Welcome

Thank you for your interest in the Supervised Ministry Development program at Avondale College of Higher Education. This handbook provides a description of the exciting experiential learning opportunities that will be part of your involvement in Avondale's ministry practicum process.

Supervised Ministry Development could be described as a type of internship or apprenticeship experience whereby you will be teamed with a local pastor who will supervise, support and mentor you throughout the duration of your ministry placement in a local congregation.

You will be engaged in a variety of supervised ministry settings that will give you the opportunity to work alongside experienced ministry mentors. Your supervisor will guide you in setting and meeting individualised learning goals and in developing ministry competencies. In your ministry placement you will be challenged to reflect theologically on each ministry experience. Serving in a congregation will place you in the environment to confirm your calling to ministry and to be formed into the kind of person God wants you to be.

The principles and processes outlined in this manual apply equally to both on-campus and distance students. Where placement issues arise, please contact your unit lecturer for clarification.

As you become part of Avondale's Supervised Ministry Development process, our desire is that the relationship formed with your supervisor and the experiences shared with your congregation will lead to a lifetime of ministry dedicated to the glory of God.

Sincerely

Dr Erika Puni
Director

Pr Hensley Gungadoo
Associate Director

Supervised Ministry Practicum
Avondale College of Higher Education
Vision

Our vision at the Avondale Seminary is to offer you a participative ministry training experience from which spiritual maturity and pastoral professionalism will emerge as the key factors in preparing you for a lifetime of caring, sharing and empowering ministry.

Rationale and Purpose

Avondale Seminary is fully committed to providing our students with an integrated and holistic preparation for future ministry. The ministry practicum experience at Avondale combines the academic and theological content of the classroom with your own personal faith, passion and spiritual giftedness and applies these to ministry in the practical arena of a local congregation.

Ministry practicum provides you with unique possibilities to both experience and experiment with ministry in a variety of different situations and circumstances. It offers opportunities to acquire valuable self-understanding and self-confidence as you discover your own particular spiritual gifts and apply them to ministry. It challenges you to reflect theologically on your own personal spiritual growth and ministry development and directs you to minister as a pastoral theologian.

The ministry practicum experience is considered central to the ministry development curriculum at Avondale. For this reason, each Bachelor of Ministry and Theology (BMinTh) and Graduate Diploma in Ministry and Theology (GradDipMinTh) student is placed in a local church as a trainee pastor. Under the supervision and mentoring of a pastoral leader this experientially-based ministry placement becomes the basis of your ministry development as you prepare for future service.

Ministry practicum is intentionally structured to prepare students for future employment in a variety of church pastoral and ministry roles. While we recognise that some students do not plan to enter into full-time pastoral ministry after graduation, all participants can benefit enormously from the ministry practicum process and are therefore equipped to make a meaningful contribution in whatever form of Christian service they may choose.

Whatever your hopes might be for the future, involvement in Supervised Ministry Development creates for you a realistic environment where:

- your relationship with God can be nurtured
- your calling to ministry can be confirmed
- you can practise theology
- you can experience those kinds of relational experiences that form part of everyday Christian ministry
- you can observe and learn from the practical wisdom and ministry proficiency of your pastoral mentors
- you can learn to appreciate how diversity and difference can enhance congregational worship and relationships as you observe diverging cultural practices and customs
- you can cultivate a deepening sense of self-awareness as you discover those areas where you are strong in ministry and areas that need further development, for example, leadership styles, relationship building or professional skills.
- you can have time and space to experiment with different ministry styles to the point where you are able to feel comfortable in offering a natural ministry persona that arises out of an intimate relationship with God, matches your spiritual gifts and is acceptable to those for whom you minister
- you can learn the art and discipline of meaningful theological reflection in ministry.
The Ministry Practicum Method

Avondale’s Supervised Ministry Practicum Program has adapted an adult education process that follows the action/reflection/action or experiential learning method [Kolb (1984)]. The process acknowledges that while most adults generally have a preferred learning mode, they learn best from being mentored through four levels of learning.

1. Objective Level – participation in concrete ministry experiences (experiencing, sensing and feeling).
2. Reflective Level – contemplation of recent ministry experiences (observing, perceiving and reflecting).
3. Interpretive Level – recognition of God at work in ministry (thinking, theorising, interpreting and understanding).
4. Decision Level – deciding the future direction of ministry (planning, experimenting, applying and doing).

Central to the ministry practicum process is the influence of a pastoral mentor. Having a pastoral mentor to guide you through the varied ministry experiences of your church placement is essential to the whole learning process. Your pastoral mentor will provide you with direction and support as you participate in the four stages of the ministry development cycle. For example, at the:

1. Objective Level – your mentor will involve you in concrete, hands-on ministry experiences during your church placement (experiencing, sensing and feeling).
2. Reflective Level – you will be helped to reflect theologically on recent ministry experiences (observing, perceiving and reflecting).
3. Interpretive Level – as your mentor helps you to consider what you personally contribute to ministry and how you respond in different ministry situations, your self-understanding of how God has equipped you for ministry will be enhanced (thinking, theorising, interpreting and understanding).
4. Decision Level – you will be assisted to consider how you might adapt and apply what you have learned to future ministry activities (planning, experimenting, applying and doing).

Being able to participate in a variety of ministry situations under the guidance of your mentor, and having time and space to reflect on those experiences, will contribute positively to your future spiritual and professional growth.

David Kolb (1984) developed a model of experiential learning in which he recognised that adults learn best when they seek to solve their own work-based issues, especially when mentored. Through an interplay of theoretical knowledge and reflection, learning becomes self-directive and effectual. (see John Seely Brown; Allan Collins; Paul Duguid Educational Researcher, Vol. 18, No. 1. 1989), pp. 32-42).
Process
SUPERVISED
MINISTRY
Student Involvement in the Ministry Development Cycle

At each stage of the Ministry Development Cycle, pause to ask yourself some of these questions:1, 2

1. **Objective Level (experiencing, sensing and feeling)**
   - what does it feel like to be involved in a specific ministry experience?
   - how am I responding to the spiritual, emotional, intellectual and physical demands of ministry?
   - what am I experiencing, knowing that I am God’s agent cooperating with the Holy Spirit in His ministry?

2. **Reflective Level (observing, perceiving and reflecting)**
   - what happened within me during the ministry experience?
   - what did this ministry experience tell me about my own ability to minister?
   - how well did I respond to this ministry experience?
   - what were others experiencing?
   - where was God in this ministry experience?
   - what Biblical, theological principles and values could be identified in this ministry experience?

3. **Interpretive Level (thinking, theorising, interpreting and understanding)**
   - what have I learned from this ministry experience?
   - has my experience enhanced my self-understanding of spiritual gifts and of the way I approach ministry? Does the theoretical and theological material from the classroom have a practical ministry application in this situation?
   - what is there yet to learn and to understand about this ministry?

4. **Decision Level (planning, experimenting, applying and doing)**
   - how can I apply what I have learnt to my future ministry?
   - where could I improve my ministry approach?
   - what might God be trying to teach me?
   - what needs to happen in me to enhance my future in ministry?
   - what new approaches could I use?
   - what new ministries do I need to experience?

This is the process that Jesus exemplified in the discipling of his close followers. He engaged them in a variety of ministry experiences: (Objective level—Matt 9:35-38; Mark 10:13-16; Luke 12:1; John 4:1); he gave them time to reflect on those experiences (Reflective level—John 3:22; Mark 6:30-32; Mark 8:27-29; Mark 9:28-31; Luke 8:9-11); he helped them to process the theological and sociological implications of their ministry (Interpretive level—Matt 16:24,25; Luke 12:22; Luke 24:27); and then he gave them opportunity to plan for and to apply what they had previously learned in ongoing ministry experiences (Decision level—Mark 3:14,15; Luke 9:1-6; Matt 28:18-20; John 20:21,22).

Just as it was with Jesus’ discipling and training methods, ministry formation at Avondale is far more than just doing. Crucial to the trainees’ total learning experience is their ability to reflect theologically on all aspects of their ministry involvement. This happens progressively across the four stages of the Ministry Development Cycle.
“If any man speak, [let him speak] as the oracles of God; if any man minister, [let him do it] as of the ability which God giveth: that God in all things may be glorified through Jesus Christ, to whom be praise and dominion for ever and ever. Amen.” 1 Peter 4:11
Firstly, you will approach each ministry experience with a desire to serve. Ask yourself the following kinds of questions: "How does God want to use me in this ministry situation? How has God prepared me and equipped me so that I will make the most effective impact in this ministry situation? What have I learned so far from my ministry training that could be applied in this ministry situation?"

Secondly, your mentoring pastor will structure reflection opportunities as part of your on-the-job experience. Through his/her help you will be directed to carefully reflect on your maturing spirituality and on the unique pastoral contribution that you make to ministry and then to consider how both of these factors influence your professional development.

Thirdly, theological reflection will be structured into the course units. You will be challenged to consider your personal spiritual growth, your ability to understand what is happening as you minister, how successfully are you achieving your learning goals, what progress is being made in developing practical leadership skills, and how well are you making the connection between your developing faith and your practice of ministry.

Fourthly, how will all that you have experienced so far in your ministry placement be applied to future ministry?

As part of the requirements for a Bachelor of Ministry and Theology or Graduate Diploma in Ministry and Theology, each student will be involved in 40 hours of supervised ministry per Church Ministry unit, including involvement in weekend worship services. Your Ministry Practicum directors and your pastoral mentors will attempt to involve you in a practical balance of different pastoral and evangelistic activities. Throughout the duration of your supervised church placement, you will be able to observe various church leadership models being demonstrated by your mentors and you will be given opportunities to apply and experiment with your own particular spiritual gifts and ministry style. This will create an environment for you to build breadth and depth into your ongoing preparation for future ministry.

As you become involved in the church/school where you have been placed for your ministry practicum, you will soon discover that much of the material covered in each of the units of your course has direct application to how you perform various ministries. Supervised Ministry provides you with an opportunity to integrate ministry theory into your church placement responsibilities.

**MINISTRY PLACEMENT PROCESS**

To secure a church placement, an interview with a Ministry Practicum Director is required.

We encourage you to visit the various suggested churches in your area early in the first semester. This will help you to familiarise yourself with the different ministry opportunities each church offers. When you are selecting a placement, consider how the selection may impact you and your family (if applicable).

You will be required to complete the Student/Mentor Agreement, and once your placement is established you will continue to meet with your pastoral mentor in compulsory monthly mentoring sessions. If at some stage you wish to change your church placement, or if the Directors deem a change is desirable for your ministry development, a new ministry placement will be negotiated by the Directors who will then move you to a different church.

In cases where you are sponsored by a Conference, your sponsors may request that you be placed in a particular church.
Avondale Seminary is happy to discuss these requirements with you and make the necessary arrangements.

MINISTRY PLACEMENT PROCESS

1. Interview with Ministry Practicum Directors

2. Assign Placement

3. Complete Student/Mentor Agreement with Pastoral Mentor

4. Meet Monthly with Pastoral Mentor
Dividing the ministry practicum process into six main ministry focal areas provides a framework that supports overall student ministry formation.

Firstly, it helps students to redirect their understanding of ministry from the general to the specific.

Secondly, it gives students time and space to work on specific ministry competencies in each of these six main areas of ministry.

Thirdly, it helps them to single out individual areas of ministry giftedness and to gauge their current level of competency.

Finally, as pastoral mentors observe the students at work in each of these six divisions of ministry, it enables them to identify areas of strength and areas that need further development and to direct the students accordingly.
MINISTRY FOCUS AREAS

Students should not view the following ministry focal areas merely as a list of practical requirements that need to be checked off to complete their ministry training. While competency in performing ministry skills is important, of greater importance to your ministry formation is what can be learnt from each ministry experience and how much of what you have learnt you intentionally apply to actual ministry.

The Ministry Development Cycle (action/reflection/action experiential learning cycle) used in supervised theological education applies elements of doing, reflecting, understanding and then re-engaging in future ministry events based on what has been learnt. Each of the following ministry areas has a particular developmental outcome and a suggested practical process by which students may develop in each of the specific ministries listed under the six main focal areas. We suggest that you carefully apply the action/reflection/action learning process at each stage to give balance and integration to your overall ministry learning and formation.
1. PERSONAL DEVELOPMENT (PD)

PD1 Biblical spirituality

**Outcome:** to experience the closeness of a journey with God that is enhanced by an ongoing prayer life, times of solitude, personal devotions, meditation on God's Word and openness to the leading of God's Spirit and a deep hunger for God.

**Process:** structuring time for spiritual development, commitment and the practising of spiritual disciplines.

PD2 Call to ministry

**Outcome:** to have a growing sense of God’s calling to ministry and to reflect upon how God is developing you for a lifelong commitment to ministry.

**Process:** being affirmed in your ministry through confirmation from friends, church members, supervisors and teachers. Having your aptitude for ministry confirmed as you see your spiritual gifts being evidenced through your ministry to others.

PD3 Ministry attitude

**Outcome:** to develop a mature attitude to ministry that is motivated by commitment, integrity and humility.

**Process:** to embrace the servant attitude of Jesus as your personal model for ministry and to act with humility, openness, compassion, consistency, reliability and integrity.

PD4 Health

**Outcome:** to maintain a balanced ministry by careful attention to sound health principles including managing stress.

**Process:** achieving health and fitness through good nutritional practice, regular exercise, recreational activities, personal spiritual growth, healthy family relationships, good time-management and adequate sleep.

PD5 Time and resource management

**Outcome:** to establish a process for the careful management and stewardship of time and resources.

**Process:** being able to discern between what is important and what is unimportant, between what is urgent and what is not urgent.

PD6 Role expectations

**Outcome:** to identify and achieve realistic expectations and goals throughout your ministry practicum experience with your local church.

**Process:** negotiating a level of ministry activity with your pastoral mentor that provides a balance between both your academic requirements and the responsibilities you have to your local church, your family and your own personal development.

PD7 Self-understanding

**Outcome:** to develop a greater understanding of self and what you personally have to offer through ministry.

**Process:** developing an awareness of who you are as a person; particularly your personality type, your temperament, your spiritual gifts and your relational aptitude; being aware of your areas of strength and areas that need development.

PD8 Self-discipline

**Outcome:** to develop a calm self-discipline that maintains direction, structure, control and consistency to your ministry practice.

**Process:** managing your life in a manner that gives a level of control to all areas of your ministry practicum experience. This can be enhanced through the adoption of the spiritual disciplines; simplicity, service, prayer, fasting, submission, confession, solitude, worship, etc.
PD9 Reflection and integration

**Outcome:** to be able to prayerfully reflect on your developing ministry and to integrate what you have learnt to both your spiritual and ministry development.

**Process:** having discernment to take the practical examples learnt from Scripture, the classroom and your supervised ministry practicum experiences and being able to constructively apply them to future ministry situations.

PD10 Personal values

**Outcome:** to consistently model Christian values in all areas of your ministry practice including care for self and respect for others.

**Process:** to seek God’s help in shaping your character so that you minister as Jesus did; ie, with humility, honesty, integrity, loyalty, reliability, love and respect for others.

PD11 Personal boundary formation

**Outcome:** to be able to feel confident in taking responsibility for and ownership of your life and ministry practice.

**Process:** to form a Biblical concept of personal boundaries including an understanding of what lies within and outside of personal boundary responsibilities.

R2 Relating to church members

**Outcome:** to develop an attitude of warmth, openness and inclusiveness with all members of your congregation regardless of ethnic, cultural, socio-economic, gender, age, personality or theological differences.

**Process:** being accepting and friendly, learning church members’ names, getting acquainted with their circumstances, greeting them on Sabbaths, listening to their interests, visiting them in their homes.

R3 Creating church community

**Outcome:** to build relationships of love, acceptance and forgiveness in a congregation where people have a sense of community and where people with disadvantageous circumstances or disability can be included.

**Process:** working towards congregational relationships where people love, respect and support one another; modeling community by being open, kind, attentive, mindful, helpful, inclusive and forgiving.

R4 Cross-generational relationships

**Outcome:** to engage children and youth and adults in relevant conversations that build credibility and form the basis for personal and/or spiritual mentoring.

**Process:** creating opportunities for greater understanding between generations within the congregation, giving special attention to initiating mentoring relationships between mature Christians and those younger and newer in the faith.

R5 Relating to authority

**Outcome:** to be able to relate with understanding and cooperation to all authority; to God first, to Scripture and to those chosen by the church for leadership.

2. BUILDING RELATIONSHIPS (R)

R1 Relating to peers

**Outcome:** to be able develop supportive relationships with student peers, not taking yourself too seriously.

**Process:** being self-aware of how well or how poorly you relate to other members of your ministry group. Seek divine help to shape those areas of your personality that can enhance healthy, caring relationships.
Process: accepting with humility the authority given by the church, e.g. relating to ministry practicum directors, your supervising pastor, local church leaders and also to all levels of government.

R6 Cross-cultural relationships
Outcome: to be able to build relationships cross-culturally within the congregation, the community and between different religions.

Process: maintain an openness and tolerance for differing cultural or religious differences in the church and community where you minister. Discover the backgrounds behind differing practices and viewpoints and seek to build bridges between people representing differing ethnic, racial or religious worldviews.

R7 Family relationships
Outcome: to develop skills that enhance the quality of congregational family relationships leading to improved overall communication and quality of worship.

Process: begin by establishing credibility with your own family and giving adequate, quality time to nurturing vital relationships with your spouse and children. Visit families, be attentive to their needs, pray for them and provide appropriate support.

R8 Community relationships
Outcome: demonstrate ability to initiate relationships and to establish partnerships with local community groups that lead to elevating the quality of societal life and health.

Process: gaining experience by joining a group that works for social justice or community health and welfare.

R9 Conflict resolution
Outcome: to develop skills in assessing conflict situations and in facilitating appropriate social practices for effectively resolving disagreements and conflicts.

Process: learning the dynamics of resolving conflict through reading and experience.

R10 Marriage perspectives
Outcome: to develop an ability to minister competently amidst the current climate of changing attitudes, expectations and challenges concerning marriage in both the church and in the wider community, to prepare resources for premarital counselling.

Process: establishing a Biblical perspective for marriage that can inform and provide meaning and coherence in a changing society and help resource you in premarital counselling.

R11 Authentic sexuality
Outcome: to demonstrate a level of competence in being able to respond in an appropriate pastoral manner where sexual dysfunction, abuse, addictions, etc, occur.

Process: developing discernment and understanding of authentic and inauthentic sexual relationships through study and training.

3. PROCLAMATION (P)

P1 Proclaiming purposefully
Outcome: to become proficient in communicating the Gospel in a manner that arrests the attention of the hearers and leads them to a life-long commitment to Christ and his church.

Process: centring content and delivery on Jesus in a manner that focuses on his power to heal and to transform lives.

P2 Proclaiming through teaching
Outcome: to demonstrate an ability to teach and to instruct others from the Scriptures so that God’s will and purpose for their lives is understood.

Process: developing and practising your skills in a variety of potential teaching situations, e.g.
didactic sermons, Sabbath School classes, small groups, Bible study groups, school classrooms and baptismal classes.

**P3 Preaching with immediacy**
**Outcome:** to experience a high level of connectedness with an audience arising from the positive use of personal, relational enhancing factors.

**Process:** relating to audiences with warmth, intentional eye contact, positive body language, gestures and presence.

**P4 Preaching with variety and focus**
**Outcome:** to demonstrate a capacity to vary the sermon mode and delivery to suit the situations, circumstances and needs of the hearers.

**Process:** being acquainted with the varying backgrounds, situations, circumstances and needs of your hearers and directing the content and delivery of your presentations to accommodate the condition and status of your audience.

**P5 Preaching a range of sermon genres**
**Outcome:** to demonstrate ability to create and deliver textual, biographical and topical sermons.

**Process:** acquiring experience and practice at developing and giving discourses chosen from different sermon genres.

**P6 Preaching for decisions**
**Outcome:** to become proficient in delivering discourses that lead to the commitment, change and transformation of the hearers.

**Process:** providing opportunities for your hearers to respond to Biblically-supported appeals and the conviction of the Holy Spirit.

**P7 Preaching with passion & momentum**
**Outcome:** to show ability to structure a delivery that demonstrates mature passion and sincerity and that builds the momentum of thought and delivery to an appropriate, Spirit-filled climax.

**Process:** building enthusiasm and energy through the cooperative use of content and delivery that leads to a suitable level of conviction and discovery for the hearers.

**P8 Preaching with media technology**
**Outcome:** to demonstrate familiarity with and understanding of current media technologies and their appropriate application for Christian ministry.

**Process:** integrating available media technologies into your worship and seminar presentations.

**P9 Communicating cross-culturally**
**Outcome:** to be aware of the multi-cultural demographic of the Australian church and community and to demonstrate the skills necessary to communicate cross-culturally within that environment.

**Process:** developing an awareness and understanding of the key values and customs that characterise persons of differing cultural worldviews within our sphere of influence and creating effective methods of communication to preach and teach the Gospel.

### 4. PASTORAL CARE (PC)

**PC1 Pastoral attitude**
**Outcome:** to demonstrate a Christlike attitude of love and compassion for all people that is evidenced in a ministry of selfless service to others.

**Process:** serving people selflessly, without discrimination, offering pastoral care and spiritual nurture.

**PC2 Pastoral visitation**
**Outcome:** to give evidence of those skills necessary for administering pastoral care and
spiritual nurture in a variety of church and community situations.

**Process:** visiting people in homes, hospitals, prisons, schools, etc, in a ministry of care, compassion, empathy, understanding, consideration and acceptance.

**PC3 Caring for new members**

**Outcome:** to exhibit the skills necessary to sensitively nurture and disciple new members.

**Process:** contacting, visiting, conversing, listening and supporting new members with sensitivity; being conscious of their special nurturing needs.

**PC4 Caring for non-attenders**

**Outcome:** to show a level of competence in reaching out to former church members and exhibiting skill in meeting their special needs.

**Process:** visiting former members, listening with empathy and understanding, offering spiritual support, praying, mediating in reconciliation with the church.

**PC5 Care for the hurting**

**Outcome:** to show aptitude in providing pastoral care and support to wounded, grieving, disaffected or discouraged persons.

**Process:** giving empathetic, restorative support to the hurting through visiting, praying, counseling, nurturing and encouraging ministry.

**PC6 Caring for the unchurched**

**Outcome:** to show a heart of compassion for the yet unsaved and to show ministry aptitude in facilitating their salvation.

**Process:** making friends of the unsaved in the community by helping to meet their needs, e.g. health, family, economic, emotional needs; then introducing them to Jesus.

**PC7 Crisis intervention**

**Outcome:** to demonstrate ability to provide special pastoral care and support to those in crisis.

**Process:** being present to provide care and nurture to persons experiencing illness, hospitalisation, bereavement, loss, personal tragedy, divorce and unemployment, etc.

**PC8 Mentoring**

**Outcome:** to be able to recruit, train and support other carers in the congregation.

**Process:** assisting elders and future elders and other congregational leaders through prayer, encouragement, listening, mentoring and training.

**5. EVANGELISM & DISCIPLESHIP (ED)**

**ED1 Meeting the community**

**Outcome:** to demonstrate an ability to mix with people in the community and to initiate discussions that develop an interest in spiritual themes.

**Process:** being aware of the demographic makeup of your community, meeting and conversing with people in public places or in their homes, showing genuine interest and concern for community and individual projects.

**ED2 Evangelistic mentoring sessions**

**Outcome:** to experience and emulate those evangelistic models practised by experienced ministry personnel in making initial contact with new people in their homes.

**Process:** participating in evangelistic mentoring sessions with selected, successful personal evangelists, developing evangelistic skill and ability through involvement and practice.

**ED3 Reaching the unchurched**

**Outcome:** to demonstrate an ability to establish relationships with unchurched persons and to direct them to a confession of faith and a desire to be discipled.
Process: developing the skills for creating and building relationships with unchurched persons, learning to share your personal testimony to effect, becoming proficient in making a gospel presentation.

ED4 Individual Bible studies
Outcome: to show ability to present Biblical themes to individuals or families in a manner that evokes a personal faith response.
Process: teaching a series of Scriptural themes in a clear, simple and convincing manner that leads to conviction and commitment to Christian discipleship.

ED5 Discipling new Christians
Outcome: to be intentionally involved in the discipling process that encourages the spiritual growth of new believers and prepares them to minister to others. Becoming proficient in using the coaching model of training disciples in their diverse ministries.
Process: designing and presenting curricula that enhances the spiritual journey of new believers and equips them to minister; adopting the use of questions and encouragement to build others in service.

ED6 Small group Bible study:
Outcome: to demonstrate ability to lead a series of Bible studies that intentionally and progressively build faith and enhance the discipleship of group members.
Process: connecting Biblical themes to the lives of new Christians in a manner that leads to their ongoing spiritual development.

ED7 Evangelism planning & promotion
Outcome: to show competency to lead or participate in a small team that organises a public evangelism seminar and motivate others to volunteer.
Process: taking responsibility for organising and managing the logistical details of an evangelistic activity including seeking the assistance of others.

ED8 Evangelistic preaching
Outcome: to show ability to successfully deliver a specific Biblical topic to a large audience in a clear, convincing and convicting manner.
Process: preaching in a manner that will convict hearers of the importance of a selected Biblical theme and that will lead to a decision for commitment to Christian discipleship.

ED9 Baptismal preparation & planning
Outcome: to demonstrate the ability to disciple a person towards eventual baptism and Christian discipleship.
Process: under the mentoring of your pastoral supervisor, prepare a person for baptism, planning a special liturgy for the baptismal service.

6. LEADERSHIP (L)

L1 Pastoral leadership
Outcome: to demonstrate a spiritual gift for leadership and to confidently and appropriately lead a church congregation in worship and ministry.
Process: developing the necessary leadership understanding and pastoral skills to be able to lead in a variety of church ministry processes, e.g. supporting and nurturing members, oversight of congregational ministries, worship services, communion services, baptisms, funerals, infant dedications, committee leadership and church administrative and denominational processes.

L2 Leadership style
Outcome: to develop an empathetic leadership style that understands the variables of each leadership situation and context and that directs and supports members with appropriate levels of leadership direction.
Process: reading all you can about leadership, observing the way successful leaders lead, adopting a servant leadership style and seeking to lead out of the person God is creating you to be in Jesus.

L3 Worship leadership

Outcome: to exhibit skills in planning and leading worship events where God is uplifted and his Word is proclaimed with grace.

Process: leading or participating in a team that plans and directs church worship events.

L4 Small group leadership

Outcome: to demonstrate ability to take the leadership and oversight of a small group within your congregation.

Process: forming and leading a small group where there is nurture for members and outreach to the unchurched.

L5 Management & administrative leadership

Outcome: to demonstrate management ability and administrative and organisational skill in planning, scheduling, guiding and directing a variety of congregational ministry programs and strategies.

Process: gaining management and administrative experience through committee leadership, ministry planning, visioning and goal-setting, resource management, stewardship and budgeting, recording and reporting and the supervision of volunteers, etc.

L6 Team leadership

Outcome: to show competency in leading a team that successfully achieves its ministry goals.

Process: to communicate, coordinate and cooperate with a team to achieve its ministry goals, to work with a team in one-on-one relationships, to be receptive and accepting of others’ opinions; to be able to delegate responsibility, to encourage and empower team members to accept ministry challenges, to show appreciation and to maintain an atmosphere of encouragement and mutual respect.

L7 Visionary leadership

Outcome: to be able to cast a vision for the future ministry of your congregation.

Process: through your own passion and enthusiasm generate a motivating environment that encourages your members to enlist in fulfilling the mission of the church.

L8 Facilitating change

Outcome: to demonstrate discernment in recognising the need for changes in a congregation and showing aptitude as a successful change agent.

Process: being active in applying appropriate change dynamics in bringing about small scale changes in your congregation.

L9 Leading of Self

Outcome: demonstrate wisdom and maturity in the management of yourself, adopting appropriate responses to praise and criticism, accepting the need for lifelong learning and the management of emotions and desires including being attentive to others as they need.

Process: reflect on the areas of growth that remain and use all of life’s opportunities to add balance to your reactions and desires. Reflect upon your journey and your need to keep learning and growing. Involve yourself in the life of others, listening to their journeys and needs. Provide a pastoral presence that encourages and supports the growth of others.
The Foundational Phase

At the beginning of the first semester of the course most students will commence their church placement from a list of churches supplied by the MP Directors. This will represent an induction into their ministry practicum. Under the supervision of the pastoral ministry team, this first year of ministry practicum will give a general introduction to ministry and to the day-to-day responsibilities of ministering in a local congregation.

Students will be encouraged to discover and to use their spiritual gifts and to establish healthy patterns of personal spiritual development that will be sustainable throughout their whole ministry. It will be the responsibility of each student to keep all appointments with the pastoral staff and to be present and to participate in assigned Sabbath ministry activities at the church. In a sense, the first year of ministry practicum is a probationary year for the student.
Each student will be required to attend regular congregational worship services and other church meetings and become actively involved in the various ministries of the Church.

As an introduction to cross-generational ministry, students are involved in the children’s and youth divisions of the local church. Opportunities also exist for students to be involved in chapel services, Bible studies etc. with students at Avondale School by arrangement with the school chaplains.

**SEMESTERS 3 & 4**

**Broadening Your Experience**

In order for students to receive a broader exposure to local church ministry contexts, students may be encouraged to move to a different church placement in their second and subsequent years. This is an important transition in the student’s ministry development experience and will require careful prior negotiation between the student and ministry practicum directors. This will ensure that the student will be placed in a church situation that best meets his or her developmental needs. It is expected that students may be given increased ministry responsibilities, and more individualised supervision and mentoring.

The student will be assigned a mentor who will introduce them to their congregation as a student pastor. At the beginning of their placement in this new congregation, each student will enter into a contractual agreement with their new mentor that outlines mutual expectations, responsibilities, relationships and boundaries. Regular meeting times with the mentor will be decided and a plan for specific ministries to the congregation agreed upon [see Appendix 1].

Throughout semesters three and four, the mentor will assist with the student’s integration in those ministries that are required as part of CHMN26110 Ministry & Church Leadership and CHMN26140 Preaching in Ministry and that are appropriate to the student’s current stage of ministry development. It is a minimum requirement that all students will meet with their mentors three times per semester to discuss their ongoing progress in ministry and to reflect on their continuing ministry development. In their fourth and sixth semester, students will complete a Ministry Readiness Survey (10th week) and attend a Ministry Readiness Panel Interview to receive feedback.

**SEMESTERS 5 & 6**

**Ministry Practicum Externship**

The second year will also incorporate the first of two Ministry Practicum Externships (MPE). Externships are for a minimum period of 10 days, inclusive of two weekends. The MPE is compulsory for all BMinTh students.

During the MPE the student will have an opportunity to observe, participate and experience “full-on” ministry in the pastoral context of a local church. The MPE gives the student opportunity to engage in an intensive ministry experience with a local church and its minister to a far greater depth than is possible during normal placement ministry. The MPE enables a student to seek mentoring from an experienced practitioner who has particular ministry expertise and strengths and to accompany this person in a variety of ministry activities for the duration of the externship.

A basic travel and accommodation budget is available for each student. A reflection journal addressing the unit competencies will be completed by the student during the externship and assessed by the lecturer.

**An Evangelistic & Discipleship Emphasis**

Ministry practicum during semesters 5 and 6 will emphasise ministry building experience and skills in church growth and outreach to the unchurched. Ministry practicum activities
will focus on the requirements for CHMN26130 Discipleship Evangelism and continue building on those focal areas already covered in CHMN36110 Ministry & Church Leadership 2. This will mean a heightened level of involvement with the pastor and members of the local church in personal and evangelistic ministries.

SEMESTERS 7 & 8

Getting into FULL Ministry Stride

During the final semesters of their course, students will continue their regular ministry practicum experience with an emphasis on the development of leadership skills in pastoral ministry and public evangelism.

This final year in ministry practicum should demonstrate a relative readiness for full-time ministry upon graduation.

Second Ministry Practicum Externship

Each student, in consultation with Ministry Practicum Directors, may choose a Ministry Immersion Experience (MIE). Students may choose to be involved in a MIE with a specific focus, eg. an evangelistic practicum, or a chaplaincy practicum, etc within the range of suggested MIE offerings. The MIE will replace the church placement for CHMN26130 or CHMN36130 (depending on odd or even year enrolment). The second externship will be considered as the Ministry Practicum placement for CHMN36130 Evangelism & Church Planting, offered in semester 5 or 7. A post externship interview will replace the MPI.

POST GRADUATION

Following graduation, students are normally called to full time employment in a local church. The position is known as an Internship and would involve the ministry intern in two years of supervised ministry training as designated by the employing conference. The terms of the internship and the standards of supervision are clearly set out in the Ministerial Internship Manual supplied by the local Conference.
# UNIT REQUIRED MINISTRY DEVELOPMENT ACTIVITIES

<table>
<thead>
<tr>
<th>UNIT</th>
<th>REQUIRED MINISTRY DEVELOPMENT ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN16110</td>
<td><strong>Biblical Spirituality &amp; Ministry</strong></td>
</tr>
<tr>
<td>PD1</td>
<td>Biblical spirituality</td>
</tr>
<tr>
<td>PD2</td>
<td>Call to ministry</td>
</tr>
<tr>
<td>PD3</td>
<td>Ministry attitude</td>
</tr>
<tr>
<td>PD4</td>
<td>Health</td>
</tr>
<tr>
<td>PD5</td>
<td>Time and resource management</td>
</tr>
<tr>
<td>PD7</td>
<td>Self-understanding</td>
</tr>
<tr>
<td>PD8</td>
<td>Self-discipline</td>
</tr>
<tr>
<td>R1</td>
<td>Relating to peers</td>
</tr>
</tbody>
</table>

| CHMN16120 | **Worship & Communication** |
| L3 | Worship leadership |
| L4 | Small group leadership |
| R2 | Relating to church members |
| R3 | Creating church community |
| PS3 | Ministry attitude |
| P2 | Proclaiming through teaching |
| R4 | Cross-generational relationships |

| CHMN26110 | **Ministry & Church Leadership 1** |
| PD3 | Ministry attitude |
| PD5 | Time and resource management |
| PD6 | Role expectations |
| PD8 | Self-discipline |
| PD9 | Reflection and integration |
| PC1 | Pastoral attitude |
| PC2 | Pastoral visitation |
| PC3 | Caring for new members |
| PC4 | Caring for non-attenders |
| R2 | Relating to church members |
| R3 | Creating church community |
| R4 | Cross-generational relationships |

| CHMN26140 | **Preaching** |
| P1 | Proclaiming purposefully |
| P2 | Proclaiming through teaching |
| P3 | Preaching with immediacy |
| P4 | Preaching with variety and focus |
| P5 | Preaching a range of sermon genre |
| P6 | Preaching for decisions |
| P7 | Preaching with passion and momentum |
| P8 | Preaching with media technology |
| P9 | Communicating cross-culturally |
| R5 | Relating to authority |

| CHMN26130 | **Discipleship & Evangelism** |
| PC1 | Pastoral attitude |
| P2 | Proclaiming through teaching |
| ED1 | Meeting the community |
| ED2 | Evangelistic mentoring sessions |
| ED3 | Reaching the unchurched |
| ED4 | Individual Bible studies |
| ED5 | Discipling new Christians |
| ED6 | Small group Bible study |
| R7 | Family relationships |

| CHMN36120 | **Contemporary Ministry to Families** |
| PC1 | Pastoral attitude |
| R2 | Relating to church members |
| R3 | Creating church community |
| R4 | Cross-generational relationships |
| R7 | Family relationships |
| PC5 | Care for the hurting |
| R8 | Community relationships |
| R9 | Conflict resolution |
| R10 | Marriage perspectives |
| R11 | Authentic sexuality |
### UNIT REQUIRED MINISTRY DEVELOPMENT ACTIVITIES

<table>
<thead>
<tr>
<th>UNIT</th>
<th>REQUIRED MINISTRY DEVELOPMENT ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHMN36130</strong> Evangelism &amp; Church Planting</td>
<td>ED1 Meeting the community</td>
</tr>
<tr>
<td></td>
<td>ED2 Evangelistic mentoring sessions</td>
</tr>
<tr>
<td></td>
<td>ED7 Evangelism planning</td>
</tr>
<tr>
<td></td>
<td>ED8 Evangelistic preaching topic</td>
</tr>
</tbody>
</table>

| **CHMN36110** Ministry & Church Leadership 2 | L1 Pastoral leadership | L7 Visionary leadership |
|      | L2 Leadership style | L8 Facilitating change |
|      | L3 Worship leadership | L9 Leading of self |
|      | L4 Small group leadership | PC5 Care for the hurting |
|      | L5 Management and administrative leadership | PC7 Crisis intervention |
|      | L6 Team leadership | PC8 Mentoring |

| **CHMN26170** Contemporary Youth Ministry | PD7 Self-understanding | R7 Family relationships |
|      | PD8 Self-discipline | P8 Preaching with media technology |
|      | R3 Creating church community | PC8 Mentoring |
|      | R4 Cross-generational relationships | ED1 Meeting the community |

*Offered every second year*
GradDip

INTEGRATION OF MINISTRY PRACTICUM

The Foundational Phase

During the first year of the Graduate Diploma students will take up a ministry placement in a local church. Movement into this placement will require careful negotiation between the student, the ministry practicum directors and the pastoral mentor. This will ensure that the student will be placed in a church situation that best meets his or her developmental needs.

The student will be assigned a local church and a mentor who will introduce them to their congregation as a student pastor. At the beginning of their placement in their new congregation, each student will enter into a contractual agreement with their new mentor that outlines mutual expectations, responsibilities, relationships and boundaries. Regular meeting times with the mentor will be decided and a plan for specific ministries to the congregation agreed upon.
Throughout Semesters 1 and 2, the pastoral mentor will assist with the student’s integration in those ministries that complement the student’s current stage of ministry development. It is a minimum requirement that all students will meet with their mentors three times per semester to discuss their ongoing progress in ministry and to reflect on their continuing ministry development. In their second semester, students will complete a Ministry Readiness Survey (10th week) and attend a Ministry Readiness Panel Interview to receive feedback.

**Ministry Practicum Externship**

All Graduate Diploma in Ministry and Theology students will participate in a compulsory Ministry Practicum Externship (MPE). This externship will be for a minimum period of 10 days, inclusive of two weekends. The MPE gives the student opportunity to engage in an intensive ministry experience with a local church and its minister to a far greater depth than is possible during normal placement ministry. The externship enables a student to seek mentoring from an experienced practitioner who has particular ministry expertise and strengths and to accompany this person in a variety of ministry activities for the duration of the externship.

Each student, in consultation with Ministry Practicum Directors, may choose an area of ministry in which he or she has the greatest interest. During the MPE the student will have an opportunity to observe, participate and experience “full-on” ministry in a pastoral context.

The externship will be taken during the mid-year break between Semester 3 and 4, but by arrangement, may be taken over the year-end break. A reflective journal addressing the unit competencies will be completed by the student during the externship and assessed by the lecturer.

At the completion of their second CHMN unit, students will be eligible to submit an MPE Application for their Externship to the MP Directors.

The MPE will replace the church placement for CHMN46130 or CHMN46150 (depending on odd or even year enrolment).

Students may have the opportunity to apply for a Mission Immersion Experience if offered (this is not compulsory).

**SEMMETERS 3 & 4**

**Preparation for Full-Time Ministry**

During the final two semesters of their course, Graduate Diploma in Ministry and Theology students will continue their regular ministry practicum experience but with an emphasis on the development of leadership skills in pastoral ministry and public evangelism. By this stage students should be demonstrating high levels of leadership competency in various pastoral and evangelistic ministries. These final semesters in ministry practicum should demonstrate a relative readiness for full-time ministry upon graduation.

**POST GRADUATION**

Following graduation, students are normally called to full-time employment in a local church. The position is known as an Internship and involves the ministry intern in two years of supervised ministry training as designated by the employing conference. The terms of the internship and the standards of supervision are clearly set out in the Ministerial Internship Manual supplied by the local Conference.
### Required Ministry Competencies
Graduate Diploma in Ministry and Theology

<table>
<thead>
<tr>
<th>UNIT</th>
<th>REQUIRED MINISTRY DEVELOPMENT ACTIVITIES</th>
</tr>
</thead>
</table>
| **1**  
**CHMN46110**  
Church & Ministry | PD2 Call to ministry  
PD3 Ministry attitude  
PD4 Health  
PD5 Time and resource management  
PD6 Role expectations  
PD8 Self-discipline  
PD9 Reflection and integration  
PC1 Pastoral attitude | PC2 Pastoral visitation  
PC3 Caring for new members  
PC4 Caring for non-attenders  
R1 Relating to peers  
R2 Relating to church members  
R3 Creating church community  
R4 Cross-generational relationships |
| **2**  
**CHMN46140**  
Contemporary Preaching | P1 Proclaiming purposefully  
P2 Proclaiming through teaching  
P3 Preaching with immediacy  
P4 Preaching with variety and focus  
P5 Preaching a range of sermon genre | P6 Preaching for decisions  
P7 Preaching with passion and momentum  
P8 Preaching with media technology  
P9 Communicating cross-culturally  
R5 Relating to authority |
| **3**  
**CHMN46130**  
Personal Evangelism & Discipleship | PC1 Pastoral attitude  
P2 Proclaiming through teaching  
ED1 Meeting the community  
ED2 Evangelistic mentoring sessions  
ED3 Reaching the unchurched | ED4 Individual Bible studies  
ED5 Discipling new Christians  
ED6 Small group Bible study  
R7 Family relationships |
| **4**  
**CHMN46150**  
Evangelism & World Mission | ED1 Meeting the community  
ED2 Evangelistic mentoring sessions  
ED7 Evangelism planning Evangelistic preaching topic  
ED9 Baptismal preparation and planning | PC6 Caring for the unchurched  
P6 Preaching for decisions  
P9 Communicating cross-culturally  
R4 Cross-generational relationships  
R6 Cross-cultural relationships |
<table>
<thead>
<tr>
<th>UNIT</th>
<th>REQUIRED MINISTRY DEVELOPMENT ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5CHMN46160</td>
<td>Family Systems in Ministry</td>
</tr>
<tr>
<td>PD7</td>
<td>Self-understanding</td>
</tr>
<tr>
<td>R4</td>
<td>Cross-generational relationships</td>
</tr>
<tr>
<td>R8</td>
<td>Community relationships</td>
</tr>
<tr>
<td>R10</td>
<td>Marriage perspectives</td>
</tr>
<tr>
<td>PC1</td>
<td>Pastoral attitude</td>
</tr>
<tr>
<td>6CHMN46180</td>
<td>Church Leadership &amp; Management</td>
</tr>
<tr>
<td>L1</td>
<td>Pastoral leadership</td>
</tr>
<tr>
<td>L2</td>
<td>Leadership style</td>
</tr>
<tr>
<td>L3</td>
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</tr>
<tr>
<td>L4</td>
<td>Small group leadership</td>
</tr>
<tr>
<td>L5</td>
<td>Management and administrative leadership</td>
</tr>
<tr>
<td>L6</td>
<td>Team leadership</td>
</tr>
</tbody>
</table>
BMinTh
CHAPLAINCY
MAJOR
Rationale

The Chaplaincy major adds greater depth and breadth to the existing ministerial training program and offers valuable preparation to those wishing to pursue chaplaincy as their career. Chaplaincy in schools, hospitals, retirement villages or in other areas in the community is possible.

How Chaplaincy fits with Church Ministry units

Chaplaincy broadens the opportunities afforded to students by enabling them to complete placements in a chaplaincy setting. For those undertaking the chaplaincy major, four units will include a chaplaincy placement.

Chaplaincy Practicum

To organise a school placement, students need to contact the Chaplaincy Coordinator, and they will be supervised by a chaplain mentor. There they will be supervised by a chaplain mentor. The placement will afford students the opportunity to observe how chaplaincy functions within a school setting.

Students will shadow the school chaplain as he/she interacts with students, gives Bible studies and runs the spiritual program in the school. Students will have opportunity to put into effect the six key areas of ministerial formation.

Students will also have the opportunity to put into effect one of the key attributes of a chaplain which is listening.
The Bachelor of Ministry and Theology and Graduate Diploma in Ministry and Theology courses are structured in a manner that allows ministry practicum directors and pastoral mentors to provide feedback to students about the levels of competency they have reached in each of the six ministry focal areas.

Individual student progress will be evaluated according to the following criteria:

1. Prior ministry experience—students enter the process of theological education when they accept God's call to ministry. They bring into the study program life skills and church experiences that they may find useful in their learning.

2. Student-Mentor goals—students will meet with their assigned mentor and together they will develop specific ministry goals to be achieved by the end of the semester based on the MPCR forms.

3. Involvement in assigned placement— the mentor will assign specific activities and tasks that will develop students in the areas of competencies as outlined in the MPCR forms.

4. Spiritual development—students will grow spiritually as part of the process of learning and mature in ministry.

5. Modelling and mentoring—ministry engagement with mentors provide an opportunity for learning through modelling and mentoring.

6. Ministry reflection—towards the end of each semester, students are expected to theologically reflect on the process of learning, and this includes writing a ministry reflection journal.
## The Ministry Practicum Assessment Process

### MINISTRY PRACTICUM SEMESTER SCHEDULE

<table>
<thead>
<tr>
<th>Weeks 1-3</th>
<th>Week 4</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Weeks 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit local churches and converse with potential mentors. Placement request form to be submitted at the end of week 2.</td>
<td>Meet with assigned mentors, review ministry competencies as outlined in the unit MPCR forms, and develop specific goals. SMA to be submitted by end of Week 4 - the official start of the MP placement.</td>
<td>Students will sign up and attend their MP interview at the end of Week 10. The interview provides opportunity for the student and lecturer to assess the effectiveness of the ministry placement.</td>
<td>Students will upload the MRF providing details and information about their ministry activities for the semester. This form is due at the end of Week 11.</td>
<td>Students will complete their ministry reflection journal in relation to the specific competencies as outlined in the unit MPCR. The reflection journal is due Week 12 and the MPCR is due Week 13.</td>
</tr>
</tbody>
</table>
“Take heed therefore unto yourselves, and to all the flock, over the which the Holy Ghost hath made you overseers, to feed the church of God, which he hath purchased with his own blood.” Acts 20:28
Pastoral Mentor’s Role

MINISTRY

PRACTICUM

Mentoring is an integral part of the ministry practicum process. Pastoral mentors are selected for their maturity and experience in ministry. They are able to provide students with direction, encouragement, support, counsel and to model for them the wide variety of church pastoral responsibilities.

Pastoral mentors facilitate the development of authentic, personalised ministry in each student through modelling, mentoring and ministry reflection. They are the vital link in the whole ministry practicum experience that helps students develop their pastoral, evangelistic and leadership identities.
Pastoral mentors will:

- Assist students in developing specific competencies for the Church Ministries units. (See MP Competency Response Form specific to unit.)
- Create mutual understanding and expectations about ministry goals, ministry relationships and boundaries, workloads and ministry responsibilities.
- Commit to working together on completing the student/mentor contractual agreement.
- Establish an open, supportive working relationship with their chosen students.
- Have an understanding of the specific Bachelor of Ministry and Theology and Graduate Diploma in Ministry and Theology ministry practicum requirements.
- Agree on a student ministry schedule that will meet course requirements and the student’s personal ministry development needs.
- Ensure that at the beginning of a student’s placement they are introduced to the congregation as a student pastor and their placement role and responsibilities are described.
- Provide opportunity for the student to observe the pastor in their working environment.
- Assist students to achieve in-depth experience in their assigned ministry task in relation to their unit competencies.
- Provide students with practical experience in personal evangelism activities including home visitations and Bible study.
- Schedule regular mentoring sessions at least monthly.
- Read and sign-off of the required forms and assessments.
- Maintain dialogue with the ministry practicum directors at Avondale Seminary

MENTOR SUPPORT AND TRAINING

Each year (usually at the beginning of the first semester), pastoral mentors are invited to a orientation, training and consultation session on the processes and expectations of the theological field education program of the Seminary.

The following areas are normally covered at the orientation:

- Philosophy and goals of the ministry practicum
- Placement compulsory documentations
- Student/Mentor Agreement
- Ministry Report Form
- MP Interview & Ministry Readiness Interview
- Ministry Practicum Competency Report
- Monthly Mentor/Student mentoring sessions
- Pastoral Mentors’ Role
- Student ministry engagement and church involvement
- Student ministry engagement and church involvement
- Mentor and Seminary line of communication
Avoiding & Preventing
HARASSMENT & ABUSE

Harassment may be defined as activity or behaviour that focuses unwelcome and unpleasant attention on another person. Some forms of harassment are unlawful, including behaviour or language that negatively focuses on a person's race or ethnic background, gender, age or disability. Harassment is inappropriate in a Christian community and Avondale College of Higher Education has a harassment policy with which you should become familiar (http://www.avondale.edu.au/about/policies/).

Harassment is inconsistent with a Christian lifestyle and is especially unacceptable amongst Christian ministry practitioners. Christian ministers may attempt to misuse their status as adults and as spiritual leaders and to take sexual advantage of persons with whom they have no lawful or moral right to sexual involvement. Such practice is known as sexual abuse when the victim is a child or adolescent, or is a person of any age who is handicapped physically, emotionally, or by age or illness, or who in any other way lacks freedom and independence to make a decision to reject a sexual approach. Sexual abuse is viewed both in society and in the church as a serious crime, which is likely to be especially devastating to all persons involved when the perpetrator is a pastor, or a student preparing for ministry.
Avondale Seminary has a duty of care to help protect you as a student from any form of harassment or abuse while you minister in a local church. They also have a duty of care to help maintain the safety of all church members who fall within your sphere of influence while you participate in your ministry practicum. To help us fulfil our duty to protect you, we would request that in the case of any harassment or abuse that you may experience in your ministry practicum, you immediately inform either one of the ministry practicum directors or the Head of school the Seminary.

Further, to help us to protect the church members to whom you minister, we require you to provide a current copy of the following documents:

1. **Working with Children Check** (renewal dates vary between states)
2. **Police Check** (to be completed every two years)
3. **Safe Place Training Certificate** (renew every three years)
4. **Signed Acceptance of the Avondale Seminary Code of Professional Ethics** (renewed annually)

These documents must be uploaded to the Ministry Practicum Resource Centre on Moodle.

If at any time in the past you have been accused of sexual abuse, or if while performing ministry practicum assignments you exhibit behaviour or use language that another person considers harassment, or if you have a history of abusive behaviour or language, you are urged to inform one of the ministry practicum directors and explain the circumstances of the accusation. It is preferable that a director hears about it from you at the time you begin the course or when the incident occurs, rather than hearing about it from another source.

Allegations of harassment made against a student will be investigated according to Avondale College of Higher Education policy and if substantiated, could lead to your withdrawal from the ministry practicum program. Furthermore, you could lose your place in the course and be subject to criminal proceedings. If you are accused of sexual abuse, the Avondale Seminary will support you in appropriate ways, but it will at the same time cooperate fully with any investigation by police and other appropriate organisations.

The first concern of the ministry practicum directors is to provide a safe place for students to practice ministry. If, during your ministry practicum, as you work with church members, or with your mentor, you consider that you have been treated unfairly, discriminatively, or unjustly, you should take your concerns to the College's Equity Officer or one of the ministry practicum directors.

Students may also appeal via the [Appeal & Grievance Policy (Academic Matters)](https://www.avondale.edu.au/student-life/policies/academic-matters) or [Appeal & Grievance Policy (Non-Academic Matters)](https://www.avondale.edu.au/student-life/policies/non-academic-matters) and can raise any concerns with the Head of the Avondale Seminary or the Dean of Faculty if they feel that an injustice against them has not been adequately resolved.
Reporting

TASKS &
EXPENSES

Reporting Tasks
Reports provide an indicator of a student's developing competency in ministry. They reveal maturing attitudes and levels of accountability and they provide a basis for communication between the student, the pastoral mentor and the ministry practicum directors.

Students are responsible for the submission of all assessments by their due date.

Reporting Expenses
Travel expenses related to your church placement will be reimbursed at current student’s rates. These rates are published in the MP Resource Centre on Moodle. Travel expenses that can be reimbursed include travelling from home to: church, Bible Studies, evangelistic activities (within the weekly approved mileage).

Non-Ministry Practicum Travel
When students continue to minister in churches, or accept ministry-related appointments outside of their Ministry Practicum placement (Weeks 4-13), they should make arrangements for reimbursement of travel expenses through the inviting church entity.

Externship Expenses
An accommodation gratuity will be paid directly to the host.

Student File
Ministry Practicum documents will be held in the student’s file. The student may inspect his or her file at any time by request to the ministry practicum directors.
The following members may comprise the membership of the Ministry Practicum Board of Management.

- **Head of Avondale Seminary**
  Avondale College of Higher Education (Chair)

- **Director of Ministry Practicum**
  Avondale College of Higher Education (Secretary)

- **Associate Directors of Ministry Practicum**
  Avondale College of Higher Education

- **Institute of Public Evangelism Secretary**
  South Pacific Division

- **Field Secretary**
  South Pacific Division

- **Ministerial Secretary**
  South Pacific Division

- **Ministerial Secretary**
  Australian Union Conference

- **Ministerial Secretary**
  New Zealand Pacific Union Conference

- **President**
  North NSW Conference

- **President**
  Greater Sydney Conference

- **Accountant**
  Avondale College of Higher Education

- **Student Representative**
  Bachelor of Ministry & Theology

- **Student Representative**
  Graduate Diploma in Ministry & Theology

- **Two local pastoral mentors**
  Selected by Avondale Seminary Board
## Student/Mentor Agreement

### Church Placement

**CHMN16110 Biblical Spirituality & Ministry**

---

**Placement Location:** 

It is expected that the student and mentor will use the CHMN16110 Competency Report to discuss ways in which the competencies outlined there can be achieved as part of the placement.

---

### Student

| Name: ............................................................................................................................... |
| Avondale email: .................................................................................................................. |
| Phone: ............................................................................................................................... |

- [ ] I have looked over the CHMN16110 Competency Report and discussed it with my mentor. I now have a clear understanding of what I need to do to meet the requirements outlined in the document.
- [ ] I have met all document requirements and received Ministry Practicum Clearance confirmation by email.
- [ ] I understand that it is my responsibility to complete and upload this form to the CHMN16110 Moodle site by the end of Week 3.

Signed: ................................................................. Date: .................................................................

### Mentor

| Name: ............................................................................................................................... |
| Email: ............................................................................................................................... |
| Phone: ............................................................................................................................... |

- [ ] I have looked over the CHMN16110 Competency Report and discussed it with my student. I have a clear understanding of what I need to do to assist my student in meeting the requirements outlined in the document.

Signed: ................................................................. Date: .................................................................

---

**Office Use Only**

Date Received: ____________________________   MP Clearance Confirmed: [ ]   Signed: ________________
Ministry Report Form
CHMN16110 Biblical Spirituality & Ministry

Student name: .................................................................................................................................

Placement church: ............................................................................................................................

You are required to report your key ministry activities and experiences to date from your MP placement.

Indicate your involvement in the following this semester (tick boxes):

- [ ] I have been involved in a service ministry of the church
- [ ] I have been letterboxing and door knocking
- [ ] I have shared Adventist literature eg. Signs, health magazines
- [ ] I have shared evangelistic audio/visual materials
- [ ] Other: ...........................................................................................................................................

Place your semester totals in the boxes below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabbath School classes taught</td>
<td></td>
</tr>
<tr>
<td>Sermons preached (or small groups led)</td>
<td></td>
</tr>
<tr>
<td>Church members visited and individuals prayed with</td>
<td></td>
</tr>
<tr>
<td>Ministry team/s served in – please list</td>
<td></td>
</tr>
<tr>
<td>Bible studies conducted</td>
<td></td>
</tr>
<tr>
<td>Evangelistic visits, such as sharing in a meal/hot drink with a non-Adventist</td>
<td></td>
</tr>
<tr>
<td>Baptisms this year (minor influence)</td>
<td></td>
</tr>
<tr>
<td>Baptisms this year (major influence)</td>
<td></td>
</tr>
<tr>
<td>Church involvement in prayer ministry, communion, worship etc.</td>
<td></td>
</tr>
<tr>
<td>Books read for personal devotion – please list</td>
<td></td>
</tr>
</tbody>
</table>

Declaration:

I confirm that this is a true and accurate representation of my involvement and participation in my placement this semester.

Student signature: ......................................................................................................................Date: ............................................................

Mentor signature: .........................................................................................................................Date: ............................................................

Please note: This form will not be accepted without your pastoral mentor’s signature.
STUDENT RESPONSE

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Name of Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click or tap here to enter text.</td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

Reflect on how well you have performed in each of the Ministry Competencies below. You should also consider how well you have applied the Ministry Formation Cycle (action/reflection/action) to each competency.

| PD1 Biblical spirituality | | |
|--------------------------|--------------------------|
| I structure adequate time for spiritual development, commitment and the practice of spiritual disciplines | |
| Very true | True | Somewhat true | Neutral | Somewhat untrue | Untrue | Very untrue | |

Discuss your response using examples:

Click or tap here to enter text.

| PD2 Call to ministry | | |
|----------------------|--------------------------|
| I received affirmation in ministry through confirmation from friends, church members, supervisors and teachers. | |
| Very true | True | Somewhat true | Neutral | Somewhat untrue | Untrue | Very untrue | |
| I demonstrate an aptitude for ministry through spiritual gifts evidenced through ministry to others. | |
| Very true | True | Somewhat true | Neutral | Somewhat untrue | Untrue | Very untrue | |

Discuss your response using examples:

Click or tap here to enter text.

| PD3 Ministry attitude | | |
|-----------------------|--------------------------|
| I embrace the servant attitude of Jesus as a model for ministry. | |
| Very true | True | Somewhat true | Neutral | Somewhat untrue | Untrue | Very untrue | |
| I act with humility, honesty, openness, compassion, consistency and reliability. | |
| Very true | True | Somewhat true | Neutral | Somewhat untrue | Untrue | Very untrue | |

Discuss your response using examples:

Click or tap here to enter text.

| PD4 Health | | |
|-------------|--------------------------|
| I achieve good health and fitness through good nutrition, regular exercise, recreation, personal spiritual growth, healthy family relationships, good time management and adequate sleep. | |
| Very true | True | Somewhat true | Neutral | Somewhat untrue | Untrue | Very untrue | |

Discuss your response using examples:

Click or tap here to enter text.

| PD5 Time and resource management | | |
|---------------------------------|--------------------------|
| I demonstrate the ability to discern between what is important and what is not important, and between what is urgent and what is not urgent. | |
| Very true | True | Somewhat true | Neutral | Somewhat untrue | Untrue | Very untrue | |

Discuss your response using examples:

Click or tap here to enter text.

| PD7 Self-understanding | | |
|------------------------|--------------------------|
| I am developing self-awareness (personality type, temperament, spiritual gifts, relational aptitude, areas of strength and areas in need of development). | |
| Very true | True | Somewhat true | Neutral | Somewhat untrue | Untrue | Very untrue | |

Discuss your response using examples:

Click or tap here to enter text.
## PD8 Self-discipline

I apply self-control and balance to all areas of my church placement (enhanced through adoption of spiritual disciplines: simplicity, service, prayer, fasting, submission, confession, solitude, worship etc.)

<table>
<thead>
<tr>
<th>Option</th>
<th>Very true</th>
<th>True</th>
<th>Somewhat true</th>
<th>Neutral</th>
<th>Somewhat untrue</th>
<th>Untrue</th>
<th>Very untrue</th>
</tr>
</thead>
</table>

Discuss your response using examples:

Click or tap here to enter text.

## R1 Relating to peers

I am aware of how well or how poorly I relate to other members of the ministry group.

<table>
<thead>
<tr>
<th>Option</th>
<th>Very true</th>
<th>True</th>
<th>Somewhat true</th>
<th>Neutral</th>
<th>Somewhat untrue</th>
<th>Untrue</th>
<th>Very untrue</th>
</tr>
</thead>
</table>

I seek divine help to shape areas of personality that can enhance healthy, caring relationships.

<table>
<thead>
<tr>
<th>Option</th>
<th>Very true</th>
<th>True</th>
<th>Somewhat true</th>
<th>Neutral</th>
<th>Somewhat untrue</th>
<th>Untrue</th>
<th>Very untrue</th>
</tr>
</thead>
</table>

Discuss your response using examples:

Click or tap here to enter text.

Other comments:

Click or tap here to enter text.

---

**Student Signature**  
Click or tap here to enter text.

**Date**  
Click or tap here to enter text.
MENTOR RESPONSE

<table>
<thead>
<tr>
<th>Mentor Name</th>
<th>Click or tap here to enter text.</th>
<th>Name of Church</th>
<th>Click or tap here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>Click or tap here to enter text.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate how well the student you have been mentoring has performed in each of the Ministry Competencies (MC) below.

<table>
<thead>
<tr>
<th>PD1 Biblical spirituality</th>
<th>Structures adequate time for spiritual development, commitment and the practice of spiritual disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Very true □ True □ Somewhat true □ Neutral □ Somewhat untrue □ Untrue □ Very untrue</td>
</tr>
<tr>
<td>Please include examples where possible:</td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PD2 Call to ministry</th>
<th>Receives affirmation in ministry through confirmation from friends, church members, supervisors and teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Very true □ True □ Somewhat true □ Neutral □ Somewhat untrue □ Untrue □ Very untrue</td>
</tr>
<tr>
<td>Demonstrates an aptitude for ministry through spiritual gifts evidenced through ministry to others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Very true □ True □ Somewhat true □ Neutral □ Somewhat untrue □ Untrue □ Very untrue</td>
</tr>
<tr>
<td>Please include examples where possible:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PD3 Ministry attitude</th>
<th>Embraces the servant attitude of Jesus as a model for ministry.</th>
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</thead>
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<tr>
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<td>□ Very true □ True □ Somewhat true □ Neutral □ Somewhat untrue □ Untrue □ Very untrue</td>
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<tr>
<td>Acts with humility, honesty, openness, compassion, consistency and reliability.</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<th>PD4 Health</th>
<th>Achieves good health and fitness through good nutrition, regular exercise, recreation, personal spiritual growth, healthy family relationships, good time management and adequate sleep.</th>
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<thead>
<tr>
<th>PD5 Time and resource management</th>
<th>Demonstrates the ability to discern between what is important and what is not important, and between what is urgent and what is not urgent.</th>
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<tr>
<td></td>
<td>□ Very true □ True □ Somewhat true □ Neutral □ Somewhat untrue □ Untrue □ Very untrue</td>
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<tr>
<td>Please include examples where possible:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PD7 Self-understanding</th>
<th>Demonstrates development of self-awareness (personality type, temperament, spiritual gifts, relational aptitude, areas of strength and areas in need of development).</th>
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<tbody>
<tr>
<td></td>
<td>□ Very true □ True □ Somewhat true □ Neutral □ Somewhat untrue □ Untrue □ Very untrue</td>
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<td>Please include examples where possible:</td>
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</tbody>
</table>

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<thead>
<tr>
<th>PD8 Self-discipline</th>
<th>Demonstrates application of self-control and balance to all areas of church placement (enhanced through adoption of spiritual disciplines: simplicity, service, prayer, fasting, submission, confession, solitude, worship etc.)</th>
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<tbody>
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<td></td>
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</tr>
<tr>
<td>Please include examples where possible:</td>
<td>Click or tap here to enter text.</td>
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</tbody>
</table>
R1 Relating to peers
Demonstrates awareness of how well or how poorly he/she relates to other members of the ministry group.

☐ Very true ☐ True ☐ Somewhat true ☐ Neutral ☐ Somewhat untrue ☐ Untrue ☐ Very untrue

Demonstrates seeking of divine help to shape areas of his/her personality that can enhance healthy, caring relationships.

☐ Very true ☐ True ☐ Somewhat true ☐ Neutral ☐ Somewhat untrue ☐ Untrue ☐ Very untrue

Please include examples where possible:

Click or tap here to enter text.

Other comments:

Click or tap here to enter text.

MENTOR’S OVERALL ASSESSMENT

Grade Awarded
☐ Exceptional* ☐ Excellent ☐ Very good
☐ Satisfactory ☐ Weak* ☐ Unsatisfactory*

Mentor Name Click or tap here to enter text.
Mentor Signature Click or tap here to enter text.
Date Click or tap here to enter text.

* A counter signature of another pastor/elder/mentor is required for an Exceptional, Weak or Unsatisfactory grade:

I have observed this student and concur with the assessment above.

Name Click or tap here to enter text.
Position Click or tap here to enter text.
Signature Click or tap here to enter text.
Date Click or tap here to enter text.

KEY
Exceptional Student consistently exceeds the MCs for this stage.
Excellent Student consistently meets the MCs for this stage. Some areas are outstanding.
Very good Student consistently meets the MCs for this stage.
Satisfactory Student usually meets the MCs for this stage. Some areas are still developing.
Weak Student shows significant weakness in a number of MCs for this stage and the mentor has concerns about the student’s suitability for ministry.
Unsatisfactory Student fails to meet most of the MCs for this stage and the mentor believes the student may be not be suitable for ministry.

Office Use Only
HD D C P F
Lecturer Click or tap here to enter text.
Date Click or tap here to enter text.
Ministry Practicum Director Click or tap here to enter text.
Date Click or tap here to enter text.
Reflection Journal Guidelines

Each Church Ministry unit requires students to complete a Reflection Journal which will concentrate on and respond to the specific competencies for that unit.

Overview

Reflection journaling can be a critical part of one's spiritual development. What matters is not the book, prose or pen – it is the ability to reflect on experiences. The key component in writing a Reflection Journal is that it is a place to spiritually share yourself with God. You are sharing your thoughts with God, but you are also part of the audience because you go back to the Reflection Journal to see how you have spiritually grown.

A Reflection Journal is not a diary. A diary is a record of events; it's about the ‘what.’ A spiritual journal's focus is on your relationship with God and others. It's about the ‘why’s’ and the ‘what now.’ It is all about your ability to reflect on your experiences, feelings, attitudes etc., in relation to the relevant competencies in the context of your church ministry placement. The value is that it captures things that would otherwise just vanish in the busy-ness of life. It allows you to build a record of what is taking place in your journey at Avondale so that, over time, you can reflect on your growth and development as a disciple of Jesus.

Process

Keep an electronic file (Word) of your reflections that can be updated regularly, and then upload the final text to Moodle for assessment by your lecturer at the beginning of Week 12. Your Reflection Journal should cover the period from Week 4 through to Week 12.

Maintain, at a minimum, weekly notations so that your experiences in relation to the competencies and your church ministry placement are not forgotten.

Be open and honest with yourself as you process and transfer your experience into your Reflection Journal. Often in ministry we default into being ‘doers’ but rarely do we reflect appropriately on what we are actually doing!

You are not required to comment on all the competencies each week, rather, make inputs as issues or experiences arise in your ministry practicum in relation to the competencies.
# Reflection Journal Assessment Rubric

<table>
<thead>
<tr>
<th>Reflections</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to integrate learning into real-ministry experiences and analyse issues with a critical attitude</td>
<td>Ability to proficiently demonstrate deep reflection, thinking and processing of experiences and issues relating to Unit competencies. An ability to integrate coherently creative solutions and critical thinking skills</td>
<td>Shows satisfactory ability to demonstrate deep reflection, thinking and processing of experiences and issues relating to Unit competencies. Demonstrate ability to integrate satisfactorily creative solutions and critical thinking skills</td>
<td>Provides description of events but lacks reflective consideration behind the experiences. Employs a relatively descriptive style of language</td>
<td>Provide limited descriptions of events and experiences; no reflection is demonstrated beyond the descriptions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation and organisation of ideas and perspectives</td>
<td>Writing is well-focused; experiences and/or perspectives are precisely defined and explained; coherent flow in development of insightful ideas</td>
<td>Arguments and/or perspectives are clearly stated; there's organised flow in writing but not deep enough to be very insightful</td>
<td>Arguments and/or perspectives are vaguely mentioned; the writing lacked an organised flow and the ideas were hard to follow</td>
<td>Does not show any original thinking or perspectives; no order or structure in the presentation of ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completeness</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporation of the journal as a whole (ministry learning situation(s), theological reflection, and application); demonstration of the learning process in relation to the Unit competencies</td>
<td>Concrete connections between ministry situation(s), theological reflection and application; demonstrating clear steps in the developmental reflective process</td>
<td>Ministry situations, theological reflections and application are generally connected; able to give evidence of growth and development in the learning process</td>
<td>Weak connections between theological reflection and ministry situations; ministry development gained from the learning process is hardly observed</td>
<td>No connections between theological reflection and ministry situations; no evidence of growth and learning steps</td>
</tr>
</tbody>
</table>
# MP Church/School Placement Request Form

**Due end of Week 2**

Please email your completed form to ministry.practicum@avondale.edu.au.

## Student Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Mobile</th>
</tr>
</thead>
</table>

## Unit Details

Select the Church Ministry unit/s you are enrolled in that require a church/school placement.

- □ CHMN16110 Biblical Spirituality & Ministry (church)
- □ CHMN26110 Ministry & Church Leadership 1 (church)
- □ CHMN26170 Contemporary Youth Ministry (church)
- □ CHMN36120 Contemporary Ministry to Families (church*)
- □ CHMN46140 Contemporary Preaching (church)
- □ CHMN46160 Family Systems in Ministry (church)
- □ CHPL21100 Principles & Practice of Chaplaincy (school)

* Chaplaincy major students enrolled in CHMN36120 Contemporary Ministry to Families will substitute the church placement with a school externship and must submit the MP Externship Request Form

## Preferences

List the top two locations where you would like to complete your placement in order of preference below.

### Preference 1

<table>
<thead>
<tr>
<th>Church/School</th>
<th>Pastoral Mentor</th>
<th>Reasons for choice (in point form):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Preference 2

<table>
<thead>
<tr>
<th>Church/School</th>
<th>Pastoral Mentor</th>
<th>Reasons for choice (in point form):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** This is a request only. The final externship decision will be made after consultation/interview with the MP Director.
MP Externship Request Form
Due end of Week 2

Please fill out Sections 1 and 2 and email the form to ministry.practicum@avondale.edu.au.

SECTION 1 – Student Details
Name: 
Mobile: 
Preferred ministry focus (examples: youth, church planting, evangelism):

Unit Details
Select the Church Ministry unit/s you are enrolled in that require a church/school externship.
☐ CHMN26130 Discipleship Evangelism (church)
☐ CHMN36120 Contemporary Ministry to Families (Chaplaincy major only – school)
☐ CHMN36130 Evangelism & Church Planting (church)
☐ CHMN46150 Evangelism & World Mission (church)

SECTION 2 – Preferences
List the top two locations where you would like to complete your placement in order of preference below.

Proposed Externship Site Details – Preference 1
Church/School: 
Pastoral Mentor: 
Preferred dates: Start date: Finish date: (minimum of 10 days)
Travel requirements:
Accommodation/dietary requirements:

Proposed Externship Site Details – Preference 2
Church/School: 
Pastoral Mentor: 
Preferred dates: Start date: Finish date: (minimum of 10 days)
Travel requirements:
Accommodation/dietary requirements:
<table>
<thead>
<tr>
<th>Unit</th>
<th>Synopsis</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN16110</td>
<td>This unit surveys various approaches to spirituality and self-awareness and provides foundational spiritual preparation of the person for ministry. It examines the Biblical foundations for ministry in a context of a theology of the church and its mission and introduces basic ministry skills and professional boundaries. A church placement is included in this unit.</td>
</tr>
<tr>
<td>CHMN16120</td>
<td>This unit continues the spiritual preparation of persons for ministry. It introduces the theology and practice or worship, worship leadership, and worship team mentoring, and the history of worship. It introduces communication, public speaking and preaching.</td>
</tr>
<tr>
<td>CHMN26110</td>
<td>This unit comprises a further study of the theology and practice of ministry, giving special attention to the personal work of the pastor, worship services, and strategies for church based pastoral and evangelistic ministry in a supervised field context. It incorporates both classroom and supervised field components.</td>
</tr>
<tr>
<td>CHMN26140</td>
<td>This unit is a study of homiletic theory and practice in the context of contemporary worship. Preaching practice in the classroom together with sermon presentations in local churches constitute the practical requirements.</td>
</tr>
<tr>
<td>CHMN26130</td>
<td>This unit comprises a study of personal evangelism as an aspect of the church's mission. It examines the building of integrated evangelism at the local level. After a survey of the Biblical basis for evangelism and its theology, methods of personal evangelism are critically surveyed and students are guided in developing and adapting evangelistic methods, skills, strategies for their future ministry.</td>
</tr>
<tr>
<td>CHMN36120</td>
<td>This unit examines marriage and family psychology, with particular attention to family systems theory, within a Christian perspective. Included is a review of current research relating to the family cycle, family influences on child and adolescent development, and religion and the systems approaches to facilitating individual, couple and family change. Understanding the influence of diversity issues is essential in this unit.</td>
</tr>
<tr>
<td>CHMN36130</td>
<td>This unit is a study of the theory and practice of public evangelism and its integration into ministry in the Seventh-day Adventist Church. It includes assigned practical requirements that are fulfilled in the context of a local church program of evangelism. Additional practical requirements in local congregations are also attached.</td>
</tr>
<tr>
<td>Unit</td>
<td>Synopsis</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CHMN36110 Ministry &amp; Church Leadership 2</td>
<td>This unit comprises a study of the theology and practice of ministry, with special attention being given to the leadership development of the pastor as preparation for the transition from student to practitioner.</td>
</tr>
<tr>
<td>CHMN26170 Contemporary Youth Ministry</td>
<td>This unit provides a broad theoretical foundation for youth ministry in the local church with the goal of preparing future pastors to develop a ministry for young people in their assigned churches. It includes a study of the theology and practice of ministry to young people, and examines developmental theory for youth from the ages ten to thirty. Special attention is also given to faith development and mentoring in the context of community service programs. The student’s learning is complimented with a church placement for observations and practice.</td>
</tr>
</tbody>
</table>

**Unit Synopses**

**GRADUATE DIPLOMA IN MINISTRY AND THEOLOGY**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Synopsis</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMN46110 Church &amp; Ministry</td>
<td>This graduate-level unit comprises a further study of the theology and practice of ministry, giving special attention to the personal work of the pastor, worship services, and strategies for church-based pastoral and evangelistic ministry in a supervised field context. It incorporates both classroom and supervised field components.</td>
</tr>
<tr>
<td>CHMN46130 Personal Evangelism &amp; Discipleship</td>
<td>This graduate-level unit guides the student through a journey of discovery in the area of personal mission. It provides opportunity for students to critique various member-equipping programs. It empowers the student to build an integrated strategy of evangelism at the local level. A theology for evangelism and mission is critically surveyed. Students are expected to demonstrate a high level of personal skills and to synthesis evangelistic methods to suit their unique ministries.</td>
</tr>
<tr>
<td>CHMN46140 Contemporary Preaching</td>
<td>This graduate-level unit is a study of homiletic theory and practice in the context of contemporary worship. Preaching practice in the classroom together with sermon presentations in local churches constitute the practical requirements. The use of media in the pulpit is taught and expected.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>CHMN46150</td>
<td>Evangelism &amp; World Mission</td>
</tr>
<tr>
<td>CHMN46180</td>
<td>Church Leadership &amp; Management</td>
</tr>
<tr>
<td>CHMN46160</td>
<td>Family Systems in Ministry</td>
</tr>
</tbody>
</table>
Ministry Immersion Experience (MIE)

Students may be invited to participate in a MIE as their second externship. For BMinTh students, the ideal time for their MIE is in their third or fourth year.

The MIE will be for a minimum period of 10 days, inclusive of two weekends. The purpose of the MIE is for the students to receive transformative learning through cross-cultural immersion. Some of the options available may include:

1. One Mission trips;
2. Share Him events;
3. Ministry in indigenous communities;
4. Partnerships with other Adventist Institutions outside of Australia;
5. Partnerships with Island Missions of the South Pacific Division;
6. Other ministry events.

Approval of Individual Student MIE

Students will consult with the MP Directors concerning their preferred MIE. Up to $500 is available for a MIE within Australia, and a maximum of $1000 for an overseas MIE subject to availability of funds.
1. **Where do I find the Ministry Practicum Handbook?**
   The Ministry Practicum Handbook is located in the [MP Resource Centre](#) on Moodle (on the Information page).

2. **Where do I find the Student Mentor Agreement (SMA) and the Ministry Report Form (MRF)?**
   These documents are located in each relevant CHMN unit on Moodle (Assessments page).

3. **How do I write a Reflection Journal?**
   The Ministry Reflection Journal should reflect on your total ministry practicum experience and spiritual journey during the semester in relation to the ministry competencies for the relevant unit.
   Appendix 3 of the Ministry Practicum Handbook gives guidelines for this process.

4. **What do I need to do for my Ministry Practicum interview?**
   On-campus students must sign up for an interview appointment and attend in person. Distance students must make an appointment with the lecturer.

5. **What do I do if I wish to change my pastoral mentor or placement?**
   Talk to the lecturer who will advise you on the process.

6. **If I feel that my lecturer, pastoral mentor, church member, or a fellow student has wronged me in any way, to whom should I appeal?**
   If you feel comfortable, approach a Ministry Practicum director. Otherwise, approach the head of school. Should neither of those options be best for you, then please contact Avondale’s Equity Officer (02 4980 2293).

7. **What do I do if my pastoral mentor is unavailable at the time he needs to sign my Ministry Practicum contract and/or Ministry Report Form?**
   Contact a MP Director immediately.

8. **How do I go about sorting out my Ministry Practicum Externship?**
   Speak to your lecturer and upload the externship application on Moodle in the relevant CHMN unit.
Acknowledgements

Avondale Seminary would like to acknowledge the leadership and invaluable contribution of former Ministry Practicum Directors to the ongoing development of Field Education at Avondale: Dr Murray House, Dr Lyell Heise, Dr Doug Robertson, Dr Rick Ferret and Pastor Mike Parker.

Special thanks to Carie Browning and Lynn Roberts for their overall contribution to the Field Education program, editorial advice and assistance with the Ministry Practicum Handbook.

DR ERIKA PUNI
DIRECTOR
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Email: erika.puni@avondale.edu.au

PR HENSLEY GUNGADIOO
ASSOCIATE DIRECTOR
Ph: (02) 4980 2228
Email: hensley.gungadoo@avondale.edu.au