

*creating & maintaining  
a school spiritual  
climate*

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*structure  
glue  
activities*



*what are your  
(school's) goals for  
spiritual development?*



the center for **spiritual**  
and **ethical** education

*how will you know if  
you reach your goals?*



the center for **spiritual**  
and **ethical** education

head goals  
heart goals  
hand goals



*how much support do you  
have for reaching your goals?*



# Structure: 8 essentials for schools

- administrative support
- goals and behavioral descriptions
- broad support (teachers, parents, kids)

*two works of literature that  
open doors to discussion of  
spiritual life...?*



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*what spiritual models are there  
at your school?  
where else can you get some?*



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- integration with moral education

*Seven facets of  
spiritual life  
(activities at [www.csee.org](http://www.csee.org))*

*CSEE Pathmaps Team*



the center for **spiritual**  
and **ethical** education

*beliefs, values*

*CSEE Spiritual Climate 1*



the center for **spiritual**  
and **ethical** education

*meaning,  
purpose of life*

*CSEE Spiritual Climate 2*



the center for **spiritual**  
and **ethical** education

*relationships,  
connections*

*CSEE Spiritual Climate 3*



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and **ethical** education

*intentionality,  
positive action*

*CSEE Spiritual Climate 4*



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and **ethical** education

*integrity, personal  
growth*

*CSEE Spiritual Climate 5*



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and **ethical** education

*transformative  
experiences  
(includes ritual)*

*CSEE Spiritual Climate 6*



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and **ethical** education

awe, mystery

CSEE Spiritual Climate 7



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and **ethical** education

*PATYMAPS*  
*activities for spiritual*  
*development*

*CSEE Spiritual Climate 7*



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and **ethical** education

from recognition  
to integrity



the center for **spiritual**  
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# from recognition to integrity

*Recognition:* I know there is a life of the spirit

*Conscience:* I should participate in it

*Identity:* if it were not for my spiritual life, I would not be who I am

*Skill Set:* I have a growing set of skills I can call upon to sustain and deepen my life

*Integrity:* I am comfortable enough that I use skills as needed. I act on them and share them



# assessing the climate I the spiritual audit

administration  
staff personal characteristics  
parent body  
are goals set?  
oversight of progress?  
integration into curriculum  
student climate  
schedule  
sacred space, sacred time?



# assessing the climate II

## the spiritual survey

- okay to talk about it in class?
- okay to talk about it at the lunch table?
  - school seems to care
  - there are adults I can talk to
- in general, adults are spiritual models
  - integrated into curriculum
  - my school provides time/space
- my school has helped my appreciation grow
- I would like to have more opportunities to grow



*pluralism*

*CSee*

*pluralism*

*why work toward it?*

*CSee*

*pluralism*

*why work toward it?*

*work with core values*

*CSee*