and the integration of all our ministries into one Spiritan mission an appraisal will be undertaken in all our schools to highlight their role in Spiritan mission and to see what challenges and opportunities need to be addressed.
- In line with our commitment to education in Ireland the PLT working through the Spiritan Education Trust, will explore the possibility of tendering for the patronage of schools currently being built in new urban areas and especially those most disadvantaged.
- In the spirit of refoundation, the Chapter declares its intent in taking a structured, well-managed approach to including all our schools in the non-fee-paying sector. The feasibility of this will be part of the appraisal process mentioned above.
- The Chapter requests the Spiritan Education Trust to continue working on building up a "community of schools" among all the stakeholders in Spiritan Education. We aim for a sharing of resources at all levels and equality in the provision of services, particularly pastoral care, counselling and chaplaincy, in all schools under Spiritan patronage.
- Spiritan ethos will be strengthened in all our education works
- The PLT will facilitate and encourage the three strands of Spiritan Education in Ireland to work and collaborate with each other.

As patron of the Spiritan schools, the Spiritan Education Trust is required to take account of these decisions. This process has already begun with some of the decisions already well researched.

5.6 The attitude of the State to Catholic education.

5.7 The attitude of the State to fee charging schools.

5.8 The impact of cultural Issues on the provision of Education.

6. Spiritan Education Trust Board Self-Analysis

Based on a SWOT analysis, the Spiritan Education Trust board identified the following strengths, weaknesses, opportunities and threats:

6.1 Perceived Strengths

6.1.1 The Spiritan Education Trust Board

- A recognition of the range of professional talents on the board
- A very genuine commitment of time and energy by members of a voluntary board
- A very strong commitment to Spiritan ethos
- The professionalism of the board

6.1.2 The Spiritan Education Trust Office

- Professionalism and commitment of office staff
- Strong ethical and spiritual basis of the service to the schools
- Personnel with clear focus and vision
- High standards

6.1.3 The Spiritan Schools

- Acceptance of the trust by the schools
- Respect for and confidence in the trust has grown
- Community spirit in the schools
- Well-managed schools in the Spiritan network

6.2 Perceived Weaknesses

- Lack of clarity in relationship between the trust and the Congregation
- Buildings, land, school property and licence fee
- Relationship with Congregation Property and Finance Office
- Resourcing difficulties
- Lack of induction and training
- Spiritan Education Trust structures and procedures
- Caught up in the immediate issues rather than policy and strategy
- Lack of communication, inclusiveness and openness
- Transient and under-resourced executive
- Ad hoc working procedures
- Slow rate of decision-making.

6.3 Perceived Opportunities

- The trust is at a crossroads and the opportunity is there to question, clarify and set medium to long term goals
- Opportunity for greater involvement by and collaboration with school management
- An opportunity to develop an intelligent, engaging approach to the transmission of Christian values and faith
- Opportunity to develop a clear agenda for the trust and to create a new standard for the future
- The current process will bring clarity and unity of purpose to the trust board and office
- An opportunity to develop a new inclusive model of education
- To become a model trust for the Catholic voluntary secondary sector
- A growing awareness of the Spiritan community

6.4 Perceived Threats

- Government policy in relation to fee-charging schools, admissions and teacher allocation

- The state of the economy and fee-charging schools
- The public perception of fee-charging schools
- Tension between "option for the poor" and fee-charging schools
- Lack of communication between all of the relevant partners - SET board, the SET office, the Congregation and the schools
- Equivocal attitude of schools to admissions and inclusiveness
- State regulation and compliance
- The Congregation Property and Finance Office
- The evolution of a more secular society
- The number of Spiritans and the future of the Congregation.

The strengths, weaknesses, opportunities and threats listed above represent a summary of the main factors listed by members of the Spiritan Education Trust board. The full list is outlined in Appendix 2. It is in the context of this self-analysis that the trust's strategic objectives are developed.

7. Strategic Objectives

7.1 The Spiritan Education Trust Board Structure and Procedures

Strategic Objective: To ensure that the Spiritan Education Trust board is legally compliant and effective in its structure, organisation and operation.

7.1.1 Legal framework: The Spiritan Education Trust board has put a process in place to ensure compliance with the Companies Acts. This involves making the necessary changes to the Memorandum and Articles of Association to ensure compliance and to include the following:

- The DEA name has been changed to the **Spiritan Education Trust**.
- The directors are appointed by the seven Company Members (who are Spiritans).
- The number of directors will be eleven including the chairperson.
- The quorum will be 5.
- Representative(s) of the Spiritan Congregation should be on the board but not necessarily in role of chairperson
- Term of office will be three years renewable with provision for regular turnover (one third every three years).

Target deadline for completion: 30 June 2016.

7.1.2 Possible conflicts of interest will be considered in making appointments.

7.1.3 The board appointed will operate in accordance with the highest standards of governance and will be conscious that it acts as a body corporate.

7.1.4 Induction of board directors: A formal induction process will be in place to support new board appointees. When the board comes towards the end of its three year term, there will be a detailed review session which will inform the new board when it takes office. Annual self-assessments of performance will also be carried out by the board.

7.1.5 Role of the chairperson: Although non-executive the chairperson, by nature of the role, will be required to give some time to board business in conjunction with the executive officer and office staff (See Articles of Management 44)

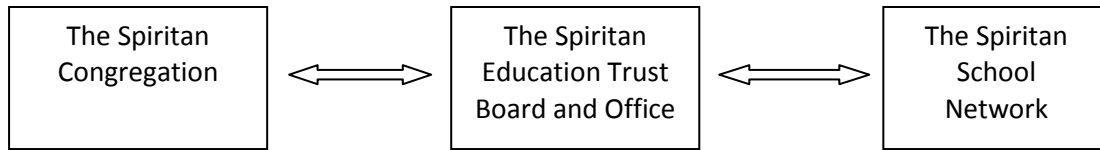
7.1.6 Agenda for board meetings: A well-resourced executive office will allow the board time and greater freedom to concentrate on strategic management. Ideally, there will be "a robust executive and a strong Trust board".

7.1.7 The Trust board may set up sub-committees from time to time for specific purposes as required. External expertise may be brought in on a needs basis.

7.1.8 Relationship between Trust board and office staff: The Trust board determines policy and the strategic direction of the organisation with the executive officer and office team ensures its implementation.

7.1.9 To facilitate the communication process, an annual review meeting will take place between the Spiritan Education Trust board and the Congregation. In addition, the board will carry out a "360 degree review" by seeking feedback from the schools and other stakeholders.

7.2 The Spiritan Education Trust and its Relationship with the Congregation



Strategic Objective: To maintain and strengthen the relationship between the Spiritan Congregation and the Spiritan Education Trust board in relation to the trusteeship of the schools in the Spiritan network.

Basic Principle: The Spiritan Education Trust is the legally appointed patron for all schools in the Spiritan network. The schools will relate to and communicate with the Trust in relation to all matters of a school patron's responsibility under the Education Act 1998.

7.2.1 The Spiritan Congregation set up the Spiritan Education Trust (formerly the DEA) in 1999 as patron of the Spiritan schools.

7.2.2 The Spiritan Education Trust as patron of the Spiritan schools guarantees to protect the Spiritan ethos and to promote the Spiritan understanding of mission.

7.2.3 Strong communication links will be maintained between the Trust and the Congregation by various means including an annual review meeting, an annual report from the Spiritan Education Trust board to the Congregation PLT and the provision of induction and training resources by the Congregation for the Trust board.

Timeline: A meeting between the Spiritan Education Trust Board and the Spiritan Congregation will take place by the end of June each year and an annual report will be presented to the Congregation beginning in June 2017.

7.3 Responsibility of Spiritan Education Trust to Promote and Maintain the Spiritan Ethos

Strategic Objective: To ensure that the Spiritan Education Trust fulfils its role in promoting and supporting the Spiritan ethos in the Spiritan school network.

A. At board level:

- Directors with an appreciation and understanding of Spiritan ethos will be appointed.
- Formal induction of all newly appointed directors will be put in place with support from the Congregation.
- Board members will be selected from different backgrounds with each bringing his/her own experience and viewpoint.
- The trust board will undertake an annual review and self-evaluation before the end of June each year. The review will be framed in terms of the Spiritan ethos and reflecting the seven core Spiritan values.

B. At governance and office level:

- All employees in the Spiritan Education Trust office will collaboratively develop and implement the Spiritan mission in education and promote the Spiritan ethos in the schools
- When making appointments to school boards of management, acceptance and understanding of the Spiritan ethos will be an important consideration.
- Principals and leadership teams will be assisted to ensure effective ethos promotion in the schools.
- An annual report from school boards of management framed in the context of the seven core Spiritan values will be presented to the trust office by the end of May each year.

The Spiritan Education Trust will communicate formally and regularly with the Congregation in relation to matters of ethos in the Spiritan schools.

7.4 The Spiritan Education Trust and the Spiritan School Communities

Strategic Objective: To maintain and build on the relationship between the Spiritan Education Trust and the schools in the Spiritan network.

The Spiritan Education Trust is expected to carry out its functions as school patron for all schools in the Spiritan network as delegated to do so by the Congregation and in accordance with statutory requirements. To fulfil these responsibilities the Spiritan Education Trust will take the following factors into account:

- Overall relationship and communication with the schools at all levels.
- Interface with school boards of management.
- Promoting the sense of network among the schools.
- The Spiritan Education Trust will ensure that it carries out its role as joint patron of the Holy Family Community School in Rathcoole.
- Promote strong relationships between the Trust office and school principals, boards of management, senior management teams, students and parents;
- Provide in-service and training for school communities;

The priorities for the Spiritan Education Trust at this time are:

- **Regular communication with all schools in the network especially in relation to ethos and all aspects of this strategic plan (during 2016/2017 school year);**
- **Formally review the structure of finance sub-committees in schools (by December 2016);**
- **Monitor the publication and implementation policies by the schools (especially Admissions Policies)**
- **Appointment of boards of management in the schools and provide in-service**
- **Continue to develop a policy with the schools on access.**

As part of the communication process with the schools it will be emphasised that the Spiritan Education Trust is responsible for all matters in relation to school patronage and governance. In particular, schools will not bypass the trust by dealing directly with the Congregation.

7.5 School Property and the Licence Fee

Strategic Objective: To ensure that the Spiritan Education Trust's responsibility as school patron in relation to school property and licence arrangements is fulfilled. In particular, the board will ensure that education infrastructure and facilities are of a necessary standard to provide a high quality education service to students.

A working group comprising representatives of the Congregation and the Spiritan Education Trust board has been set up and terms of reference for the group have been adopted. This group will examine all options in relation to Schedule One properties attached to each school and will look at options for the licence fee into the future.

(Once completed and approved by the Congregation and by the Spiritan Education Trust board, agreed arrangements will be inserted into this strategic plan document).

7.2.1 School property, the Spiritan Education Trust and the Congregation

In discussions with the Congregation, the preferred option of the Spiritan Education Trust board is to take control of Schedule 1 school property by means of a long term lease which will give the board authority to approve necessary investment and changes in school infrastructure while at the same time protecting the interests of the Congregation.

7.2.2 Licence Fee and Administration Fee:

The Working Group will also consider proposals for the licence fee/administration fee and will agree on the process required to collect and manage the fee. In drawing up these proposals, the Spiritan Education Trust puts forward the following principles for consideration:

- Licence fee and administration fee will be paid directly by the schools to the Spiritan Education Trust.
- The administration fee should be set at the level required to fund a well resourced executive office and the resources needed to carry out the trust's education function.
- A rationale for the licence fee charge will be agreed and communicated to the schools in the network.
- Any new formula for calculating the licence fee needs to be set at a level which does not penalise any individual school.
- Whatever licence fee structure is put in place, it should not have a negative effect on the future well-being of any school with the Spiritan Education Trust having the authority to grant total or partial alleviation in particular circumstances.
- These proposals are subject to compliance with the Charities Regulator and VAT regulations for which legal opinion will be sought.

All proposals from the working group will only be implemented when formally approved by the Spiritan Education Trust board and the Congregation.

Target date for completion: September 2016.

7.6 The Spiritan Education Trust Office Staff and Structure

Strategic Objective: To put in place an office structure which enables the Spiritan Education Trust to professionally fulfil its role of governance and oversight.

7.6.1 In summary, the Spiritan Education Trust as school patron is responsible for ensuring good governance, promoting and maintaining the Spiritan ethos and dealing with all matters in relation to school property and financial management. The Trust provides services to the schools in the network including appointment of boards of management, training and guidance for principals, school staff and board members, and monitoring of policies.

7.6.2 Office structure required to fulfil the Spiritan Education Trust mission (See Appendix 3)

- **Full time Executive Officer:** Ideally, the executive officer will have experience in school management and will be the leader of the executive team. It is envisaged that the executive officer will be a full time role with responsibility for governance and education.

Action: Develop the role profile for Executive Officer advertise/headhunt for the post from March to May 2016 and taking up office in early August 2016.

- **Office Administrator:** This post is already in place. It could be full-time but not necessarily. It is proposed to increase the level of responsibility of the administrator to include an executive assistant role. The office administrator will also be the recording secretary for the Spiritan Education Trust board.

Action: Review and develop the role profile for the Office Administrator to include the suggested expansion of the role.

- **Ethos, Faith and Mission Officer:** This will be a full time paid post which will combine the roles heretofore carried out by the Ethos and Faith and Mission desks. (See Appendix 3)

Action: The trust board will draw up a role profile for the proposed Ethos, Faith and Mission Officer

To be completed by 31 August 2016.

- **Finance and Property:** The Finance and Property Officer will be a part time role for two/three days per week but flexible as required from time to time. In addition to finance, school budgeting and accounts, there will ongoing liaison with Congregation in relation to school property, licence fee and indemnity for the board of directors.

Action: Clarify the needs of the Finance and Property desk in the context of discussion with the Congregation in relation to responsibilities of the Spiritan Education Trust and the Congregation. This process has begun and will become clearer when the Working Group on School Property and Licence Fee is completed.

7.6.3 The Spiritan Education Trust officers operate very much as a team with the executive officer as leader.

The Spiritan Education Trust board is committed to putting a strong and robust office in place in order to fulfil the trust's responsibilities as patron to all partners - trust board, management of the schools, the Congregation and others. The office will be fully funded from the licence/administration fees paid by the schools.

8. Budgeting and Finance

A detailed costing exercise is being carried out to determine the exact annual budget required to fund the Spiritan Education Trust office. It is estimated that the office would require in the region of €370,000 to fund it on an annual basis. This includes an estimate of €200,000 for total payroll costs.

9. Monitoring and Evaluation

The Spiritan Education Trust strategic plan will be evaluated by the trust board and by the trust office on a regular basis. In addition, there will be an annual review and self-evaluation carried out by the board to ensure progress in implementing the plan.

A review of the strategic plan will take place in June each year beginning in June 2017.

10. Communication of the Plan to All Stakeholders

Once finalised and formally adopted by the Spiritan Trust board, details of the strategic plan will be communicated to all stakeholders, particularly the Congregation and the school boards of management.

The strategic plan will be communicated to the various stakeholders of the school communities beginning in May 2016 and over the course of the first term during the 2016/2017 school year.

Conclusion and Executive Summary

This strategic plan for the Spiritan Education Trust has been put in place following a process of consultation and reflection which commenced in September 2015. It is intended that the contents of this plan will lead to dialogue with all of the partners in the Spiritan network and inform decisions to be taken on the future direction and well-being of the trust.

Embedded in the Spiritan tradition and the seven core values of the Spiritan ethos, six strategic objectives have been identified to guide the trust in its deliberations and decisions over the next number of years:

- To ensure that the Spiritan Education Trust board is legally compliant and effective in its structure, organisation and operation;
- To maintain and strengthen the relationship between the Spiritan Congregation and the Spiritan Education Trust board in relation to the trusteeship of schools in the Spiritan network;
- To ensure that the Spiritan Education Trust fulfils its role in promoting and supporting the Spiritan ethos in the Spiritan school network;
- To maintain and build on the relationship between the Spiritan Education Trust and the schools in the Spiritan network;
- To ensure that the Spiritan Education Trust's responsibility as school patron in relation to school property and licence arrangements is fulfilled;
- To put in place an office structure which enables the Spiritan Education Trust to fulfil its role of governance and oversight.

The development of the strategic plan has led to the setting up of a number of initiatives and points of action which will put the trust on a sound footing over the coming years:

- Review of the Memorandum and Articles of Association;
- Strengthening the lines of communication between the trust and the Congregation and between the trust and the schools;
- Restating the trust's commitment to fulfil its role in promoting the Spiritan ethos;
- Working with the Congregation to ensure that the trust is enabled to carry out its responsibilities in relation to school property and the licensing arrangements;
- Reviewing the office structure to enable it to professionally fulfil its role of governance and oversight.

The Spiritan Education Trust is committed to reviewing its strategic operation on an annual basis in consultation with the Congregation and the schools in the Spiritan network.

FERGUS DUNNE
March 2016

Appendix 1

Option for the Poor - Selected Quotations

As we acknowledge the real and potential benefits of present day globalisation, we are aware that it has unfortunately contributed to the emergence of new forms of poverty. Among these “new poor” are young people in difficulty, migrants, people who are discriminated against and oppressed, and those marginalised by the phenomenon of globalisation. This is why our mission to evangelise the poor, following the example of Claude Poullart des Places and Francis Libermann, our ancestors, remains relevant: “The evangelisation of the ‘poor’ is our purpose” **(SRL 4). Bagamoyo 1.3 “Mission in a Globalised World”**

As we come together in Bagamoyo - a place highly symbolic of the enslavement of black people for centuries, but symbolic too of the part played by the first Spiritan missionaries who came to bring the Gospel to Eastern Africa - we restate forcefully our mission to bear witness to the Gospel of justice, of peace and of reconciliation in what we say and in what we do. **Bagamoyo 1.4 “Mission in a Globalised World”**

Special attention will be given to instances of injustice against migrants, refugees and prisoners and to co-operating with certain international partners, including VIVAT International, in cases where nothing can be achieved locally. **Bagamoyo 1.25 “Mission in a Globalised World”**

1.1.4 Option for the poor: It is the option for the poor that makes us different in a society that excludes large sectors of the population. Des Places’ renouncing of the possibilities of a brilliant career and money given by his father and decision to live with the poor seminarians challenges the values of our surrounding consumer society culture. He wanted his work to be God’s work. Attention to the poorest and most abandoned is at the heart of the intuition of both Claude Poullart des Places and Francis Libermann. This is an important criterion for our lifestyle and discerning the works we take on. **(Torre d’Aguilha: *Spiritual Renewal of the Congregation*).**

The option for the poor means allowing these intuitions of the founders to challenge our attitudes, the choices we make and the work we do, while, at the same time, integrating important insights of modern social sciences with regard to poverty. We need to distinguish between ‘poverty suffered’ and ‘poverty chosen’. While ‘poverty suffered’ is a social evil to be overcome, ‘poverty chosen’ is a virtue that involves the choice of a simple lifestyle as a sign of solidarity with the poor in their struggle to transform their situation. The option for the poor involves working for justice and peace and the integrity of creation. To empower poor people we need to avoid creating situations of paternalism and dependency. Money from outside can help, but it can also do much harm. **(Torre d’Aguilha, 1.1.4. p.35 - 36).**

- The evangelisation of the “poor” (cf. Luke 4:18) is our purpose (cf. N. D. XIII, 170). Therefore we go especially to peoples, groups and individuals who have not yet heard the message of the Gospel or who have scarcely heard it, to those whose needs are the greatest, and to the oppressed (cf. N. D. II, 241). **(SRL 4)**
- We are participating within the Church in the mission of Christ, in communion with him and all people, proclaiming a salvation that is a gift from God, liberation from all that oppresses people, joy in knowing the Lord and being known by him. (cf. E. N. 9). **(SRL 11)**
- In faithfulness to the intuitions of our Founders, to their experiences and to the living tradition of our Congregation, we give preference to an apostolate that takes us to... those oppressed and most disadvantaged, as a group or as individuals. **(SRL 12)**

- We count the following as constitutive parts of our mission of evangelisation: the “integral liberation” of people, action for justice and peace, and participation in development. It follows that we must make ourselves “the advocates, the supporters and the defenders of the weak and the little ones against all who oppress them” (Rule of 1849; N. D. X, 517). **(SRL 14)**
- We consider the following to be especially important tasks for our times: ... work with refugees, with immigrants and with those who are on the margins of society. **(SRL 18.1)**

See also ARENA 3 of the 2012 Irish Province Chapter

Appendix 2

SWOT analysis of the current internal Spiritan Education Trust structure

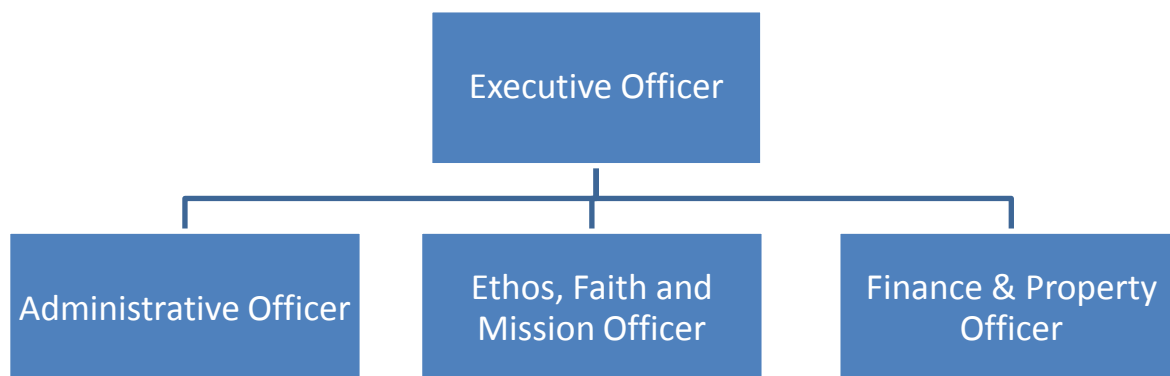
STRENGTHS	OPPORTUNITIES
<p>Genuine commitment by voluntary board-7 Range of talents on the board- Strong Spiritan background and energy-4 Strong commitment to Spiritan ethos -4 Excellent schools in good "condition"-3 Good relationships and goodwill-2 Clear focus Acceptance by schools - respect and confidence-2 Relatively small and manageable-2 Personnel Professionalism of the board and staff-2 High standards Community spirit in the schools Well managed schools and network-2 Strong ethical and spiritual basis to the service offered to schools History of education in Ireland; heritage-2 Board and staff - collegiate relationship</p>	<p>At a crossroads - opportunity to question, clarify and set medium and long term goals Openness Generosity all involved Greater involvement of school management Schools - greater responsibility/collaboration Develop intelligent, engaging approach to transmission of Christian values and faith. Strategy will bring clarity and harmony to Spiritan trust and office. Clear agenda for the Trust Clear and well structured office Qualities and professionalism of board members To grow a new response to Ireland Asylum seekers - new inclusive model of education Promote Catholic education for all Strategic planning exercise Willingness to change. Current context - deep seated educational change Awareness that status quo is not fit for purpose Become a model trust for voluntary schools Develop with schools Spiritan experience and ethos New standard for the future; a new phase. Growing awareness of the "Spiritans Community" Awareness that schools must become more inclusive Opportunity to enhance the role of patron body Encourage schools to look at mission and bring in those unable to pay.</p>
WEAKNESSES	THREATS
<p>Lack of clarity re relationship with Congregation-3 Lack of trust? Ownership of land and buildings. Difficulty in resourcing. Not clear on model of operation. Voluntary Lack of induction and training. DEA structures and procedures. Caught up in immediate issues rather than policy and strategy. Not carrying through on plans and objectives. Lack of clarity of role of DEA by the DEA, Congregation and schools - 3. Lack of clarity on role of office staff. Conflicts of interest - Over v under involvement</p>	<p>Unknown position of the Congregation. Government policy re private education, admissions policies, P/T ratios etc. State of the economy and fee-charging schools. Growth in secular thinking - staff etc. Dilution of Spiritan approach. Back to the bunkers ... Executive v Board Public perception of fee-charging schools Tension between "Option for poor" and Spiritan fee-charging schools. Current debate on "Catholic Schools" Finance Government policy as it affects Catholic education Lack of understanding of role of DEA by board and</p>

<p>of trust members. Lack of communication, inclusiveness, openness. Lacks inclusion Spiritan involvement Independent schools. Schools not seeing need to promote "network". Transient and under-resourced executive Unclear status Property role Educational vision underdeveloped. Ad hoc working procedures at times. Poor stakeholder communication at times. Changing times - slow to adapt. DEA not independent. Increased costs. Fees Lack of clarity re relationship with Congregation. Poor PLT Property and Finance Office - lack of clarity - all over the place. Perception of Spiritan Education Trust by the schools. Not independent or seen as independent Slow to make decisions No standard for school boards. Burdened by heritage Strategy/planning is undertaken to apply PLT's aspirations. Roles and expectations not clearly defined. Poor communication. Need a "leader" in the office. Better identity needed - change of name.</p>	<p>schools. Lack of communication within the office. Office must work as a team to function professionally. Change in culture within schools. Some schools moving ahead of others - better resources Uncertain future. Division within Congregation re schools and Spiritan model especially "mission" v "perceived elitism" Isolation and defensiveness of schools - some "independent republics". Equivocal ethos of schools re admissions and inclusiveness. Threat to independent trusts. Different interpretations of Spiritan ethos. Regulation - Charity Regulator Governance and resources Compliance and resources Changes in values; Christian values diminishing. Spiritan Education Trust may become an "anachronism" Lack of funding for staff requirements Age of Congregation and continuity of mission Poor PLT Prop. & Fin. is also a threat Elimination of ethos in voluntary schools. Expectations of parents. School independence. Public agenda. Secular society - difficult to cultivate Spiritan ethos. Independence and strength of individual schools. Number of Spiritans into the future. Legislation.</p>
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Appendix 3

The Spiritan Education Trust Proposed Office Structure

Executive Office Structure



The Board of Directors of the Spiritan Education Trust is responsible for setting up the Spiritan Education Office and is the employer of each person appointed. The Education Office is given the day to day responsibility of ensuring that the Spiritan Education Trust performs its role as school patron in accordance with the requirements of the Education Act 1998 and other relevant State legislation and in accordance with the objectives of the Spiritan Education Trust's Memorandum and Articles of Association.

The key areas of responsibility which the Education Office must fulfil on behalf of the Spiritan Education Trust Board of directors are:

- School governance as it relates to the legal requirements on school patrons under State legislation
- Promoting and maintaining the Spiritan ethos and unique characteristic spirit of the schools
- School property and finance.

All four executive roles will be guided by and rooted in the seven core values of the Spiritan ethos which has always been the hallmark of the Spiritan Congregation's involvement in schools:

- Openness to the Spirit;
- Sense of community;
- Option for the poor;
- Commitment to service;
- Global vision;
- High educational standards;
- Personal and faith development.

1. Executive Officer

To fulfil these functions, there will be a full time executive officer who will lead the work of the Education Office and will take direct responsibility for the school governance and education role and lead the executive team in the performance of their respective roles. To support the executive officer there will be three further positions which may or may not be part-time.

2. Administrative Officer

The administrative officer post is currently part-time (four days per week) which is probably sufficient for the role. It is envisaged that the Administrative Officer role will include attending meetings of the board of directors as recording secretary and also to act in an assistant executive officer role.

3. Ethos, Faith and Mission Officer

It is proposed that the Ethos Desk and Faith & Mission Desk will merge into one full time post of Ethos, Faith and Mission Officer. The person filling this role will combine the vital task of promoting and developing the Spiritan ethos in the schools together with providing resources and practical supports to assist school personnel to promote and build capacity for Faith and Mission in the Spiritan tradition.

4. Finance & Property Officer

The Finance & Property Officer role is likely to be part-time (two or three days per week) but the extent of the role will depend on the requirements of the Spiritan Education Trust Board of Directors. It is envisaged that the Finance & Property Officer will also act as Company Secretary.

The key to the success of the office structure is that each of the four roles will be an integral and active part of a collaborative team.

Recommendation: A board sub-committee has been set up to agree a detailed role profile for each of the proposed officers taking the circumstances of current employees into account and the requirements of the Spiritan Education Trust board. The sub-committee will also set the process in motion to recruit personnel if required.

Timeline: It is intended to complete the process of appointing an executive officer by the end of May 2016. The Ethos, Faith and Mission role will be filled once the Executive Officer is appointed. The remaining posts will also be evaluated and conditions of employment finalised. The full process will be completed by the end of August 2016.

1. Executive Officer Role Profile

Competencies Required

Ideally, the Executive Officer will be a person with experience and good track record in a position of school management. The qualities required will include:

- Excellent leadership skills as demonstrated in an education context
- Excellent communication and inter-personal skills
- Organisational and administrative skills
- A commitment to faith based education and an understanding of the Spiritan ethos
- Strategic management and planning skills
- Good self-awareness and self-management skills.

The Role Profile

The Executive Officer has overall responsibility for the day to running of the Spiritan Education Office and is answerable to the Spiritan Education Trust Board of Directors. The Executive Officer will also act as Education Officer to the various schools in the Spiritan network and will have the responsibility to ensure that the school managements are fulfilling their statutory obligations under the Education Act 1998 and other relevant State legislation.

The duties attached to the role will include the following:

- Lead the Education Office team to implement the goals and objectives of the Spiritan Education Trust Board in their respective roles and areas of responsibility - Education, Ethos and Faith Development, Property and Finance, Administration.
- Assist and advise the board on the implementation of the goals and objectives of the Trust's strategic plan.
- In conjunction with the Chairperson, enable the Board to fulfil its governance function and facilitate preparation for board meetings.
- Oversee the implementation of the Appraisal of the Spiritan Education Mission.
- Chair the meetings of the Spiritan Education Trust Education Sub-Committee.
- Attend meetings of the Spiritan Education Trust Board of Directors and Executive Committee meetings.
- Provide information and regular updates to the board on all educational matters.
- Guide the board of directors in relation to the appointment of school boards of management.
- Guide the board of directors in relation to the appointment of principals and deputy principals in the Spiritan schools.
- Advise and/or represent the board of directors on selection/interview boards for staff vacancies in schools as appropriate and necessary.
- Provide an evaluation of each school's progress to the Board.
- Advise on and facilitate the Ethos and Faith Development function in the Spiritan school network.

- Ensure that boards of management consult with and keep the Spiritan Education Trust, Spiritan school patron, informed of decisions and proposals as required by the Education Act 1998.
- Advise on the training and on-going in-service for boards of management and for members of staff, parents and students.
- Facilitate meetings of school principals, deputy principals and chairpersons of school boards of management as appropriate and necessary.
- Be available to school principals and chairpersons in cases of emergency.

Nature of the Contract

Contract of continuous employment. Secondment is not an option.

Commencement Date: 01 August 2016

Salary/Pension/Expenses

Attendance

The normal working day will be 9.00am to 5.00p Monday to Friday inclusive. However, a significant level of flexibility will be required to facilitate attendance at meetings and relevant functions in the evening time and over weekends.

The board of directors may consider the possibility of appointing the executive officer on a four days per week contract but the role to include availability for meetings and functions at night and at weekends.

Recruiting an Executive Officer

- Appoint a sub-committee of the trust board. When? Immediately
- Sub-committee
 - Draws up role profile
 - Terms and conditions
 - Decide on Application Form and/or CV
 - Advertising - what approach?
 - Interview and appointment process.
- Possible timescale:
 - March 12: Decision on process
 - Week beginning March 14: Sub-committee meets to discuss approach
 - April 7 to 10: Advertising
 - April 22: Closing date
 - April 25: Shortlisting and review
 - May 2 onwards: Interviews
 - Week beginning May 9: Appointment
 - August 8: Take office

2. Administration Officer Role Profile

The administration officer will be responsible for the administration needs of the Spiritan Education office and will act as administrative assistant to the executive officer. The administrative officer role will include attending board meetings as recording secretary.

The role is currently part-time (four days per week)

Salary and conditions of employment to be clarified and agreed.

3. Ethos, Faith and Mission Officer

It is proposed to merge the roles of the Ethos Desk and the Faith and Mission Desk into one role of Ethos, Faith and Mission Officer.

The work of the Ethos, Faith and Mission Officer will be given guidance by the "Spiritans in Education" document and by the recently published "Education for Transformation through Gospel Values" (Billy Cleary)

The Ethos, Faith and Mission Officer will continue and expand on the work being done heretofore by the Faith and Mission Desk in providing resources to schools and by establishing and maintaining good "collaborative and communicative links" with the schools.

The Role Profile

The Ethos, Faith and Mission Officer will be a full time post which will involve close collaboration with the work of the executive officer. This person will take responsibility for Ethos and Faith promotion in conjunction with schools in accordance with the seven core Spiritan values which underpin all aspects of the trust's connection with schools. As well as assisting schools to give practical expression to the Spiritan ethos, the Ethos, Faith and Mission Officer would participate in board of management in-service and guidance and be involved with RE teachers, guidance teachers, counsellors and all staff involved with pastoral care in schools.

- To promote and support the development of the Spiritan ethos in the schools based on the seven core Spiritan values;
- To establish strong collaborative and communicative links with schools and the Spiritan congregation;
- To offer opportunities for school management, staff, teachers and students to engage with Spiritan traditions;
- To provide high quality resources to schools in order to build capacity for ethos, faith and mission;
- To work with schools in creating a strong and visible Spiritan identity both in the life and work of the schools and in the school environment;
- To coordinate in-service, training and resources for the junior and senior schools at both teacher and student level;
- In collaboration with the other Spiritan Education Trust officers and board of directors, to regularly audit and evaluate the engagement of schools with ethos, faith and mission.

Nature of the Contract

Contract of continuous employment.

Commencement Date: 01 September 2016

Salary/Pension/Expenses

Attendance

The normal working day will be 9.00am to 5.00p Monday to Friday inclusive. However, some level of flexibility will be required to facilitate attendance at meetings and relevant functions in the evening time and over weekends and engagement with the schools and other stakeholders.

4. Finance and Property Officer Role Profile

The Finance and Property Officer role is a part-time one - two/three days per week (40 weeks p.a.)

Salary Range: xxx (depending on scale of part-time post).

The level of responsibility and workload will be influenced by decisions taken following discussions with the Spiritan Congregation particularly in relation to school property.

Role Profile

- School financial reviews: Annual financial review with schools, issue templates, review accounts and conduct review meeting, report to Spiritan Trust Board. Undertake any follow up tasks.
- Capital Developments: Provide support to schools for capital development projects and assist in preparing proposals; presenting capital developments to the Spiritan Trust board for approval; notifying the Congregation Property Office of any property issues and prepare recommended Capital Development Projects for the Congregation Property Office.
- JMB Financial Support Services Unit (FSSU): Liaise with JMB/FSSU in relation to policy development and ensuring compliance with JMB/FSSU financial guidelines.
- Policy and Procedures: Work with schools to develop financial policies and procedures in line with statutory requirements, JMB/FSSU guidelines, policies of the Spiritan Congregation, Spiritan Education Trust policy and education best practice.
- IT Maintenance and Security: Supervision and assistance to general IT management policy within schools on behalf of the Spiritan Education Trust; work with schools on IT policy and its implementation.
- Property Maintenance: Provide support for schools with property maintenance issues and keeping the Congregation's Property Office informed of projects.
- Schedule One - Licence Agreements: Understand the obligations of the schools under Schedule One and ensure property management is monitored in line with Schedule One requirements.

- School Insurance: Ensure all schools are adequately insured and assist with any queries in this regard.
- Spiritan Education Trust Company Finance: Fulfil the role of Finance Manager for the Spiritan Education Trust company including receipts and payments, bookkeeping, budgeting, assisting auditors and reporting to the Trust board.
- Charities Act Requirements: Give guidance and assistance to schools in relation to compliance with the requirements of the Charities Regulator.
- Finance Development: Developing synergies with schools regarding purchasing, accounting, bookkeeping, maintenance, management, policies, systems and procedures; enhance the quality of financial management, reporting and accountability within the schools.
- Monitoring: Attending schools and examining financial records to ensure compliance with procedures and best practice.
- Compliance: Providing support to schools in the area of financial compliance with recognised bodies and regulators.
- General support/queries and issues: General support for financial issues within schools and deal with general financial queries.
- Preparing Reports: Prepare financial report for Trust board meetings and attend meetings as required. Provide financial reports for the Congregation in relation to Spiritan Education Trust and schools as required.

Submissions for Consideration in Developing the Role(s) of Spiritan Education Trust Ethos Officer, Faith Development Officer and Faith and Mission Officer

1. Submission by Billy Cleary on the Proposed Role of Ethos Officer

The Proposed Role of Ethos Officer

The DEA/SET, as an education trust/school patron, has overall responsibility for the ethos of its schools according to the Education Act (Section 15). Specific responsibility for the development of the Spiritan ethos in Spiritan schools resulted in the establishment of an ethos office [cf. The DEA Corporate Review (2008)]. The working of this office is grounded in two DEA documents The Education Ethos of the Congregation of the Holy Spirit in Ireland (2001) and Guidelines for Promoting the Spiritan Education Ethos in the Context of School Development Planning (2003). The office was established in the restructured DEA (2009) to address three needs. These needs were further developed into eight goals to be met through eight tasks which are outlined here.

NEEDS

The work of the ethos office in collaboration with other officers of the trust and under the direction of the Trust Board is predicated on three needs:

- Research and animation of Spiritan identity in education;
- The Trust's engagement with stakeholders of school communities and province in the promotion of Spiritan vision and ethos in the Spiritan education apostolate, and,
- The Trust's need to collaborate with the schools and province in the development of the Spiritan mission identity of the Spiritan school network and to encourage the province's ongoing commitment to its mission in education.

Since the DEA corporate review (2008) the Spiritan Province has made available a Spiritan Confre to fulfil the role of 'Ethos Officer' on a non-salaried and part-time basis. This role passed to the present incumbent who was asked by the DEA to take up the role and made available by the Province in 2012 on his return from mission in Zimbabwe.

GOALS

The work of the Ethos Office has been ordered towards the realisation of eight goals for ethos development in the schools as agreed at the DEA Board Meeting of November 2009. These were:

1. To promote and support the development of the Spiritan Ethos in the schools;
2. To develop an Ethos document which articulates clearly how the seven core values can be 'lived out' in the schools;
3. To offer opportunities for the stakeholders to engage with the Spiritan traditions (e.g. Pilgrimage, Retreats, Prayer Resources);
4. To work with schools in creating a strong and visible Spiritan identity both in the life and work of the school and in the school environment ;
5. To offer the stakeholders possibilities for interacting with the Spiritan family in faith and scripture based groups ;
6. To explore opportunities for Mission & Education to have a stronger relationship in the schools;
7. To evaluate the role and representation of Ethos in school activities, policies & practices;
8. Putting in place mechanisms for auditing and evaluating the ethos of the school.

These goals have set the agenda for the Ethos Office in the DEA structure and were fulfilled in collaboration with the other Offices of the Trust then in place, particularly the Education and Faith Development Offices. They can continue to set the ethos agenda under the proposed new SET structure through the Ethos Officer's participation in the team of Executive Officer, who leads the team, the Administrative Officer, Faith and Mission Officer, and Finance and Property Officer.

TASKS

Specific tasks have been taken up by the Ethos Office working with the Ethos sub-Committee of the Trust Board to realise these goals and meet their underpinning needs. These include:

1. Research current Spiritan mission thinking and communicate the theological vision and spirituality that sustains this mission to the relevant education stakeholders;
2. Chair and facilitate the work of the Ethos Committee as it continues to foster collaboration within the Spiritan school network in the promotion of Spiritan vision and ethos;
3. Collaborate with the work of the Faith Officer, a member of the Ethos Committee, in providing resources in Spiritan Spirituality;
4. Animation of School stakeholders in Spiritan vision and ethos as expressed by the Seven Core Values of Spiritan Education;
5. Engagement with school boards in their task of promoting Spiritan identity in their schools through following up on the recommendations of the Ethos Appraisal Reports (Junior Schools Ethos Appraisals conducted February – April 2013 as part of an Independent External School Evaluation; Senior School Appraisals conducted January – February 2015) and reporting progress to the Trust Board;
6. Facilitation of each school's progression of a School Ethos Policy as part of their School Development Planning;
7. The trust's link person with the World Wise Global Schools (WWGS) in securing funding for Development Education in the Spiritan school network and the embedding of DE principles and methods in each school;
8. The trust's link person with the Province's mission in Ireland and overseas.

2. Submission by Ronan Barry on the Current Role of the SET Faith and Mission Desk

The Faith and Mission Desk

The goal of the Faith and Mission desk (Feb 2015) is to provide resources that would inspire the next generation by creating education for justice resources in the Catholic tradition. Rooted in the Spiritan missionary tradition, the office would affirm the essential relationship between **what we believe** and **how we live**. The use of words “Faith” and “Mission” in the name aims to reflect the conviction that faith and justice are intimately bound together. God calls us – as **individuals and as communities** – to act on behalf of the vulnerable and weak.

To this end, the goal of the desk is the provision of resources to each school with the intention of building capacity for Faith and Mission. Recognized within this goal is the need to establish good **collaborative and communicative links** with Schools and the Irish Province.

Since the establishment of the Faith and Mission desk, the Ethos desk had completed two publications, the DEA Ethos Report and Fr. Billy Cleary edited publication ‘Spiritan Education’. Both of these publications have created an impetus to explore the area of Spiritan Mission and Identity. An initial meeting will happen later this month.

This new impetus has created a tension between the goals and aims of both desks (Faith & Mission and Ethos). Each desk seems to be wanting to work with the same groups of people from the schools to achieve its goals. This is communicating a mixed message to our school from the SET (Spiritan Education Trust)

To ensure the integrity of the organisation it is my intention that Faith and Mission desk should collaborate with the Ethos desk, however, without a team structure in place within SET, this possibility may not find root itself in good practise.

Looking to the future, the Faith and Mission will build itself on its areas of praxis. Currently the Faith and Mission office provides coordination for the SET in the following areas:

- ICT Coordination
- Parent presentations for Holy Communion and Confirmation in all Junior schools
- Resourcing Speakers on ‘Wellbeing’ in Junior Schools
- Coordination on Board’s response to lay chaplaincy
- Provision of Faith and Mission resources and calendar for all schools
- Coordination of 1st retreat programme for all students
- Coordination of Confirmation retreat programme for all students
- Coordination of In-Service for primary ‘RE’ programme
- Collaborating with Irish Bishop’s Pastoral Conference on Primary RE
- Provision of Resources for Dublin Diocese Ember training programme for Second Level Students
- Collaboration on strategic goals with the Dublin Dioceses Ember team
- Collaboration with Irish Province Youth Office on World Youth Day

The future intention is to build on these areas of opportunity for the Faith and Mission desk. The role will remain a coordination role into the future as behind these opportunities are possibilities for capacity building and engagement with Spiritan missionary practise. As part development for the Faith and Mission desk, capacity building and development of a collaborative approach are clear goals.

3. Former Role of the Faith Development Officer in the Spiritan Education Trust Office

The Faith Development Officer will work as part of a team responsible for developing and implementing the Spiritan Mission in Education among its schools in Ireland.

Specifically, the Faith Development Officer will take a leadership role within the team on issues relating to ethos, pastoral care and mission.

The Faith Development Officer will have special responsibility for:

- Designing, developing, coordinating and delivering spiritual and human development programmes and evaluating their effectiveness.
- Ensuring appropriate support for Board of Management, Principal, Deputy Principal, and Religious Education Team in a whole school approach to Faith Development.
- Developing and implementing faith development programmes for use by parents of pupils, teaching staff and other stakeholders of the school community.
- Working with the Congregation of the Holy Spirit in assisting the school community in their implementation and self-evaluation process in relation to ethos and mission.
- Helping schools build and reflect on their Spiritan heritage and mission.
- Coordinating and sharing of good practice in relation to Pastoral Care, RE programmes and whole school faith development in Spiritan schools
- Facilitate reflection with the DEA Board and Management Team on issues arising from their work with the schools, for the future of the Association and its mission.
- Working with the DEA Management team on all issues related to the appointment of personnel in schools.
- Promoting understanding of the mission and policies of the Association among its stakeholders.