

**466.715 Philosophy of Ministry**  
**Course Assessment and Delivery Outline**

**Campuses:** Henderson, Christchurch and DL

Semester 2, 2015  
NQF Level 7 15 Credits

**CONTENT OVERVIEW:**

1. Introduction to philosophy of ministry –identifying key theological themes
2. Postures of leadership
3. Living with tensions
4. Leading out of vulnerability
5. Transitioning into new contexts
6. Establishing a framework for ongoing learning and support

**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 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 regarding your philosophy of 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. E.g., by drawing on your learning as a resource; by allowing your discoveries to shape what you believe or the way you practice ministry.
4. Identify and discuss any areas of learning and experience you realise you need to be mindful of as you transition into a new phase of ministry.

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. Part A: Case Study Presentation

<i>Learning Outcomes</i>	4, 5
<i>Due Date</i>	As Assigned
<i>Percentage Weighting</i>	20% of Grade
<i>Length</i>	Description – 300 words Integrated Response – 1200 words

Your case study should pick up on a particular critical moment or ongoing issue that has appeared during your internship placement that touches on **the practice of leadership**.

#### You will be expected to:

1. **Post** (into a discussion forum) a **one page description** of your chosen issue/case study and include at the bottom *two-three* discussion questions for your peers to consider.
2. **Write a critical reflection** detailing your response and the reasons for it
3. Facilitate a Seminar Presentation either face to face (CHCH & AKLD) or online (DL).

### Part B: Participating in the Case Studies of Others

<i>Learning Outcomes</i>	6
<i>Due Date</i>	As Assigned
<i>Percentage Weighting</i>	10% of Grade

Participation in up to six 1 hour seminar presentations across the course of the semester – as scheduled by your internship coordinator

### 3. Philosophy of Ministry

<i>Learning Outcomes</i>	7
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<i>Due Date</i>	End of Week Twelve
<i>Percentage Weighting</i>	40% of Grade
<i>Length</i>	2500 words
<i>Expected Sources</i>	a wide range in keeping with courses completed during your degree training.

### **Guidelines**

Write a philosophy of ministry suitable for ongoing ministry in your chosen field.

**Your philosophy of Ministry** should include the following elements in keeping with your prior learning in preparing you for mission and ministry and with the graduate profile:

#### **1. Know: Knowledge and Understanding**

Identify and critically engage with your theological convictions in order to grant insight into your understanding of the gospel for your chosen field of ministry

Clearly articulate what you believe will be key points of historical and contemporary ministry theory essential in your chosen field of ministry

#### **2. Do: Skills**

Integrate theology and theory with how you intend to envision, enable, enact, facilitate, and communicate in future vocational contexts.

#### **3. Be: Character**

a. Discuss the significance of desire and call for ministry

b. Offer a description of your personality, passions, values, formative ministry experience, strengths and gifting,

c. Discuss the role of ongoing Christ-centred formation for life and ministry with attention to personal and communal faith practices

#### **4. Relate: Context**

Critically discuss how you hope to engage with, relate to, and participate in, the following contexts:

- Vocational – church, mission, community
- Cultural – bi-culturally and inter-culturally
- Familial – immediate
- Social – with diverse groups within your locality

### **CRITERIA FOR ASSESSMENT**

1. Ministry Development: Parts A & B combined.

- Ownership of personal and professional development through goal setting, appropriate follow through and commitment to mentoring process
- Conscious regard of own attitudes, values and beliefs in relation to age, culture, gender and disability
- Competency in communication evident in relationships and communication with others
- Comprehension of complex contextual factors that affect the shape of ministry in an organisational setting
- Competency in leading self and others in assigned area(s) of ministry practice
- Openness to input and critique in relation to ministry practice.
- Intentional about setting boundaries and engaging in self-care
- Capacity to connect theology and ministry theory with life and faith
- Intentional about leading and serving in a manner that is consistent with the gospel
- Clarity regarding own giftedness, sense of call and implications for future ministry

## 2. Part A: Case Study Presentation

### Organizational Skills:

- Discussion Forum updated on time with 300 word description and questions
- Punctuality and preparedness

### Presentation Skills:

- Clarity
- Balanced use of time
- Effective learning exercise
- Discussion facilitated
- Questions invited from and directed to the group

### Context:

- Context and background of case study explained
- Sufficient detail given to understand the issue

### Ministry Theory and Praxis

- Coherent theoretical basis given
- A range of sources cited – authorities / theories / class material
- Discerning interaction with these
- Theory linked with practice

### Theological / Biblical Reflection

- Awareness of theological issues involved
- Explication of these issues
- Faithfulness to a Christ-centred hermeneutic
- Issues appropriately related to ministry context
- Evidence of critical thinking

### Ministry Skills

- Evidence of ministry competence
- New skills being developed / existing skills being enhanced
- Self-knowledge: awareness of own strengths and weaknesses
- Willingness to learn from the critique of others

## 2. Part B: Participating in the Case Studies of Others

- Attendance at all presentations
- Punctuality (CDL only)
- Evidence of having given prior thought to others' presentations
- Capacity to identify and analyse issues encountered in others' fieldwork experience.
- Constructive participation: e.g. contributing pertinent theoretical insights or personal experiences; suggesting constructive responses to situations; asking thoughtful questions; respectfully challenging others' views.

## 3. Integrated Contextual Project

- Content is well rounded covering all key elements
- Depth of biblical understanding
- Analysis of historical and contemporary theory relevant to the chosen field of ministry
- Self-understanding and framework for ongoing learning.
- Critical insight regarding issues of context
- Integration of all four elements
- Footnoting, bibliography and presentation

## LEARNING HOURS

Elements of learning	Learning hours
Supervised Ministry Practice	96 hours
Ministry Development: Learning Covenant	2 hours
Mentoring	6 hours
Ministry Development: Ministry Review	2 hours
Case Study Presentation	8 hours
Case Study Participation	6 hours
Integrated Contextual Project	<u>30 hours</u>
	<b>150 hours</b>

## Bibliography

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### Philosophy of Ministry

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- Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World*. Grand Rapids, Michigan: Baker Academic, 1999.
- Weese, Carolyn, and J. Russell Crabtree. *The Elephant in the Boardroom: Speaking the Unspoken about Pastoral Transitions*. 1st ed. Jossey-Bass, 2004.
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- \_\_\_\_\_. *Pastor: The Theology and Practice of Ordained Ministry*. Nashville: Abingdon, 2002.

Websites:

<http://www.theologyofwork.org/>

This is an integrative course; accordingly, the student will be expected to utilize the bibliographies and resources from a range of Laidlaw courses which are applicable to the student's particular area of ministry focus.

<sup>1</sup> eBook available for online purchase at [www.grovebooks.co.uk](http://www.grovebooks.co.uk).