

VII. COLLABORATION AND PARTICIPATION

7.1 Mission by its very nature is collaborative. Previous General Chapters underlined the importance of collaboration with the local church, laity, members of other religious traditions, government and non-governmental agencies (Maynooth 5). Therefore, it is imperative that those Spiritans who are engaged in educational works acquire appropriate training and skills for collaboration (Maynooth 5.14).

7.2 In one way or another all members of staff are educators and have a part to play in developing the Spiritan vision of the educational project. Experience shows that when an educator is committed and interested in students, she/he finds motivation, creative energy and meaning as a teacher or ancillary-staff member, thus affecting the wellbeing of each student and acting as a role model. Collaboration with and the active participation of parents and students in leadership structures are also essential for the wellbeing of the whole educational community. Consequently, each circumscription will encourage the spiritual growth and the personal and professional development of all lay collaborators and shall *“involve lay people in the administration of our educational institutions”* (Maynooth 2.14).

7.3 Circumscriptions will also ensure the creation of programs for the passing on of Spiritan traditions and values in accordance with Bagamoyo 1.32.

7.4 Given the decentralised nature of our Congregation, collaboration between circumscriptions involved in educational works is highly desirable. Collaboration ensures mutual enrichment and gives stability of Spiritan personnel and preserves the cross cultural and international character of the Congregation. The following are key areas of collaboration:

- a) networking, the sharing of experience and best practices;
- b) sharing of resources (human, financial and material) as indicated in Bagamoyo 1.30;
- c) personal contact through student and/or staff exchanges, exposure of students to lived reality of poverty.
- d) Ongoing reflection and sharing on the distinctiveness of a Spiritan pedagogy.