



National Association
of Episcopal Schools
Excellence Through Association

Principles of Good Practice for Furthering Episcopal Identity in Episcopal Schools

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Introduction

“In the Christian tradition, truth is not a concept that ‘works’ but an incarnation that lives,” writes Parker Palmer in his book *To Know as We Are Known/A Spirituality of Education*. In keeping with our faith and practice as Episcopal schools in manifesting the daily experience of the love of God in our lives, NAES has developed this set of *Principles of Good Practice for Furthering Episcopal Identity in Episcopal Schools*. The *Principles* are intended to:

- support the incarnational journey of each school as it endeavors to describe, teach, communicate and live our essential mission as Episcopal schools and our commitment to a loving and incarnate God.
- assist each school in describing how the Episcopal ethos of the school makes a difference in the daily life of the community: students, families, faculty and staff, board, etc.
- guide discussion and processes with the insights of the best practices gathered from the larger community of Episcopal schools

combined with the anecdotal field work experiences from the staff for the last several years, rather than to prescribe a formula for Episcopal identity.

- exist as a living document, expanding and changing as our schools' missions are defined or re-defined and their communities' lives are lived.

On a practical level, NAES anticipates that the *Principles* will be brought to bear on important aspects of our schools' institutional life, particularly:

- mission statement development;
- strategic and annual planning processes;
- church-school relations;
- board, staff, student and family orientations and the understanding of their roles and responsibilities;
- leadership transition processes;
- regular self-study of its Episcopal identity coinciding with its academic accreditation self-study cycle;
- school worship, religious studies curriculum development and community service programs; and
- recruitment and retention of a diverse student, board and staff population.

Herewith are the principles of good practice for furthering Episcopal identity in Episcopal schools.

