



MISSION FORMATION HANDBOOK

for School Communities



Mercy Education
Educación de la Misericordia

Courageous Action. Selfless Spirit.™
Acción valiente. Espíritu altruista.™

Mission Formation Handbook for School Communities



The Importance of Mission Formation

Rooted in the vision of Catherine McAuley, founder of the Sisters of Mercy, the Mercy mission calls us to carry forward a legacy of compassion, justice, and service—one that continues to evolve through the voices and gifts of each new generation.

The Sisters of Mercy have entrusted Mercy school administrators with both preserving and deepening Catherine McAuley's legacy. By intentionally welcoming new members into the school community and creating meaningful opportunities for them to learn the foundations of the Mercy mission, we ensure that Catherine's legacy is not only remembered, but lived.

The goal is not perfection, but attentiveness:

to God,
to one another,
and to the needs of the world.

Catherine McAuley reminds us, *"We should be shining lamps, giving light to all around us."* This is the heart of Mercy education—not simply to instruct, but to illuminate; not only to serve, but to inspire; not just to respond to the world as it is, but to help shape what it might become.

Formation is essential during the onboarding process and throughout an employee's tenure at the school. Continued formation in the Mercy mission, the Sisters of Mercy Critical Concerns and the Mercy Education Core Values—and practical guidance on how to enact these guiding principles within the duties of their role—is indispensable for all employees. Articulating the essential elements of the Mercy mission and charism invites every member of a Mercy school

community to understand not only *why* the school exists, but also the values that guide every decision within the school.

At the heart of a Mercy education is a profound commitment to the dignity of every person. To work in a Mercy school is to embrace a way of being—one marked by compassion in action, respect in every interaction, and a deep belief in the inherent worth of all.

This handbook is organized to guide schools in cultivating a vibrant culture of mission across the entire employee life cycle.

<u>Mission Formation: Deepening Catholic Identity, Living the Mercy Charism, and Building a Culture of Encounter</u>	<u>4</u>
<u>Deepening Catholic Identity</u>	<u>4</u>
<u>Living the Mercy Charism</u>	<u>5</u>
<u>Building a Culture of Encuentro</u>	<u>5</u>
<u>Hiring for Mission</u>	<u>7</u>
<u>Best Practices for Mission-Centered Hiring</u>	<u>7</u>
<u>Qualities to Look for in Candidates</u>	<u>7</u>
<u>Suggested Interview Questions</u>	<u>8</u>
<u>Onboarding for Mission</u>	<u>10</u>
<u>Foundational Formation</u>	<u>10</u>
<u>Periodic Formation</u>	<u>11</u>
<u>Monthly Formation</u>	<u>11</u>
<u>Mercy Mentor</u>	<u>12</u>
<u>Ongoing Mission Formation: A Living Invitation</u>	<u>13</u>
<u>Incorporating Ongoing Formation into Staff Meetings</u>	<u>13</u>
<u>Reflection Questions for Ongoing Formation</u>	<u>14</u>
<u>Meaningful Formation Activities</u>	<u>14</u>
<u>Mercy Association: A Pathway for Deeper Commitment</u>	<u>16</u>
<u>Mission Formation for Stakeholder Groups: Board, Students, Parents</u>	<u>17</u>
<u>Board</u>	<u>17</u>
<u>Students</u>	<u>17</u>
<u>Parents</u>	<u>18</u>
<u>Suggested Resources by Topic</u>	<u>19</u>
<u>Acknowledgments</u>	<u>20</u>



Mission Formation: Deepening Catholic Identity, Living the Mercy Charism, and Building a Culture of Encounter

The mission of each Mercy school is expressed through its Catholic identity and the Mercy charism, which together shape a community rooted in faith, compassion, and relationship. Onboarding processes and ongoing staff formation should deepen understanding of these foundations while also fostering a *culture of encounter*—a way of being in community marked by attentiveness, mutual respect, and meaningful dialogue. Within such a culture, educators are invited not only to understand the mission intellectually, but to live it in their daily interactions, decisions, and relationships. Heads of school are encouraged to collaborate with theology teachers, campus ministers, and mission personnel to design formation experiences that integrate belief, practice, and community life.

Deepening Catholic Identity

Each Mercy school gives evidence of its Catholic identity in its curricular offerings, prayer and liturgical life, retreats and service experiences. At the heart of this identity is the conviction that “Christ is the foundation of the whole educational enterprise in a Catholic school” ([*The Catholic School* #34](#)).

Several core themes of the Catholic tradition serve as natural and helpful entry points for formation:

- ❖ Centered in a welcoming God.
- ❖ Jesus Christ as model of mercy, particularly his outreach to those on the margins.
- ❖ The centrality of Eucharist in Catholic life.
- ❖ Catholic Social Teaching, which is “rooted in the words and actions of Jesus Christ” (Pope Leo XIV). This rich branch of moral theology is often [summarized with seven themes](#).
- ❖ [The Works of Mercy](#), which call for action rooted in the Gospel call to recognize Christ in others (Matthew 25).
- ❖ [Suggested resources](#)

Living the Mercy Charism

Each Mercy school's identity and practice is firmly rooted in the Gospel of Jesus Christ and the legacy of the Sisters of Mercy and their founder, Catherine McAuley. Educators are invited to embody the Mercy charism in the ordinary rhythms of school life. Mercy is not only what we do, but how we see, respond, and relate.

Rooted in the spirit of Catherine McAuley, the Mercy charism calls for a way of proceeding marked by attentiveness, compassion, and practical action. It is expressed in small, daily choices as much as in larger acts of service or justice.

To support each employee's understanding of the school's identity as a Mercy Catholic school, consider the following:

- ❖ The [concept of charism](#) in general and Mercy charism in particular.
- ❖ [Catherine McAuley's life story](#): her historical context, her early life, her work with the Callaghans, her inheritance, the opening of the House of Mercy, the founding of the Sisters of Mercy.
- ❖ Significant school-wide celebrations and traditions, including Mercy Day (September 24) and Foundation Day (December 12).
- ❖ The importance of prayer, sacramental life and service in the school community.
- ❖ The [Mercy Education Core Values](#) and [Critical Concerns of the Sisters of Mercy](#).
- ❖ The purpose of Mercy Education and its relation to the local school community.
- ❖ Introductions to local Sisters of Mercy and/or Mercy Associates.
- ❖ [Suggested resources](#)

Formation in the Mercy charism should help educators:

- ❖ Cultivate attentiveness to the needs of students and colleagues.
- ❖ Respond with compassion, patience, and respect for human dignity.
- ❖ Balance care for individuals with a commitment to the common good.
- ❖ Recognize everyday opportunities to extend mercy within their role.

Formation at this level ensures that Mercy is not reduced to programming but becomes a consistent way of engaging the world.

Building a Culture of *Encuentro*

When Catholic identity is rooted and the Mercy charism is embodied personally, the next movement is outward—toward building a community shaped by these shared commitments. Ongoing formation becomes most transformative when it is lived together.

A culture of *encuentro* (“encounter”) is one in which relationships are marked by trust, mutual respect, and a shared sense of purpose. In such a community, educators support one another in living the mission and grow through dialogue and collaboration.

Suggested reading: [Culture of Encuentro](#)

This communal dimension of formation ensures that Mercy is not carried alone. Instead, it becomes a shared way of proceeding that shapes the culture of the entire school.



Hiring for Mission

Hiring for mission effectiveness is essential to sustaining and deepening the identity of a Mercy Catholic school. Faculty and staff are not only employees; they are ministers of the Mercy charism, called to embody the values of compassion, justice, service, and respect in their daily interactions. A mission-driven hiring process ensures that those who join the community are both professionally qualified and personally aligned with the spirit of Mercy.

Best Practices for Mission-Centered Hiring

- ❖ **Integrate Mission Throughout the Process:** Include mission language in job postings, interviews, and onboarding. Job postings should also clearly acknowledge that the school is part of the wider Mercy Education network, which supports over 50 schools across six countries and one territory, helping candidates understand they are joining a global Mercy community.
- ❖ **Involve Multiple Stakeholders:** Include mission leaders or campus ministry representatives throughout the hiring process.
- ❖ **Model Mercy in the Process:** Ensure that all candidates are treated with dignity, respect, and hospitality.

Qualities to Look for in Candidates

When evaluating candidates, schools should consider both competencies and dispositions that reflect the Mercy tradition:

1. Commitment to Mercy Values

Candidates demonstrate an openness to and appreciation for foundational tenets of the Mercy mission, including compassion, service, justice, hospitality, and care for the vulnerable.

2. Respect for the Dignity of Each Person

A strong candidate shows the ability to honor the inherent worth of every individual, especially in diverse and inclusive communities.

3. Desire to Serve

Look for individuals who see their work as more than a job and who are motivated by a sense of purpose and a desire to make a difference in the lives of their students.

4. Cultural Competence and Inclusivity

Candidates should be able to engage thoughtfully and respectfully with people of diverse backgrounds, perspectives, and experiences.

5. Reflective and Growth-Oriented Mindset

A willingness to engage in ongoing personal and professional formation, including deepening one's understanding of the Mercy charism.

6. Collaboration and Community Building

Strong candidates value relationships and are eager to contribute to a supportive, faith-filled school environment.

7. Courage and Commitment to Justice

A readiness to address injustice and advocate for equity, in ways appropriate to their role within the school community.

Suggested Interview Questions

The interview process should intentionally explore a candidate's alignment with mission, in addition to role-specific questions. Consider how you might incorporate these as part of the interview process.

Mercy Education Core Values

Compelled by Mercy / Inspired by Faith

- ❖ What draws you to work in a Mercy school, and how do you see your values aligning with our mission?
- ❖ The Mercy charism is often defined by "hospitality." What does hospitality look like in your classroom or office on a typical Tuesday afternoon?
- ❖ How would you describe your comfort level in participating in and supporting the spiritual life of the school (e.g., prayer, retreats, and reflections)?
- ❖ Tell us about a time you went beyond your formal responsibilities to support a student, colleague, or community member.
- ❖ Can you share an example of a time you "bore witness" to a student or colleague's struggle without being able to "fix" it?

A Voice for Dignity and Respect

- ❖ How do you create an inclusive environment where all students feel seen and valued?

- ❖ How do you handle “courageous conversations” when a student or colleague expresses a viewpoint that conflicts with the dignity of another person?

Educational Courage

- ❖ Mercy schools value “intellectual hospitality”—openness to new ideas and perspectives. How do you model this curiosity for your students or colleagues?
- ❖ How do you navigate the challenges that can arise when discussing topics that may be politically or socially divisive, both in society and within the Church?

Principled Leadership

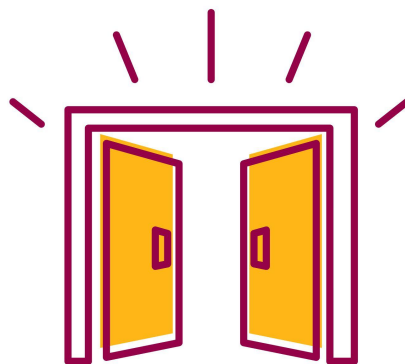
- ❖ How do you view your role as a leader within the school community, regardless of your official title?
- ❖ Can you describe a time when you had to make a difficult or unpopular decision? How did you ensure your values guided your actions?

Justice, Advocacy & Critical Concerns

- ❖ Mercy education calls us to respond to injustice. Can you share an example of how you have addressed or responded to an injustice in your professional or personal life?
- ❖ How do you help students (or would you help students) become aware of and engaged in issues of justice?

Reflection & Growth

- ❖ Describe a time when you received feedback that challenged you. How did you respond?
- ❖ How do you continue to grow personally, professionally, or spiritually?
- ❖ In what ways do you see your work as contributing to something larger than yourself?



Onboarding for Mission

Onboarding for mission marks a pivotal transition from hiring into a deeper period of formation. This phase of formation helps new employees begin to see their roles not only as professional responsibilities, but as meaningful participation in the mission of Mercy education.

[Resources for the suggested formation topics can be found here.](#)

Foundational Formation

An extended session during the initial onboarding of new faculty and staff. This may be structured as a mini-retreat. The following is a sample outline:

- ❖ **Opening Prayer** (5 min): [Catherine McAuley's Suscipe](#) and personal reflection
 - How does this prayer speak to me as I begin my ministry here?"
- ❖ **Catholic Identity** (30 minutes): Overview of essential elements of Catholicism/Catholic education and explanation of school's Catholic practices (Masses, daily prayer, etc) + expectations/suggestions/resources for daily prayer.
- ❖ **Catherine McAuley** (30-35 min): [Film: In God Alone - The Story of Catherine McAuley](#) + follow-up conversation & reflection
 - Thousands of people have embraced Catherine's vision and joined in the work of Mercy. What do you think makes her work and vision so appealing?
 - What characteristics do you see in Catherine that you hope to develop in yourself and promote in our students?
 - How can we honor and perpetuate Catherine McAuley's legacy through our work here?
- ❖ **Mercy Charism** (20-30 min): Reading of and reflection on texts about Mercy charism and sharing of the school's specific history and traditions.
- ❖ **Core Values/Profile of the Graduate** (20-30 min): Provide new hires with a hard copy of the Core Values and Profile of the Graduate and time to review it prayerfully. Veteran faculty/staff/students share personal stories of how they have seen each of the Core

Values in action. New hires are given time to begin to brainstorm how they will cultivate the Core Values and Profile of the Graduate in their own work.

- ❖ **Critical Concerns** (20-30 min): Individual exploration of the [“Mercy for Justice”](#) section of the Sisters of Mercy website to learn their stance and be inspired by their efforts; sharing of school practices to support the Critical Concerns; formulation of personal commitment to one or more practices.
- ❖ **Closing Prayer** (5 min): Blessing of new faculty/staff and sharing a symbolic token of Mercy identity (teacup, pin, keychain, framed Critical Concerns logo, etc.).
 - Sample prayers: [“Prayer for Induction of New Leaders”](#) (page 73, [Be As Shining Lamps](#)) or the [“Catherine, Woman of...”](#) blessing (page 75, [Be As Shining Lamps](#))

Periodic Formation

A few significant sessions (approximately 45 minutes each) over the course of the year (i.e. quarterly). Each session could focus on one aspect of the Mercy mission. For example:

1. [Catholic Identity](#)
2. [Catherine McAuley](#) and the [Mercy Charism](#)
3. [Mercy Education Core Values](#)
4. [Sisters of Mercy Critical Concerns](#)

Each session should include not only information-sharing but also prayer, reflection, and conversation about the ways the content is alive in the school and how it resonates with the experience of the new faculty and staff.

Monthly Formation

Segments of mission-focused content could be incorporated into an already existing new faculty and staff program that meets regularly throughout the school year (i.e. monthly).

Each session, approximately 15-20 minutes, can contain both informational content as well as an articulation of how the topic is lived within the school and relevant to faculty and staff. A possible breakdown of topics might be:

- ❖ [Catholic Identity](#) - Essential beliefs
- ❖ [Catholic Identity](#) - Catholic practices (liturgy, prayer)
- ❖ The life of [Catherine McAuley](#)
- ❖ [Mercy Charism](#)
- ❖ Local Mercy History: Founding of school, early leadership of Sisters of Mercy and traditions that keep the Mercy charism alive
- ❖ [Core Values and Profile of the Graduate](#)
- ❖ [Critical Concerns](#)
- ❖ Personal Commitment: Reflection and discernment about how each person can further the mission of the school in the years to come

Mercy Mentor

A Mercy Mentor program can further enrich onboarding by pairing new hires with experienced faculty or staff who accompany them during their first year. Through intentional “Mercy touchpoints,” mentors can help to offer context, share traditions and model how Mercy values are lived in practice. This accompaniment can be woven alongside any of the formation structures outlined above.

[A sample calendar of Mercy touchpoints from Assumption High School can be viewed here.](#)



Ongoing Mission Formation: A Living Invitation

Ongoing formation is not about adding more to an already full schedule; it is about deepening meaning within the work already being done. When educators are formed in Mercy, their teaching, relationships, and presence become transformative.

Ongoing formation ensures that the flame of Mercy does not diminish, but grows stronger over time—sustained in community, rooted in faith, and alive in action. In this way, formation becomes not just something we do—but something we live.

To be a Catholic and Mercy educator is not simply to hold a role, but to live into a vocation shaped by compassion, justice, and a deep attentiveness to the needs of the world. Ongoing formation invites faculty and staff to continually commit themselves more deeply in both the Catholic intellectual tradition and the lived charism of Mercy.

Sustained formation should nurture the whole person: mind, heart, and spirit. It must create space not only for learning, but for reflection, encounter, and transformation.

In addition to thoughtful formation experiences and presentations, administrators should offer faculty and staff time to nurture their own spiritual lives. This can take shape in simple but meaningful ways—prayer before faculty meetings, moments of reflection woven into the workday, and physical spaces devoted to prayer, meditation, or quiet contemplation.

Incorporating Ongoing Formation into Staff Meetings

- ❖ Use the prayer that opens faculty/staff meetings as a way to feature the Mercy charism.
- ❖ Have a “Mercy Moment” segment at each faculty/staff meeting that highlights a particular element of Mercy.
- ❖ Bring in speakers on issues related to the intersection of education and the Critical Concerns. For instance, a speaker could discuss cultural competency and addressing micro-aggressions in the classroom (racism) or do a training on restorative justice circles (non-violence).

- ❖ Highlight individual faculty/staff members who have made choices that live out the charism at a meeting or in a newsletter (e.g. staff member who went on a mission trip, teacher who won award for years of service at a local agency, etc.).
- ❖ Invite local Sisters of Mercy or Associates to share about their vocation & ministry
- ❖ Consider starting meetings by sharing a few examples of where you have seen a Core Value lived out in the school in recent days/weeks.
- ❖ Offer seasonal reflections during Advent and Lent.

Reflection Questions for Ongoing Formation

These questions can be used in meetings, retreats, or personal reflection.

Personal and Spiritual Reflection

- ❖ Where have I encountered God in my work this semester?
- ❖ How is my understanding of mercy evolving?
- ❖ What sustains me when this work feels difficult or overwhelming?
- ❖ What does it mean to be Catholic in our modern world? How has one of our Catholic practices impacted your own life of faith recently?
- ❖ Where did you see the mission alive? What's your contribution to the mission? How have you seen a change in yourself? How can you get (more) involved (ex. Retreat program)?

Vocational Reflection

- ❖ In what ways is teaching (or my role) a calling rather than just a job?
- ❖ How do my gifts meet the needs of my students and community?
- ❖ Where am I being invited to grow or stretch?

Mercy and Justice Reflection

- ❖ How am I responding to the needs of the most vulnerable in my community?
- ❖ Which of the Critical Concerns most resonates with me right now, and why?
- ❖ How do I help students move from awareness to action?

Communal Reflection

- ❖ How are we, as a faculty, embodying mercy together?
- ❖ Where do we see hope in our community?
- ❖ Where are we being called to respond more boldly?
- ❖ How do our curriculum and practices reflect the Seven Themes of Catholic Social Teaching?

Meaningful Formation Activities

To move beyond passive learning, formation should be experiential and reflective.

Immersion & Encounter

- ❖ Local or international immersion trips
- ❖ Visits to partner organizations serving marginalized communities
- ❖ “Day of presence” experiences focused on listening and accompaniment

Guided Reflection Experiences

- ❖ Retreat days with structured prayer and journaling
- ❖ Use of contemplative practices such as *lectio divina*
- ❖ Reflection after school-wide service initiatives

Faculty Formation Series

- ❖ Multi-session programs exploring Mercy history, spirituality, and theology
- ❖ Book studies centered on justice, spirituality, or Catholic education. Titles to consider include:
 - *Just Mercy* by Bryan Stevenson
 - *Mercy in the City: How to Feed the Hungry, Give Drink to the Thirsty, Visit the Imprisoned, and Keep Your Day Job* by Kerry Weber
 - *Tattoos on the Heart* by Gregory Boyle
 - *Theo of Golden* by Allen Levi
- ❖ Workshops on integrating mission into curriculum and pedagogy
- ❖ Department-based discussions on faith integration
- ❖ Faculty faith-sharing groups or informal theological conversations

Ritual & Tradition

- ❖ Celebrating key Mercy feast days
- ❖ Prayer services rooted in Mercy themes
- ❖ Ritual moments that honor transitions, losses, and community milestones
- ❖ Guided exploration of the life and spirituality of Catherine McAuley

Culture of *Encuentro*

- ❖ Cross-departmental dialogue groups that foster connection and shared reflection.
- ❖ Mentorship programs pairing newer and experienced faculty.
- ❖ Structured opportunities for faculty to share how they live mission in their work.
- ❖ Collaborative spaces that invite listening, dialogue, and mutual support.



Mercy Association: A Pathway for Deeper Commitment

For faculty and staff seeking a deeper, more intentional relationship with the Mercy charism, [Mercy Association](#) offers a meaningful pathway.

Mercy Associates are lay individuals who feel called to more fully embrace the spirit and mission of Mercy in their daily lives. Through a process of discernment and formation, Mercy Associates commit to:

- ❖ Deepening their spiritual life.
- ❖ Living out the works of mercy.
- ❖ Participating in community with others committed to Mercy.
- ❖ Responding to the needs of the world in the spirit of Catherine McAuley.

Mercy Association provides:

- ❖ A structured and sustained formation experience.
- ❖ A supportive community grounded in shared mission.
- ❖ Opportunities for spiritual growth and accountability.
- ❖ A deeper sense of belonging within the Mercy tradition.

Schools can support this pathway by:

- ❖ Sharing information about Mercy Association.
- ❖ Providing time and space for discernment.
- ❖ Celebrating faculty and staff who have newly made this commitment and ensure that Mercy Associates are recognized on Mercy Day and other school events, providing an opportunity for students and colleagues to learn who the associates are within their school community.
- ❖ Encouraging participation without pressure or expectation.

Resources

[Mercy Association Website](#)

[Mercy Association Contact Form](#)

Suggested reading: [Educators Share the Blessings of Mercy Association](#)



Mission Formation for Stakeholder Groups: Board, Students, Parents

Board

- ❖ Before new members join the board, discuss what makes the school unique as a “Mercy school.” Use the scenarios in [*What is Ours to Do?*](#) to highlight Mercy at work in difficult situations.
- ❖ Assign new board members to a mentor who understands mission well.
- ❖ Implement a two-year repeating formation curriculum; [a sample is available here from Assumption High School](#).
- ❖ Put the Mercy Education Core Values and school mission either on the back of name tents or on the agenda for each meeting.
- ❖ Use a prayer focused on the Mercy charism to open each committee meeting. [Sample prayer services can be found on the Mercy Education website](#).
- ❖ Provide ongoing, intentional formation opportunities throughout the year that deepen understanding of the Mercy charism and mission. Formation should be intentional and multifaceted, incorporating retreats, reflection, and mission-focused discussions that deepen members' connection to and understanding of the Mercy mission.

Students

- ❖ If freshmen and other students new to the school participate in programming in the summer before starting, incorporate an introduction to the Mercy charism there.
- ❖ Map out where various aspects of Mercy spirituality and the history of the Sisters of Mercy will be taught in the theology classes.
- ❖ Periodically audit the school's curriculum to ensure inclusion of each of the Critical Concerns throughout all departments. [A sample audit from Assumption High School is available here](#).
- ❖ Highlight Mercy values and the Critical Concerns throughout the retreat program and service program.
- ❖ Identify events and touchpoints during the school year in which the whole school will celebrate Mercy spirituality and values, including Mercy Day and Foundation Day.

- ❖ Identify observances during the school year in which Mercy values and the Critical Concerns can be highlighted with the whole school: Women's History Month, Black History Month, International Day of the Woman, Earth Day/Month, International Peace Day, World Day of Migrants and Refugees, etc.
- ❖ Provide opportunities for students to advocate on the Critical Concerns in related classes and/or outside of class. [View a sample powerpoint developed at Assumption High School on advocacy for immigrants and refugees.](#)

Parents

- ❖ Ensure that the school's website, marketing materials, and communications to families clearly highlight the school's Mercy Catholic identity and heritage.
- ❖ Have visual displays depicting the school's Mercy Catholic identity and heritage at Open House and other prospective events.
- ❖ At any meetings for parents new to the school, explicitly discuss the school's Mercy Catholic identity and heritage and share examples of how their children will experience it.
- ❖ In all emails, newsletters, or other communications, explain the "why" behind the "what" when discussing school business. For instance: "This change in schedule will allow us to celebrate our Mercy Day Mass as a school community and provide an opportunity for teachers and staff to do a half-day of service. Spirituality and service are two major values of the Sisters of Mercy, who sponsor our school...."
- ❖ Begin all parent meetings with either a prayer that highlights the Mercy mission. For instance, use a required "Drug and Alcohol Prevention Meeting" to highlight the role the guidance department plays in providing the kind of hospitality which Catherine modeled for those in need.
- ❖ Offer a Mercy-themed retreat for interested parents.

Suggested Resources by Topic

Catholic Identity	❖ Seven Themes of Catholic Social Teaching ❖ “Why Choose Catholic Education?” by Sandy Flaherty ➤ Intro (p.5); Essential beliefs: Catholicism (p.6), Catholic Understanding of the Person (p.7-9); A Purpose-Driven Education (p.9-10); Catholic Community (p.10-11); The Catholic Intellectual Tradition (p.12-13) ❖ Corporal Works of Mercy ❖ Spiritual Works of Mercy
Mercy Charism	❖ An Introduction to Charism ❖ Feeling the Spirit ❖ The Mercy Charism in You ❖ “10 Gifts of Mercy Spirituality” (found on pg. 46-47 of Be As Shining Lamps) ❖ “Mercy Attentiveness” (found on p.48 of Be As Shining Lamps) ❖ What does it mean to be a Mercy school? - Sample powerpoint from Assumption High School ❖ The Circle of Mercy - Sample retreat from Assumption High School ❖ Two-year formation curriculum on Mercy charism for faculty and staff - Sample from Assumption High School
Catherine McAuley	❖ Film: <i>In God Alone - The Story of Catherine McAuley</i> ❖ Prayer: The Suscipe of Catherine McAuley ❖ Video: Tour of Catherine’s House (includes Spanish Subtitles) ❖ Video: Canonization and Catherine McAuley
Mercy Education Core Values	❖ Mercy Education Core Values ❖ Mercy Charism and the Mercy Education Core Values ❖ Communicating about the Core Values and Critical Concerns in Mercy School Communities ❖ Check with your school's communications director for branded, printable versions of the Core Values and Profile of the Graduate. If school-specific versions are not available, Mercy Education printable versions can be accessed here: Core Values and Profile of the Graduate
Critical Concerns of the Sisters of Mercy	❖ Critical Concerns of the Sisters of Mercy ❖ Mercy Charism and the Critical Concerns
Mercy Association	❖ Mercy Association Website ❖ Mercy Association Contact Form ❖ Educators Share the Blessings of Mercy Association
Other	❖ What Is Ours To Do? Living Our Call as Mercy Educators in Divided Times

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