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Ignatian Pedagogical Reflections Ignatian Pedagogical Paradigm: The Spiritual Dimension The process of education should be approached from a secular perspective so that belief can be informed and developed on a spiritual level. Ignatius believed that the individual's encounter with the Spirit of Truth was at the core of developing belief, thus it is the teachers position to take a pedagogical role towards providing information and helping a student to move towards truth. The intentions of the Spiritual Exercises writings are to be " exercises of the spirit" which provided for evaluating experiences in order to define truth (ICAJE, n. d., p. 3). Ignatius promotes reflection as a way of validating authenticity. The role of the teacher is to provide facts as they are known so that the individual can reflect upon them and begin to consider how they work inside spiritual belief. Understanding the world as it is known helps an individual to build a framework that will support the interpretation of the will of God and how it works within their own lives. Teachers should help to create the framework so that the individual can apply belief through the way in which they have experienced their spiritual dimension and teachings from spiritual leaders. It is important to keep separate secular and religious education so that each individual brings them together under the influence of prayer and the will of God. The pedagogical responsibility of the teacher is to provide information and help to develop ways of critically thinking about that information so that the spiritual dimension is incorporated by the students into an understanding and world view (ICAJE, n. d.).

### Ignatian Pedagogy Today

The five key elements of student learning are critical in almost any career,

but can be specifically applied to a nurse manager position. In any medical career experience is critical so that when a problem is presented by patient, the medical staff understands the problem and can help the patient overcome this problem. The ignition pedagogical paradigm begins by incorporating three elements which are experience, reflection, and action. The nurse manager has the experience to understand what the patient needs, reflects on how their experiences relate to the current problem, and then takes action that experience has informed them will create an appropriate result. Context is essential so that the interpersonal relationships between teachers and students result in a student that is ready to receive the information that they need to gain the experience which will frame their ability to act. Direct and vicarious experience then builds a framework on which the student can reflect. Evaluations which come from the outcomes of action which lead back to experiences so that the individual, and in this case a nurse manager, can continue to improve how they choose to act in terms of new experiences and the reflection upon those experiences. Developing desired outcomes is a continual process of taking new experiences and incorporating them into how action is taken. This incorporation occurs through reflection on those experiences and how did new experiences inform the individual about what they know. It is a continual process that begins when an individual is the students and continues throughout their career (ICAJE, n. d).

## References

International Commission on the Apostolate of Jesuit Education (ICAJE) (n. d.)

Ignatian pedagogy: a practical approach. Rome: ICAJE.

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