



***Networking for a Mission:
A Special Gathering of Notre Dame Educators***

Practicum/Supervised Experience and Report:
Sheryl McCormick

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1. *Please include your name, title, e-mail address, phone number and agency that you work for.*
Presently, I am in an employment transition. At the time I facilitated the process described here, I was Director of Community Relations and Sponsorship for the the Sisters of Notre Dame de Namur in California.
2. *Please include the AIFT dates and location that you received your training.*
January 17-20, 2006; Palm Springs, California.
3. *Brief description of the organization, group, or community you worked with.*
The Sisters of Notre Dame de Namur is an international congregation of Catholic religious women whose primary mission is education. They were founded in Namur, Belgium in 1804. For them education is undertaken in many forms; the particular focus of the process described here was their formal educational institutions, i.e. schools and universities that they sponsor. Sponsorship means that they are responsible for the mission and viability of their institutions, even though they themselves may not be functioning there as teachers and administrators. Most of their formal, sponsored institutions exist in the northern hemisphere in the United States, Europe and Japan.
4. *List the names and/or category of stakeholders you included in the Core Group, the cross-section of people that helped you identify the topic and modify the Interview Guide.*
There were five of us in the Core Group including four of my counterparts from other areas (provinces) in the United States: Ohio, Maryland and Massachusetts. All of them are Sisters of Notre Dame de Namur. I was the only lay person/ non-member of the congregation in the core group (planning group) and represented the Sisters in California (the California province). For a few years this group had wanted to establish *a network* of Notre Dame schools and universities in the United States, a network with a formal structure, hired staff and shared resources. Models for this kind of network exist in other religious congregations and we had studied the models.
5. *What was the positive topic that the Core Group identified for inquiry? What method did you use to help them identify the topic?*
Historically, conversations about a Notre Dame network usually got bogged down by apparent problems with the idea and by hesitation of congregational leadership to give priority to such a network. I suggested that a step was missing, i.e. that the educational institutions needed first to experience *network-ing*. It had been over thirty years since they last experienced any professional connection with one another, except, perhaps, locally. Once we shifted the focus from the establishment of a network to the experience of networking, these questions emerged:

- What new possibilities can we create for the future of Notre Dame education?
- What can we learn from one another?
- How can we support one another?
- What connections among us can we explore, strengthen, create?
- Are there educational endeavors that we could be doing better together than we can do alone?

Networking for Mission: A Special Gathering of Notre Dame Educators was born. Those questions were the inquiry with which Notre Dame educators were invited to a special gathering in Ft. Mitchell, Kentucky in July of 2006. We gave them very little information, other than those questions, to "entice" them to come. We told them that the process was going to be modeled on *Appreciative Inquiry* and gave them references to use if they were not familiar with *AI*.

We sought the endorsement and approbation of the congregational leadership for the gathering. We were asking for a letter that we could use in our publicity, but we got more of an endorsement than we ever would have anticipated. The leadership team liked the idea so much that it asked us to extend the invitation to Notre Dame educators outside of the United States in all of the English-speaking provinces of the congregation which include England, Scotland and Japan. Ninety-five educators responded who represented all levels of education from pre-school to university, province leadership, and the Notre Dame Virtual School (internet classes, resources and connections). All five of the members of this leadership team came to the gathering; their presence and participation gave support to the effort beyond what we ever imagined.

6. *Attach or include the modified Interview Guide they used, i.e. the Generic Interview Guide slightly modified for the positive topic of inquiry.*

All participants received a simple process booklet which gave them a "road map" for the days of the gathering. The booklet also served as a kind of reflection tool with core questions for each day, or, in the planners' minds, the themes of Discovery, Dream, Design, Destiny. The theme of the first "day" was "discovery". The core Discovery questions were:

What do we value and prize about our Notre Dame mission of education?

What is most life-giving about our Notre Dame mission of education?

What practices for sharing the Notre Dame educational heritage and charism are a source of pride?

7. *What method of interviews did people use to inquire into exceptionally positive moments, face-to-face, paired interviews or some other way?*

One-on-One Interviews

Participants were gathered at tables of eight; they were asked to partner with one person they did not know that well or not at all. They were asked to talk with each other about the question: "Coming here to *Networking for Mission*, what are two or three things that you would most like your colleagues here to know about your school or university (e.g. accomplishments, successes, achievements, milestones, best practices, etc.)?" We gave them the directions:

- Give each other 10 minutes.
- Really listen to each other; focus on listening and refrain from asking questions or falling into discussion.

- At the end of your interviews, be able to share with the others at your table what you heard your partner say, i.e. be able to share the most exciting, interesting, energizing stories you heard.

Table-of-Eight Sharing

Each person at the table-of-eight shared the most exciting/ interesting/ energizing stories s/he heard in the partner interview. Each person was given about two minutes. Each table had a process guardian and a timekeeper to help the group stay focused on listening.

Table-of-Eight Positive Core Conversation

After listening to the partner sharing, the tables-of-eight were asked to have a conversation about what they heard that was most exciting/interesting/energizing (e.g. strengths, capabilities, best practices, traditions, experiments, successes, etc.). I briefly explained the notion of the "positive core" and explained the use of the papers and markers on their tables and the "positive core map" on the side wall. I gave them directions for writing positive core elements on the papers and to be as descriptive as possible.

Mapping the Notre Dame Educators' Positive Core

At the end of the conversation, table representatives taped their positive core elements on the designated place on the side wall. They were asked to group them in categories as much as possible. They took time to mingle with one another and take in what was posted.

As was befitting the nature of the assembled gathering, the head of the congregational leadership team (Sr. Camilla Burns) addressed the group. Her topic was "Heirs and Trustees: Education for Leadership". After her very inspirational talk, participants were invited to take some time for quiet reflection followed by dialogue with her.

Then the tables-of-eight were asked to consider the "positive core" again: "Having heard Camilla and one another, are you inclined to add anything else to the positive core?" At this point, participants did add some elements to the positive core map. The positive core elements is attached with this document.

8. *Attach or include a list of the Life-Giving Forces (what they MOST wanted to create MORE of) that the group identified in the stories they shared.*

"Dream" was the focus of the second day. We planned the movement to go from the positive core to dreaming about what can be. We did not use the "Life-Giving Forces" terminology, as such, but the intent was the same.

Panel

We asked a panel of three to help us get into the questions:

- What is the world asking of us?
- How are we responding?
- How might we respond?

The three panelists were Sisters of Notre Dame de Namur and represented considerable international experience. They each gave a short presentation and dialogued with one another and the whole group.

Fish Bowl Conversation

Following the panel, participants were invited to a fish bowl conversation. We had asked the initial six fish bowl participants ahead of time. We wanted to be sure that all of the levels of education were represented, as well as different geographical areas. The focus of their comments was: "Given what we have heard/ talked about (yesterday and today), what if, as Notre Dame educators we could . . .?" It was a lively conversation with many of the educators eventually taking their place in the fish bowl.

Creative Dreaming at Tables

The fish bowl was followed with a creative dreaming process at the tables and in the large group. At the tables participants shared what they had heard [during the morning] that leads them to think of dreams for the future of Notre Dame education. They were asked to frame their dreams in terms of: "What if we could . . .?" and to record their dreams on newsprint and post them on the wall. Spokespersons from the tables shared the dreams with the whole group.

"Dream Groups"

In an Open Space process participants gathered in "dream groups" according to interest. Some took the dreams on newsprint posted on the wall and invited others to join them. The instructions for the dream groups were: "Imagine Notre Dame Education in 2011. Describe the picture of the dream they would like to see. Identify the key elements and then write a descriptive statement that will be shared with the whole gathering. Though the dream is in the future, write/articulate it in the present tense. Prepare a simple presentation/way to present your dream with the whole group."

The dream groups were encouraged to present their dreams in playful/ engaging ways and they really did! The presentations were inspiring, fun and spirit-building. The dream groups were very powerful experiences that laid the groundwork for "provocative propositions".

A summary of the dreams is attached with this document.

9. *Attach or include the Provocative Proposition(s) the group or organization created from LGF's.*
"Design" was the primary focus of the third day. It may be important to point out that we did not plan to use an AI process until we were more than six-months into our planning. Early in our planning, before we decided to use an AI process, we had gotten commitments from people for elements that we wanted to include. We felt the need to honor those commitments and to include them in the AI framework as best possible. Consequently, on the third day – Saturday – the gathering was "on the road", in buses, visiting places of extraordinary historical interest. This trip provided opportunities for the group to reflect on the following questions in their booklet:
 - What do we learn from successes and challenges of educating for life in the world in which we live?
 - What new possibilities might we explore?
 - How will we go forward together?
 - What initiatives will we decide to undertake?
 - What connections will we establish?
 - What next steps will we take?

Before we left on the trip we used those questions (in their booklets) to introduce the day as one in which we hoped they would network a lot, be inspired, and think and talk about new possibilities we (Notre Dame educators) might explore together. The day was full of our best hopes being realized. At the final location on the trip, we engaged the participants in a process to connect the experience of the

day, reflections on the questions (above), their positive core and their dreams. We recalled the questions with which we had invited them to the gathering. I invited the large group into sharing of what they might be thinking about and talking about among one another. I emphasized listening, rather than discussing or debating the merits of any particular dream or idea. I tracked ideas with simple phrases on an easel pad. After about 40 minutes of sharing in the large group, I invited the participants to initiate conversations with those in the group who seemed to have similar interests in and energy for particular ideas and possibilities. There was no formal note-taking, but connections were clearly made around provocative propositions.

Remarkably, the "on the road gathering" (which I have not even attempted to describe here) engaged participants in "Design" and prepared them for "Destiny" the next day -- Sunday.

10. *Attach or include the Strategic Intentions the group or organization developed to realize the Provocative Proposition(s) they created.*

On Sunday morning we moved from "Design" to "Destiny". The introduction to the process basically was: "Given our reflections and conversations on our positive core, our dreams for the future and possibilities to explore, how will we go forward together? What initiatives will we try? What connections will we make? What next steps will we take?" Because of their prior conversations and networking, most participants were ready to gather in interest groups and leaders were easily identified to facilitate the writing of proposals. (We did not use the "Strategic Intentions" terminology, but the intent was the same.) We also provided time for a "period of influence" during which individuals could travel from group to group, as they wished, to comment on proposals as they were being developed. The groups were asked to write up proposals simply, but in enough detail to be clear. The major Strategic Intentions (proposals) which resulted from this special gathering were:

- to work out and organize ways to link the schools and universities in the northern hemisphere with the Notre Dame schools and educational endeavors in the southern hemisphere (Africa, Peru, Brazil, Nicaragua);
- to expand the Notre Dame Virtual School (www.ndvs.org) to have wider access for teachers, students and others;
- to appoint an international Director of Education to facilitate connecting schools and building working committees to solidify Notre Dame education throughout the world;
- to create and pilot a curricular framework and resources to educate for global citizenship with topics including world peace, social justice, poverty, modern languages, and the environment/ sustainable development.

Other proposals established particular kinds of collaboration among university educators and among schools in certain geographic areas. Two proposals focused on creating materials and processes that would further education about the mission of the Sisters of Notre Dame de Namur. Many of the proposals had concrete action steps, timelines and responsible individuals identified. Without a formal proposal to establish a network of Notre Dame educators, in fact, a network now was created, evident in the connections that participants made, as well as their commitments to specific proposals. Within three months after the July '06 gathering we were receiving news about many other actions and ideas that were inspired by *Networking for Mission*.

The proposals are attached.

11. *Impact or Result: What organizational, group or community attitude, process or structure changes have people made as they move toward realizing the Provocative Propositions? What progress have people made toward their Strategic Intentions or Initiatives or Pilot Projects? What stories of success can you share?*

One of the most important actions taken as a result of *Networking for Mission* was the congregational leadership's appointment of a Sister of Notre Dame as International Liaison for Education. With her leadership and facilitation, the networking of Notre Dame educators continues.

The Notre Dame Virtual School (NDVS) developed a new prominence as a result of this special gathering. NDVS had been created in 2001 to facilitate internet collaboration among schools and ministries of the Sisters of Notre Dame de Namur. Over 750 students from four continents had access to the virtual school, participating together in meaningful educational experiences across diverse cultures. *Networking for Mission* provided a unique opportunity for many Notre Dame educators to hear about NDVS and to engage in creative conversations about its extraordinary educational value for students of all ages. As a result, NotreDameOnLine.org was established to connect the educational ministries of the Sisters of Notre Dame de Namur, promote the Notre Dame mission, facilitate global networking, and provide a forum for teachers and students to share educational resources. NotreDameOnLine.org became, and still is, a primary networking vehicle among Notre Dame educators.

There is talk about having a larger international gathering in the near future.

12. *What will you do to ensure that people continue to move toward realizing the Provocative Propositions? How will you help them celebrate? How will you as the AI facilitator, support their ongoing success?*

I did this facilitation as part of my involvement in a national group as Director of Community Relations and Sponsorship for the Sisters of Notre Dame de Namur in California. Shortly, after the event, my position was re-structured and I moved to other employment. It is now the responsibility of the Liaison for Education to insure that the proposals from this gathering move forward. Many of them have been implemented and/or expanded, continuing the vision of this special gathering: "*Networking for Mission.*"

13. *What did you wish for in the inquiry?*

To answer this question it is important to note an historical context. Over the course of the more than 200 years of Notre Dame education, the number of Sisters of Notre Dame de Namur diminished, making it necessary to have a growing number of lay people governing, administering and staffing their schools and universities. Given this historical shift, a major hope for our inquiry was to find ways to keep the spirit and the mission of the Sisters alive, especially by exploring ways Notre Dame educators (Sisters and lay) could do more for the mission together than alone.

What did you learn from the inquiry about yourself and your facilitation?

In the core group I was in the company of extraordinarily competent and highly esteemed women. They all had some knowledge of *Appreciative Inquiry*; I was the only one who had done the facilitator training.

It was humbling and challenging for me that they looked to me for leadership in the planning of the process for the gathering, as well as in the facilitation of it. We did processes that were not necessarily their "cup of tea", but they trusted me and their own experience enough to "go with it." My belief is that every group or organization has within its people the answers it needs to succeed in its mission. This particular experience was a profound confirmation of that belief.

I experienced calm, confidence and courage working with the Core Group and with the participants. I felt competent and never worried about having enough skills or tools because the process was sound and the participants took ownership right from the beginning.

What was your "personal best" experience related to facilitating the Inquiry?

I opened the gathering with some brief remarks. I alluded to the history of the congregation and its educational mission that had extended far beyond Namur, Belgium to five continents. I mused that we would tend to think that the very "best" of the congregation founded in 1804 would have already happened with its founding against tremendous odds during the French Revolution. I said, "However, suppose the best of Notre Dame is yet to come?" I had heard that kind of question from someone else in another context and it intrigued me. I was also thinking of the recent murder of a Sister of Notre Dame in Brazil, Dorothy Stang. Obviously, her murder was and is felt very deeply by the Sisters of Notre Dame and their colleagues. Many, even outside religious or church circles, call her murder martyrdom. She is revered as the "Martyr of the Amazon" for her 40 years of work to restore land rights to poor farmers and to preserve the Amazon forest and its ecosystem. Memory of Sr. Dorothy Stang raises personal and new challenges for Notre Dame educators committed to global peace and justice. I expressed that my hope for this special gathering of Notre Dame educators – the first of its kind – was that it might lead us to "the best of Notre Dame yet to come."

14. *Have you received permission from the "client" or "clients" to tell us their story? Does Company of Experts.net have permission to share this story with others?*

I have permission to use the story for my AI certification. I am in the process of seeking permission further than that. 09/23/09 – Shyrl notified us that we may publish her practicum report as she has full permission.

NETWORKING FOR MISSION

July 6, 2006

CREATING A NETWORK FOR MISSION ~ OUR POSITIVE CORE

- Empowerment for Women
- Most proud of the commitment we, the sisters, have to education and the general needs of children.
- Privilege of Educating
 - Tradition (long-term presence in a locale)
 - Collaborative style of leadership
 - Enthusiasm of students, staff, and faculty re-energizes for the work on a daily basis.
- Spirituality is in the air we breathe. Teaching = Ministry
- Making a difference in the lives of young people.
- Commitment of faculty and staff to charisms of founders.
- Legacy of Julie
- Mount Notre Dame High School
 - All girls
 - Accepts students of all academic levels and helps them to achieve success
 - Believe that some of their students would not now be as successful as they were they not at Mount Notre Dame.
- The opportunity to “open up” young college students to the wider world. To teach them to serve others and to develop in them ethical values and behaviors
- Support from many, although difficult, for change and moving and growing in the right direction.
- Commitment to: Teach all who come to you!
- Community spirit
- Alumna/i support
- Common Vision/ Mission
- Serving the materially poor
- Joy of sharing with little kids (5-14) looking for signs of God’s Goodness.
- Providing a secure and happy environment for students from several different ethnic minorities who often are materially poor, enabling them to develop their gifts and taking time to listen to them.
- We all light up when we talk about our schools.
- Most are not Catholic or Christian – sharing Christianity and St. Julie’s spirit – to teach the students how to love, to believe in each other, to relate as St. Julie did.
- Social justice and service rooted in vision of Julie
- We are part of an international network of Notre Dame Schools/Education. Let’s market ourselves!
- Academic Excellence – all students – all abilities.
- Love without boundaries – best education without age, race, class limits.
- Dedication to learning
 - Respect for truth
 - Desire for peace among peoples

- The importance of developing faith journey of students prior to moving to higher education.
- Need for students to have quiet time for reflection and prayer.
- ND tradition
 - Importance of carrying on the tradition.
 - Of making Notre Dame charism speak today.
- Former Students
 - Board
 - How they have lived their lives
 - Helping present day students
- Service to Others
 - Families doing service together
 - Reflection/action process
 - Helping people to move beyond their usual community
- Diversity
 - Richness of the cultural diversity in our schools
 - Tradition of working with immigrant young women
- Religious and ethnic diversity in a Notre Dame community
- Teaching is ministry – this is emphasized through teacher/staff training.
- Kids learn from teachers’ example...to minister
- Technological advancement – i.e. virtual school
- Willingness to change to meet the needs of this time with a strong fidelity to the tradition of Notre Dame (mission and vision).
- All is possible with Christ
- We awaken our students’ gifts.
- To teach at an all-girl, Catholic school, and how present St. Julie is in their life. How well the students know St. Julie!
- Call to love students, even if we don’t always “like” them at this point in their lives.
- Spiritual growth.
- Julie challenged her sisters to be “women of courage.” We challenge our students to be “women of courage” who live by our honor code. Our school doesn’t have demerits or detentions. We discipline by conversation, calling our students to be Notre Dame women.
- Spirit of Life
- Pride in the Notre Dame tradition – history – values.
- Spirit alive – passion.
- Inclusive multi-cultural community.
- Family, community, education for all levels, empowering, commitment
- Really love the spirit of the school, the commitment of the teachers and their investment in the students.
- Known for local and global response to community needs.
- Developing a social conscience in young people.
- Transition of student population – how to reach out to needs of current populations?
- Ongoing need – success stories to be shared.
- Service learning outreach to/with the poor.
- Proclaiming God’s Goodness.
- Depth of caring.

- As SND educators we challenge students' limited perspectives of the world. (i.e. individualistic, materialistic world views.)
- Students' service to others.
- Building community.
- ND influence
 - Expansiveness
 - Reaching around the globe
 - Technology = multiplies
- We help students through the process of crossing racial and socio-economic lines...what do I have to learn/receive...not what do I have to give? Debriefing meeting/seeing others as people.
- History and tradition
- Identity
- Mission stays with you – values.
- Commitment to the community.
- Success comes in many shapes and sizes – not just academic success, but social, spiritual and personal ways for each student.
- The environment/culture we create: people want to be there, feel valued, potential tapped and grown, safe place to be challenged, family spirit.
- To encourage our students to reach out to wider community.
- The importance of personal contacts.
- Motivating pupils and faculty
- Infrastructure
 - Strong building
 - Importance of details
 - Foundation of education...mundane but essential
- International connections.
- Welcoming spirit to students from many cultures and backgrounds.
- Channel of God's grace.
- Students coming from very needy backgrounds – what does it mean to “teach them what they need for life”? Starts with helping them build positive self-image...self-confidence.
- Preparing young women for a Church that doesn't exist.
- Creating a new Church.
- Pupils reacted through a sense of justice and mission to put pressure on their government representatives to gain justice for Sr. Dorothy Stang. Someone had to carry on her work.
- The virtual school's importance in reaching and sharing St. Julie's vision.
- Inclusive: Celebration of diversity and common values.
- Privilege of guiding young people through growth to confidence in themselves in the spirit of St. Julie.

Networking for Mission

July 7, 2006

Creative Dreaming DREAMS!

Expanding Our Knowledge and Awareness

In 1 – 2 years . . .

Regional conferences (including staff of schools as well as selected high school and college students and influential parents) around the world. There will be a course on the virtual school generated from this.

In 1 year . . .

Regular opportunities for ND students and staff to have on-sight orientation to the UN in New York.

An international process has taken place to NAME and OWN the Hallmarks of a Notre Dame Education and School/ Learning Community.

There will be an increase of immersion programs that will include orientation, social analysis and theological reflection based on Catholic Social Teaching.

A Curriculum for Global Citizenship for All SND Schools in Five Years

Shared ownership within the school and the SND network

Core St. Julie Themes:

Social Justice
Environment
World Peace
Poverty
Modern Language

Skills:

Imaginative and Critical Thinking
Technical Skills
Reflection
Social Analysis

Notre Dame Virtual School

We are fully-funded and connected with all our Notre Dame educational ministries providing

- global curricula
- student-faculty collaboration
- global news

- real-time video-conferencing and virtual yearbook with up-to-date wiki's

Mission-Oriented Fundraising

This is the focus for all Notre Dame schools, colleges and universities on one day each year.

Schools in the North and South are linked.

Sharing of teacher expertise (teacher → teacher; developing resources)

Student → student links

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Today is February 2nd, 2011. Here in Notre Dame School we are preparing to celebrate St. Julie's Day in the way that all Notre Dame schools, colleges and universities in the Northern Hemisphere do.

We will begin with a liturgy during which Ms. Jones, who has recently returned from a month in Nigeria working in our sister school, will speak. Ms. Santas, who is with us at present from Peru, will show us a DVD of our sister students in Lima.

During the rest of the day we will fund-raise in a variety of ways, hoping to reach our target of \$7,500. Throughout the day, our students will update schools in Nigeria and Peru through video-conferencing on the Virtual School.

By the end of the week, we will know just how much our international collaboration has raised and will celebrate this on the ND intranet.

Globalization Begins at Home

Project Heroes for Tomorrow

Virtual school

Mentoring

Christian action

Sharing

Service-learning

Aspiration

Accreditation

Awareness-raising

Collaboration

Four Year Plan

Year 8 students + undergraduate & post-graduate students

HOPE – ONE WORLD

Liverpool ↔ London

Good wine

Good beer

Good food

Good friends

Network of Elementary Schools

We dream of initiating a network of SND elementary and middle schools through First Class.

Our dream continues with connecting all schools for mutual sharing, especially with Nigeria and, perhaps, Peru.

This communication will be the means for deciding how we will make personal connections between students in different countries, as well as projects, e.g. letter writing, sharing supplies, families sending gifts.

We dream of being able to support the photovoltaic project and spread it to schools.

North-South Collaboration/ Building the de Namur Network

Elements

Personal experience
Academic preparation
School introductions
Master plan
Faculty engagement
Parent engagement
Directory
Exchange of students
List server?
Congregational Team (Mission Office – ed liaison)

Two Year:

Directory – online – website – Mission office?
Education liaison
Funding for projects (Gates Foundation?)

Five Year:

Wide posting of case studies for projects
Linkage and sharing
Global map/ advanced web site

Seven Year:

Multi-national conference
Evaluation of projects
Five-year master plan

Notre Dame International Education Network (Organization and Web Site)

A professional organization

A person

A web site

Each member needs a contact person

Logo

Mission Statement

Goals

Office

Charism in-service materials for teacher and board formation

North-South collaboration projects

List of members and contacts

NDVS

3 levels:

- Articulate, agree to, pass on the mission through educational structures
- Practical ways to implement
- Strengthen informal networking already happening

**NETWORKING FOR MISSION – A SPECIAL GATHERING OF NOTRE DAME EDUCATORS
July 6 – 9, 2006 Fort Mitchell, Kentucky**

PROPOSALS

1. Fostering links between ND schools in the Northern and Southern Hemispheres

- Set up an organization.
- Provide opportunities for SND schools in the North to link with SND schools in the South.
- Set up guidelines for exchanges.
 - teacher-to-teacher support – bring a teacher to the North or to the South
 - picture stories of students
 - Include St. Julie in student picture.
 - Encourage study of modern foreign languages.
 - Language students write in new language.
 - Show work of sister schools.
 - No money directly exchanges – always sent through Mission Support Office
 - Gather usable school supplies and send to the southern hemisphere.

2. Sharing St. Julie's Mission

- Identify Notre Dame Schools.
- Create a database of all ND schools.
- Appoint 2-4 faculty members as "Mission Effectiveness Team" (MET).
- One requirement of MET is to be in communication with area SND schools (their MET representatives).
- For 2006 – 07, MET representatives share what their schools do best to advance the vision of St. Julie Billiart.
- For 2007 -08, MET representatives construct curricula for course on St. Julie (including grade schools).

3. Expand the Notre Dame Virtual School

Expand the present NDVS to have wider access for teachers, students, and others. We propose that access to NDVS be done primarily through the website www.NotreDameOnline.org. This gateway will allow open access to resources such as:

- projects
- newsletters
- links to other ND schools
- a gallery of best practices
- collaborative environment
- the traditional virtual school courses.

4. Create a DVD Showcasing ND Schools

Use a DVD for all ND schools to participate in an annual common ND celebration and fundraising.

- September 1 – request for photos and data to all ND schools here (Congregational Mission Office [CMO])
- October 31 – return data and photos to CMO
- November 3 – production of DVD; approval of Congregational Leadership Team (CLT)
- December 31 – distribution for congregational feast, February 2 and Catholic Schools Week (USA)

5. International Director of Education

We propose that someone be appointed for two years as Director of Education and be charged with facilitating the connecting of schools and building working committees to solidify Notre Dame education across the globe for the future.

- Identify, connect, and unify schools (database, directory, etc.)
- Link schools
- Keep an ear to the ground to find the needs of the South (Hemisphere)
- Encourage use of existing ND resources (NDVS, etc.)
- Fund through collaboration between the Congregation and the institutions
- Prepare proposal for Chapter 2008

6. A Global Education Curriculum

In five years a curricular framework and resources for global citizenship will be created for all ND educators.

- The framework will be inspired by the charism of St. Julie; the themes for the curriculum include: World Peace, Social Justice, Poverty, Modern Languages and Environmental/ Sustainable Development.
- Students at Notre Dame schools will become aware, knowledgeable and committed to achieve and change.
- Skills necessary to wrap their hearts and minds around these themes include social analysis, critical and imaginative thinking, technological skills and theological reflection.
- Equip ND educators with a curricular framework and resources for global education.
- Commitment of five schools to pilot the original concept/ project:
 - Chaminade-Julienne – Dayton, Ohio
 - Academy of Notre Dame – Villanova, Pennsylvania
 - Notre Dame Academy – Worcester, Massachusetts
 - Mt. Notre Dame High School – Cincinnati, Ohio
 - Notre Dame – Norwich, England
 - Your school? . . . Invitations are open!

Timeframe:

- Year One
 - Commitment of five schools to pilot the program – ongoing communication and review/ collaboration
 - Regional meeting/ conference of other ND schools as the five pilot schools share their experiences with the framework and then modify and revise
- Year Two
 - growth – more schools committed to the newly-revised framework
 - continued collaboration

- Year Three
 - second international conference
 - Curriculum really goes global!

7. Developing a Notre Dame Spirituality for Processing Service/ Service Learning

- Mission
 - "*Heads – Hearts – Hands as wide as the world.*" St. Julie says: "Each person commits her one and only life to justice and peace for all."
 - Creating global citizenship that leads the world community toward peace and justice
- Vision
 - Create a common processing tool for the service experience.
 - Consider four pillars: ingenuity, self-awareness, heroism, joy.
 - Plan service weeks and use this tool for processing.
 - Organize regional jublations, via teleconferencing, to share the impact.
- Timeframe
 - Year one – planning process for tool – get international feedback
 - Year two – do service and celebrate

8. Notre Dame Higher Education

- Committee: Gayton, Hirose, Burke, Hayes, Adachi, Kelleher, Bignold, Wellmeier, Johnson, Greig
- Proposal:
 - Link colleges and universities at several levels (institutions, faculty, students) – ongoing
 - Conference on globalization in three years -- August, 2008
 - appreciation of this grassroots opportunity – model for the future
 - Organize regional jublations, via teleconferencing, to share the impact.
- Elements/ Pieces/ Possibilities
 - student survey
 - faculty scholarship
 - service learning projects
 - shared
 - global
 - link with campus ministry
 - across ND institutions
 - list-serve committee - communication
 - book?
 - ND higher education association (e.g. association of 11 Jesuit colleges and universities, Mercy associations)
 - production/ sharing of resources
 - spirituality
 - service learning
 - Catholic social teaching
 - social/ theological analysis
 - Dorothy Stang inspiration/ projects (e.g. environmental)
 - curriculum-sharing/ exchange
 - blog/ student communication

9. Developing Relationships between ND Schools and Hope University

- September, 2006: Hope students returning from One World give talk to three ND schools
- Autumn term: Hope Global Education students devise SOW for year in 8 ND schools (2-3 sessions); maintain and strengthen links with NDVS; have a dedicated web page
- Spring term: module (1 dollar a day, etc.) runs for year; Hope students involved
- Summer term: ND education rep (Roman Catholic) and core group from each school and Hope students meet in London to share experiences and plan (residential)
- July, 2007 – staff from ND schools go with Hope on One World Project in preparation for leading in Phase 2
- October, 2007 – ND schools' meeting includes Hope and evaluates plans next year
- Long-term objectives
 - links
 - greater use of NDVS
 - increased cultural awareness
 - develop capacity for leadership
- Success criteria
 - strong links between ND schools and Hope
 - communication and information through virtual school
 - students aware of different cultures in UK – global understanding
 - core group sustained for 3-4 years, increasingly involved in planning

10. Create a PowerPoint Presentation of ND Schools

- photos from each school (student-compiled)
- resources
 - share materials about spirituality and St. Julie
 - ND college information packets/ DVD
- awareness
 - faculty and student (network, missions, projects)
 - quotes from St. Julie
- pictures from each school (those schools represented at this conference; invite other schools later)
 - buildings
 - students in action
- pictures of ND projects in Southern Hemisphere
- testimonials from participants
- map (global network)
- St. Julie's message – what does it mean for us as educators?
 - "hearts as wide as the world"
 - "Teach them what they need to know for life."
- terminology: sister schoopls
- banners and flags from each school
- *Good Works* magazine