

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### 463.615 Ministry in Context Course Assessment and Delivery Outline

**Campuses:** Henderson, Christchurch and DL

Semester 2, 2015  
NQF Level 6 15 Credits

#### CONTENT OVERVIEW:

1. Discerning God's Invitation in Your Context
2. Understanding Church/Organisational Culture
3. Understanding Church/Organisational Processes and Resources - Systems Theory
4. Understanding Church/Organisational Ecology
5. Understanding Your Local Context
6. Translating mission into Action

#### ASSESSMENT TASKS AND DUE DATES:

##### 1 Ministry Development – Part A: Learning Covenant

<i>Learning Outcome</i>	1
<i>Due Date</i>	End of Week 3
<i>Percentage Weighting</i>	Ungraded Pass/Fail

*NB– all learning objectives should be signed off by your on-site supervisor prior to submission*

Download and complete the **Learning Covenant** worksheet provided in Additional Course Resources folder:

From the potential growth areas identified formulate 4 learning objectives you would like to work toward this semester.

*Refer to Learning Guide for worksheet and instructions*

##### Ministry Development - Part B: Ministry Review

<i>Learning Outcomes</i>	1, 2, 3, 7
<i>Due Date</i>	End of Week Exam Week
<i>Percentage Weighting</i>	30% of Grade
<i>Length</i>	Self-Review – one page Mentor/Supervisor reviews – unspecified.

Toward the end of the semester the mentor, student and on-site supervisor should complete the supplied review forms with a view to identifying how and where development has occurred.

The reviews should then be collated by the mentor and discussed with the student prior to submission to the Internship Coordinator who will complete a coversheet and award an overall grade based on the initial learning covenant and all reviews. Please check that each review has been signed by the author.

### **Student Self-Review Guidelines**

Using the template provided, write a one page report highlighting what has been significant learning. Include reflection on the following elements:

1. Revisit your learning objectives – to what extent were these achieved? What did you learn in relation to your field of ministry? What strengths/ challenges did you discover? How did you utilise or address these?
2. Describe 1-2 key learning points about the way context shapes mission and ministry.
3. Describe 1-2 key learning points from your wider academic classroom learning – give clear examples revealing how you have integrated this understanding into your ministry practice.
4. Identify and discuss any areas of learning and experience needing attention in order for you to continue to grow and develop both personally and in your ministry effectiveness.

Following this, self-grade yourself in relation to each continuum.

Once complete - email a copy to your internship coordinator and take your report to your final meeting with your mentor for discussion.

*Refer to Learning Guide for instructions*

## **2. Theological Reflection**

<i>Learning Outcomes</i>	3, 4
<i>Due Date</i>	<u>Auckland Students</u> : End of Weeks Four & Seven Group work as set by Coordinator <u>Christchurch &amp; CDL Students</u> : End of Weeks Four, Six and Eight
<i>Percentage Weighting</i>	30% of Grade (One overall combined grade)
<i>Length</i>	5-600 words per reflection

### **Auckland Students Only**

During this semester you will need to choose two ministry incidents for examination utilising a formal reflective process.

A copy of one is to be presented for peer-group reflection.

A copy of at least one should be submitted to your mentor for further discussion.

*Refer to learning guide for instructions*

### **Christchurch and CDL Students Only**

During this semester you will need to choose three ministry incidents for examination utilising a formal reflective process.

A copy of at least two should be submitted to your mentor for further discussion

*Refer to learning guide for instructions*

### 3. Integrated Contextual Project

<i>Learning Outcomes</i>	5, 6, 7
<i>Due Date</i>	End of Week Eleven
<i>Percentage Weighting</i>	40% of Grade
<i>Length</i>	2000 words + worksheets
<i>Expected Sources</i>	2 Required texts + a minimum of four additional sources

Write a **2000 word** essay that explores critically and locates contextually the church or organisation you are serving both internally and externally. It should provide an in-depth analysis of the role culture and the various influences has on its ministry and mission.

#### Essay Options

##### *Option 1*

You have been asked by the leadership of your church/organisation to prepare a document to orient a new leader into your role within your church/organisation. This should include a history of the congregation/organisation, values, culture and key mission statements, decision making processes, leadership structure and relationship to denominational/national leadership. Also you should make available information regarding budget, finances, property and plant.

##### *or Option 2*

You have been asked by the leadership of your church/organisation to prepare a 'orientation' document to new comers to your church/organisation. This should include a history of the congregation/organisation, values, culture and key mission statements, decision making processes, leadership structure and relationship to denominational/national leadership. Also you should make available information regarding budget, finances, property and plant.

Your essay should include an introduction that outlines the purpose of the document, and conclude with a summary that identifies key strengths and challenges your church/organisation in the light of your research.

Refer to Ammerman's model of studying congregations and use the four frames provided on pages 28 to 35 to gather information.

*Refer to learning guide for worksheets and instructions*

### CRITERIA FOR ASSESSMENT

#### 1. Ministry Development: Parts A & B combined.

- Commitment to personal and professional development
- Self-awareness regarding own attitudes, values and beliefs
- Values and beliefs consistent with the gospel and evident in relationships with others

- Understanding of contextual factors that affect the shape of ministry in an organisational setting
- Growth in capacity for leading self and others in assigned area(s) of ministry practice
- Openness to input and critique in relation to ministry practice.
- Ability to communicate effectively and handle conflict appropriately
- Intentional about setting boundaries and engaging in self-care
- Growth in capacity to connect theology and ministry theory with life and faith
- Growth in understanding personal call and giftedness

## 2. Theological Reflection

- Clear description of ministry scenarios
- Ability to reflect on and evaluate contextual and interpersonal factors impacting a specific incident
- Ability to recognise the inherent value of a range of resources
- Identification of an appropriate response or strategy for ongoing learning
- Contribution to group learning process (Auckland Students Only)

## 3. Integrated Contextual Project

- Familiar with and able to apply Ammerman's model to their own congregation or organization life and context.
- Awareness of culture and its significance for ministry and mission in the context of location.
- Utilises systems theory in relation to a specific context.
- Engages critically with their context and demonstrates an ability to formulate ideas around identified challenges.
- Presentation style, footnoting and bibliography

## LEARNING HOURS

<b>Elements of learning</b>	<b>Learning hours</b>
Supervised Ministry Practice	96 hours
Ministry Development: Learning Covenant	3 hours
Mentoring	6 hours
Ministry Development: Ministry Review	2 hours
Theological Reflections (& group work where applicable)	8 hours
Integrated Contextual Project	<u>35 hours</u>
	<b>150 hours</b>

## BIBLIOGRAPHY:

### Required Texts

Ammerman, Nancy, Jackson Carroll, Carl Dudley, and William McKinney. eds. *Studying Congregations: A New Handbook*. Nashville: Abingdon Press, 1998.

Steinke, Peter L. *Healthy Congregations: A Systems Approach*. 2nd ed. Virginia: The Alban Institute, 2006.

### Recommended Texts

#### **Learning Covenant and Reflective Practice**

- Bond, M. and S. Holland. "Reflective Skills of the Supervisee." In *Skills of Clinical Supervision for Nurses* (Buckingham: Open University, 1998), 101-129.
- Carroll, Jackson W. *God's Potters: Pastoral Leadership and the Shaping of Congregations*. Grand Rapids: William B. Eerdmans Publishing Company, 2006.
- Covey, Stephen R., Roger A. Merrill and Rebecca R. Merrill. *First Things First*. New York: Simon & Schuster, 1995. 136-153.
- Hillman, George. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. Herndon: Alban, 2008.
- \_\_\_\_\_, ed. *Preparing for Ministry: A Practical Guide to Theological Field Education*. Grand Rapids: Kregel, 2008.
- Huffman, Libby. "Managing Time: Another New Series."<sup>1</sup> Available in Moodle
- Floding, Matthew, ed. *Welcome to Theological Field Education*. Herndon: Alban, 2011.
- Jones, Jeffrey D. *Heart, Mind, and Strength: Theory and Practice for Congregational Leadership*. Herndon: Alban, 2008.
- McAlpin, Kathleen. *Ministry That Transforms: A Contemplative Process of Theological Reflection*. Collegeville: Liturgical, 2009.
- Nash, Sally and Paul Nash, *Tools for Reflective Ministry*. London: SPCK, 2009.
- Pyle, W. and Mary Seals, eds. *Experiencing Ministry Supervision: A Field-Based Approach*. Nashville: Broadman & Holman, 1995.
- Thompson, Judith. *SCM Studyguide to Theological Reflection*. London: SCM, 2008.

### **Integrated Contextual Project**

- Cameron, Helen, Philip J. Richter and Douglas Davies. *Studying Churches*. London: SCM Press, 2011.
- DeyMaz, Mark. *Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation*. San Francisco: Jossey-Bass, 2007.
- Galindo, Israel. *The Hidden Lives of Congregations: Discerning Church Dynamics*. Virginia: Alban Inst, 2004.
- Jones, W. Paul Jones. *Worlds Within A Congregation*. Nashville: Abingdon, 2000.
- Malphurs, Aubrey. *Values-Driven Leadership: Discovering and Developing Your Core Values for Ministry*. Grand Rapids: Baker, 1996.
- Merritt, Carol Howard. *Tribal Church: Ministering to the Missing Generation*. Virginia: The Alban Institute, 2007.
- Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership and Congregational Life*. Minneapolis: Fortress Press, 1996.

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<sup>1</sup>[http://www.officearrow.com/home/articles/productivity/organization\\_and\\_workflow/p2\\_articleid/552/p142\\_id/552/p142\\_dis/2](http://www.officearrow.com/home/articles/productivity/organization_and_workflow/p2_articleid/552/p142_id/552/p142_dis/2) (Accessed 28 January 2009).

———. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Virginia: The Alban Institute, 2006.

Vanhoozer, Kevin J., Charles A. Anderson, and Michael J. Sleasman. *Everyday Theology: How to Read Cultural Texts and Interpret Trends*. Annotated edition. Grand Rapids, Michigan: Baker Academic, 2007.