Below are some boundary markers in the oversight of any spiritual formation opportunities offered for Brisbane Catholic Education staff communities. These markers serve as a guide to ensuring high quality and professional delivery.

**Assumptions about providers in spirituality within the Brisbane Catholic Education context:**

Key providers will be part of the Spiritual Formation Network created for the provision of quality formation opportunities for BCE staff. Others will be associated more loosely with the network, and will be briefed on the framework for spiritual formation, so that offerings align with the context and planning for spiritual formation within the broad BCE context as well as the local school context. Within this broad context, schools will have significant freedom and responsibility to develop their own pathways in this area.

**Assumptions about learners in spirituality within the Brisbane Catholic Education context:**

This approach to formation is a ‘head heart and hands’ approach. While spiritual formation is critical for those working in a Catholic school setting, it is recognised that individuals within any community are at a range of different points on their own journey, and this is to be respected at all times. Active participation is invitational at all times and within the individual’s comfort zone.

**Principles of Engagement**

Spiritual formation opportunities ought reflect best practice in adult learning:

- Spiritual formation is recognised as an activity of a learning community
- The learning environment is conducive to an optimal experience – taking account of physical conditions and personal comfort.
- There is flexibility in the structure of the process, and a recognition that each person is both teacher and learner in a collaborative setting.
- There is respectfulness of personal story and prior experience as a key element of any adult learning
- The purpose is known to all, and expectations are clear.
- Facilitators are well credentialed.
- There is recognition that learners learn in a variety of ways, and are at a variety of developmental stages.
- Formation is informed by contemporary scholarship and understandings.
- Formation experiences challenge - always with the view to transformation.
- Formation experiences affirm the individual and are holistic in approach.
- Formation incorporates the key elements of knowledge, experience, practice and application. Application includes connection, reflection and impact on the day to day work context of the adult learner.