

MINISTRY PRACTICUM

Avondale Seminary

Avondale University

Bachelor of Ministry & Theology
Graduate Diploma in Ministry & Theology

inspired for life

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Welcome

Welcome to the Seminary's Field Education program at Avondale University. This handbook provides a description of the exciting experiential learning opportunities that will be part of your involvement in Avondale's ministry practicum.

The Seminary's Field Education is a professional placement whereby you will be mentored and supervised by an assigned church pastor or school chaplain. This ministry practicum takes place in a local congregation and/or school over the duration of a semester.

As a student, you will be engaged in a variety of supervised ministry situations that will give you opportunities to learn from experienced mentors. Your assigned mentor will assist you in meeting the specified competencies outlined in the Ministry Practicum Competency Report. In your practicum placement you will be encouraged to reflect theologically on appropriate ministry experiences. Serving in the local church/school places you in a ministry context that may help confirm your calling to pastoral ministry. This field education may also create interest in specialised areas of future ministry.

The guidelines and processes outlined in this handbook applies to on-campus and distance students. Where placement issues arise, please contact your unit lecturer or ministry practicum directors.

Our desire is that through your practicum engagements and shared experiences with churches and schools, you will continue to grow in preparation for a lifetime of ministry dedicated to the glory of God.

Sincerely

Dr Erika Puni

Director

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Associate Director

Supervised Ministry Practicum
Avondale University



Introduction
**FIELD
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 combines the academic and theological learning with your own personal faith, passion and spiritual giftedness and applies these to ministry in the local church or school.

Field Education provides you with unique possibilities to experience different approaches to ministry. It offers opportunities to acquire valuable understanding of pastoral ministry, and challenges you to reflect theologically on the ministry competencies of the course.

The ministry practicum experience is integral 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 church/school as a ministerial trainee. This experience based placement is an essential component of your development for future service.

The ministry practicum is intentionally structured to prepare you for future employment in a variety of pastoral roles. While we recognise that some students may not enter full-time pastoral ministry after graduation, all participants can benefit enormously from this process. This practical experience will equip you with necessary skills to make a meaningful contribution in the ministry of your choice.

Field Education provides a ministry environment where:

- your relationship with God can be nurtured
- your calling to ministry can be affirmed
- you will encounter experiences that are part of everyday pastoral ministry
- you will observe and learn ministry proficiency from your pastoral mentors
- you will be exposed to cultural diversity, varied forms of worship and church practices
- you will develop an awareness of your strengths and weaknesses in ministry and strive to make improvements as needed
- you can experience different pastoral leadership models that may influence your future approach to ministry
- you can learn the discipline of meaningful theological reflection in ministry

Ministry Practicum

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, theologising, 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 who will guide you through the varied ministry experiences of your placement. The mentor will provide 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 hands-on ministry experiences (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 – your mentor will help you process your experiences and responses in different ministry situations; including your understanding of how God has equipped you for ministry (thinking, theologising, theorising, interpreting and understanding).

4. Decision Level – you will be assisted to adapt and apply what you have learned for future ministry (planning, experimenting, applying and doing).



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 JR. J. Sternberg and L. F. Zhang (Eds.), *Perspectives on cognitive, learning, and thinking styles*. NJ: Lawrence Erlbaum, 2000).



Process
**SUPERVISED
MINISTRY**

Student Involvement in the Ministry Development Cycle

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

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?

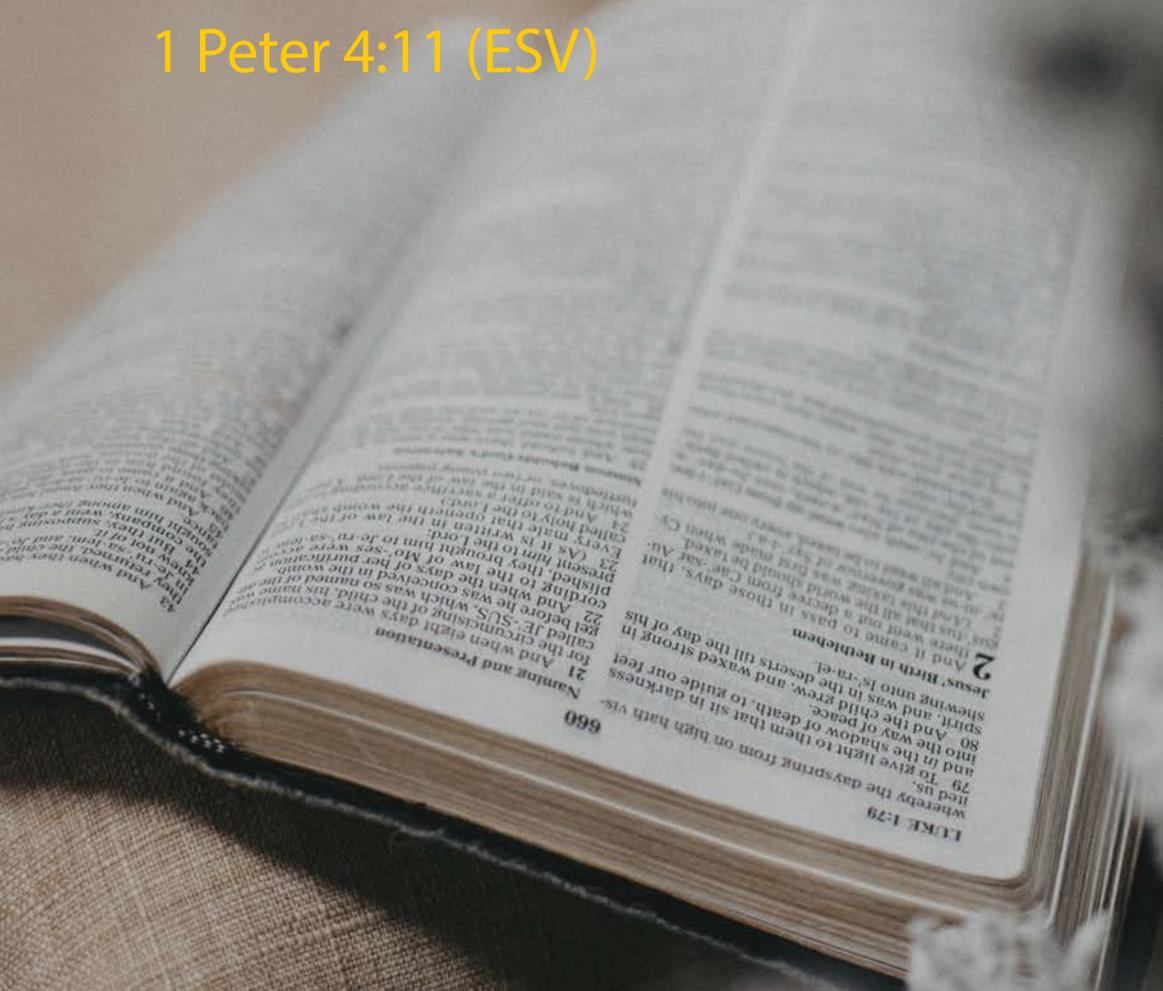
4. Decision Level (planning, experimenting, applying and doing)

- 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).

“whoever speaks, as one who speaks oracles of God; whoever serves, as one who serves by the strength that God supplies-in order that in everything God may be glorified through Jesus Christ. To him belong glory and dominion forever and ever. Amen.”

1 Peter 4:11 (ESV)



Just as it was with Jesus' discipling, ministry practicum at Avondale Seminary is far more than just doing. Crucial to the students' 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.

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 for this ministry situation? What have I learned so far from my training that could be applied in this ministry situation?"

Secondly, your mentor will structure reflective opportunities as part of your ministry practicum experience. You will be encouraged to carefully reflect on your maturing spirituality and on the unique pastoral contribution that you make to ministry in the context of the faith community.

Thirdly, theological reflection will be structured into the CHMN units (see Ministry Practicum Competency Report). You will be challenged to consider your personal spiritual growth, your ability to understand what is happening as you minister, how successfully you are achieving the unit competencies, 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 your ministry placement experience 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 is expected to participate in 40 hours of supervised ministry per Church Ministry unit (including involvement in weekly worship services).

Throughout the duration of your supervised church placement (weeks 4-13), you will be involved in various pastoral and evangelistic

activities. You will also observe a range of ministry models, and be given opportunities to apply and experiment with your spiritual gifts and ministry style. These experiences will heuristically build breadth and depth into your preparation for ministry.

As you are involved in the church/school, you will discover that much of the material covered in each of the units has direct application to your placement. Supervised ministry provides you with an opportunity to integrate ministry theory into your praxis.

MINISTRY PLACEMENT PROCESS

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

We encourage you to visit the various churches in your area early in the semester (weeks 1-3). 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 (week 4), 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 sponsoring organisation may request that you be placed in a particular church.

Avondale Seminary is happy to discuss this request with you.



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

MINISTRY FOCUS AREAS

The ministry practicum process focuses on six main ministry areas that serve as a road map to your overall pastoral training and development.

- **Personal Development**
- **Building Relationships**
- **Proclamation**
- **Pastoral Care**
- **Evangelism & Discipleship**
- **Leadership**

These focus areas will:

Firstly, help students to apply their understanding of ministry from the general to the specific.

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

Thirdly, help students to identify areas of ministry giftedness and gauge their current level of competency.

Finally, as pastoral mentors observe the students applying themselves in each of these focus areas of ministry, they will identify personal strength and scope for growth.

Students should view these focal areas as fundamental to their ministerial experience. While competency in performing ministry skills is important, of greater significance is what can be learnt and applied from each ministry experience.

Each of the focus areas has a particular developmental outcome and a suggested practical process by which students may develop in each of the competencies listed.

We suggest that you carefully apply the Ministry Development Cycle (experiencing/reflecting/interpreting/experimenting) to each focus area.

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.

2. BUILDING RELATIONSHIPS (R)

R1 Relating to peers

Outcome: to be able to 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.

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.

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.



BMinTh

INTEGRATION OF MINISTRY PRACTICUM

The Foundational Phase

At the beginning of the semester, students will commence their ministry practicum with a consultation with the MP Directors. This meeting will provide students with an overview to field education, in relation to their CHMN units for the semester. Once placed at the church/school students will be under the supervision of a pastoral mentor/chaplain.

As students, you are responsible for keeping all appointments with your mentor(s) and are required to participate in assigned weekly ministry activities. You are encouraged to use your spiritual gifts, and establish healthy practices to help sustain you throughout your ministry.

Students are 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 expected to be involved in children and youth ministries of the local church. Opportunities may also exist for involvement in chapel services, Bible studies etc. at a local school by arrangement with the chaplain.

BROADENING YOUR EXPERIENCE

In order for students to receive a broader exposure to local church ministry contexts, they will be asked to move to a different church placement in their second and subsequent years. This change will require prior consultation between the student and ministry practicum directors. The new placement will ensure that the student is placed in a church situation that best compliments the unit(s) competencies. This may result in increased ministry responsibilities, and more individualised supervision and mentoring.

Students will be assigned a mentor who will introduce them to the congregation as student pastors. Prior to the start of their placement, the students will sign the Student/Mentor Agreement. The agreement outlines mutual expectations, responsibilities, relationships and boundaries. Regular meetings with the mentor will be agreed to with a plan for specific involvement in the ministries of the congregation [see Appendix 1].

As students continue in the CHMN units, the mentor will assist in broadening their ministerial experience at the local church.

It is a minimum requirement that all students will meet with their mentors three times per semester to discuss their ongoing progress and reflect on their continuing ministry. At the end of the second year, students will be expected to attend the Ministry Readiness Interview with a

panel in an effort to assess their development up to this point in the training process.

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 externship is connected to an evangelism unit, and is in lieu of the ministry placement at the local church.

During the MPE the student will have opportunities to observe, participate and experience evangelism/discipleship in a different ministry context. This intensive experience will provide far greater depth than is possible during normal ministry placement. The MPE enables a student to learn from an experienced practitioner with expertise in evangelism/discipleship.

A limited travel and accommodation assistance is available to help students subject to funding.

A Ministry Report Form, MP Competency Report and Ministry Reflection Paper will be submitted at the end of the externship.

An Evangelistic & Discipleship Emphasis

In the third year, the student will continue learning skills in discipleship and outreach to the unchurched.

This will mean a heightened level of involvement with the pastor and members of the local church in personal and public evangelism.

FINAL PREPARATION FOR MINISTRY

In the final year, students will continue their ministry practicum experience with an emphasis on leadership development in pastoral ministry.

MINISTRY IMMERSION EXPERIENCE

Students are also expected to complete their second externship at this time and this could be a Ministry Immersion Experience (MIE). An MIE is a cross-cultural learning experience, which may require travelling overseas.

Students may choose a MIE with a specific evangelistic focus (chaplaincy, indigenous ministry, media).

The MIE is in lieu of church placement.

POST GRADUATION

Following graduation, students are normally called to full time employment in a local church.

The appointment will involve an internship of at least two years of supervised ministry. The terms of the internship and the standards of supervision are set by the the local Conference.





Required Ministry Competencies

Bachelor of Ministry and Theology

	UNIT	REQUIRED MINISTRY DEVELOPMENT ACTIVITIES			
1	CHMN16110 Biblical Spirituality & Ministry	PD1	Biblical spirituality	PD5	Time and resource management
		PD2	Call to ministry	PD7	Self-understanding
		PD3	Ministry attitude	PD8	Self-discipline
		PD4	Health	R1	Relating to peers
2	CHMN16120 Worship & Communication	L3	Worship leadership	PS3	Ministry attitude
		L4	Small group leadership	P2	Proclaiming through teaching
		R2	Relating to church members	R4	Cross-generational relationships
		R3	Creating church community		
3	CHMN26110 Ministry & Church Leadership 1	PD3	Ministry attitude	PC2	Pastoral visitation
		PD5	Time and resource management	PC3	Caring for new members
		PD6	Role expectations	PC4	Caring for non-attenders
		PD8	Self-discipline	R2	Relating to church members
		PD9	Reflection and integration	R3	Creating church community
		PC1	Pastoral attitude	R4	Cross-generational relationships
4	CHMN26140 Preaching	P1	Proclaiming purposefully	P6	Preaching for decisions
		P2	Proclaiming through teaching	P7	Preaching with passion and momentum
		P3	Preaching with immediacy		
		P4	Preaching with variety and focus	P8	Preaching with media technology
		P5	Preaching a range of sermon genre	P9	Communicating cross-culturally
				R5	Relating to authority
5	CHMN26130 Discipleship Evangelism	PC1	Pastoral attitude	ED4	Individual Bible studies
		P2	Proclaiming through teaching	ED5	Discipling new Christians
		ED1	Meeting the community	ED6	Small group Bible study
		ED2	Evangelistic mentoring sessions	R7	Family relationships
		ED3	Reaching the unchurched		
6	CHMN36120 Contemporary Ministry to Families	PC1	Pastoral attitude	PC5	Care for the hurting
		R2	Relating to church members	R8	Community relationships
		R3	Creating church community	R9	Conflict resolution
		R4	Cross-generational relationships	R10	Marriage perspectives
		R7	Family relationships	R11	Authentic sexuality

	UNIT	REQUIRED MINISTRY DEVELOPMENT ACTIVITIES			
7	CHMN36130 Evangelism & Church Planting	ED1	Meeting the community	ED9	Baptismal preparation and
		ED2	Evangelistic mentoring sessions	P6	planning Preaching for decisions
		ED7	Evangelism planning	R4	Cross-generational relationships
		ED8	Evangelistic preaching topic	R6	Cross-cultural relationships
8	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
				R9	Conflict resolution
9	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



Your Ministry
Assigned Placement

Your Placement
Involvement & Experience

Your College
Mentorship & Training

Your Journey
Strengths & Weaknesses

AVONDALE

Ministry Reflection

Spiritual
Development

Modelling & Mentoring

Involvement in
Assigned Placement

Student-Mentor
Goals

Prior Ministry
Experience





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).

SEMESTERS 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

	UNIT	REQUIRED MINISTRY DEVELOPMENT ACTIVITIES			
1	CHMN46110 Church & Ministry	PD2	Call to ministry	PC2	Pastoral visitation
		PD3	Ministry attitude	PC3	Caring for new members
		PD4	Health	PC4	Caring for non-attenders
		PD5	Time and resource management	R1	Relating to peers
		PD6	Role expectations	R2	Relating to church members
		PD8	Self-discipline	R3	Creating church community
		PD9	Reflection and integration	R4	Cross-generational relationships
		PC1	Pastoral attitude		
2	CHMN46140 Contemporary Preaching	P1	Proclaiming purposefully	P6	Preaching for decisions
		P2	Proclaiming through teaching	P7	Preaching with passion and momentum
		P3	Preaching with immediacy	P8	Preaching with media technology
		P4	Preaching with variety and focus	P9	Communicating cross-culturally
		P5	Preaching a range of sermon genre	R5	Relating to authority
3	CHMN46130 Personal Evangelism & Discipleship	PC1	Pastoral attitude	ED4	Individual Bible studies
		P2	Proclaiming through teaching	ED5	Discipling new Christians
		ED1	Meeting the community	ED6	Small group Bible study
		ED2	Evangelistic mentoring sessions	R7	Family relationships
		ED3	Reaching the unchurched		
4	CHMN46150 Evangelism & World Mission	ED1	Meeting the community	PC6	Caring for the unchurched
		ED2	Evangelistic mentoring sessions	P6	Preaching for decisions
		ED7	Evangelism planning Evangelistic preaching topic	P9	Communicating cross-culturally
		ED8		R4	Cross-generational relationships
		ED9	Baptismal preparation and planning	R6	Cross-cultural relationships

	UNIT	REQUIRED MINISTRY DEVELOPMENT ACTIVITIES			
5	CHMN46160 Family Systems in Ministry	PD7	Self-understanding	R1	Relating to peers
		R4	Cross-generational relationships	R7	Family relationships
		R8	Community relationships	R9	Conflict resolution
		R10	Marriage perspectives	R11	Authentic sexuality
		PC1	Pastoral attitude	PC5	Care for the hurting
6	CHMN46180 Church Leadership & Management	L1	Pastoral leadership	L7	Visionary leadership
		L2	Leadership style	L8	Facilitating change
		L3	Worship leadership	PC5	Care for the hurting
		L4	Small group leadership	PC7	Crisis intervention
		L5	Management and administrative leadership	PC8	Mentoring
		L6	Team leadership	R9	Conflict resolution

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.

Assessment Process

MINISTRY PRACTICUM



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.

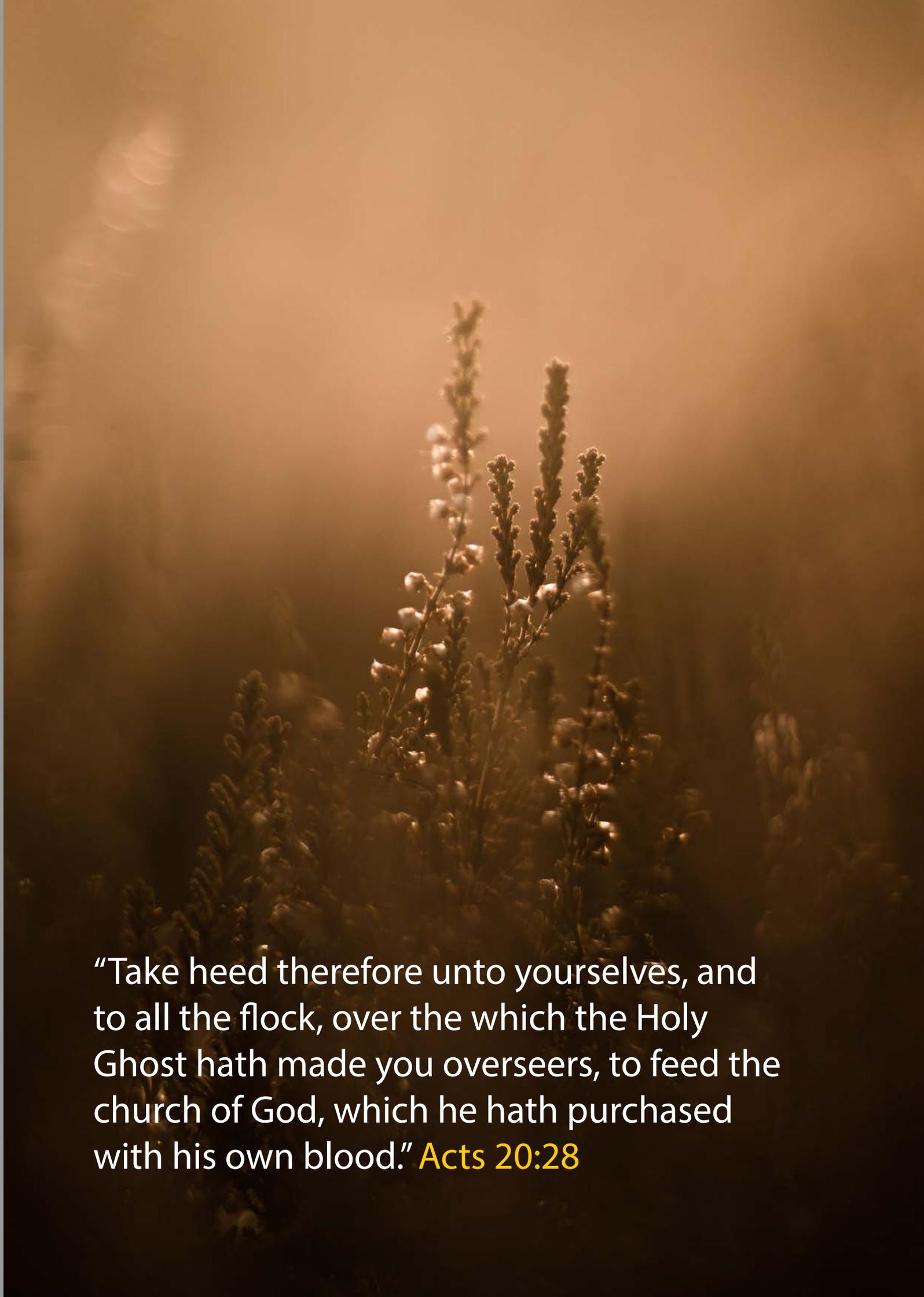
Individual student progress will be evaluated according to the following criteria:

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

Weeks 1-3	Week 4	Week 10	Week 11	Weeks 12-13
<p>Visit local churches and converse with potential mentors. Placement request form to be submitted at the end of week 2.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



“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



STOP

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 University 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 University 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 \(Academic Matters\)](#) or [Appeal & Grievance Policy \(Non-Academic Matters\)](#) 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.

Ministry Practicum

BOARD OF MANAGEMENT

The following members may comprise the membership of the Ministry Practicum Board of Management.

- **Head of Avondale Seminary**
Avondale University (Chair)
- **Director of Ministry Practicum**
Avondale University (Secretary)
- **Associate Directors of Ministry Practicum**
Avondale University
- **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 University
- **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:.....

SAMPLE

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:

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

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

Student Name Click or tap here to enter text.
Mentor Name Click or tap here to enter text.

Name of Church Click or tap here to enter text.

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.)

Very true True Somewhat true Neutral Somewhat untrue Untrue Very untrue

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.

Very true True Somewhat true Neutral Somewhat untrue Untrue Very untrue

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

Very true True Somewhat true Neutral Somewhat untrue Untrue Very untrue

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.

SAMPLE

MENTOR RESPONSE

Mentor Name [Click or tap here to enter text.](#)
 Student Name [Click or tap here to enter text.](#)

Name of Church [Click or tap here to enter text.](#)

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

<p>PD1 Biblical spirituality</p> <p><i>Structures adequate time for spiritual development, commitment and the practice of spiritual disciplines</i></p> <p> <input type="checkbox"/> Very true <input type="checkbox"/> True <input type="checkbox"/> Somewhat true <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat untrue <input type="checkbox"/> Untrue <input type="checkbox"/> Very untrue </p> <p>Please include examples where possible: Click or tap here to enter text.</p>
<p>PD2 Call to ministry</p> <p><i>Receives affirmation in ministry through confirmation from friends, church members, supervisors and teachers.</i></p> <p> <input type="checkbox"/> Very true <input type="checkbox"/> True <input type="checkbox"/> Somewhat true <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat untrue <input type="checkbox"/> Untrue <input type="checkbox"/> Very untrue </p> <p><i>Demonstrates an aptitude for ministry through spiritual gifts evidenced through ministry to others.</i></p> <p> <input type="checkbox"/> Very true <input type="checkbox"/> True <input type="checkbox"/> Somewhat true <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat untrue <input type="checkbox"/> Untrue <input type="checkbox"/> Very untrue </p> <p>Please include examples where possible: Click or tap here to enter text.</p>
<p>PD3 Ministry attitude</p> <p><i>Embraces the servant attitude of Jesus as a model for ministry.</i></p> <p> <input type="checkbox"/> Very true <input type="checkbox"/> True <input type="checkbox"/> Somewhat true <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat untrue <input type="checkbox"/> Untrue <input type="checkbox"/> Very untrue </p> <p><i>Acts with humility, honesty, openness, compassion, consistency and reliability.</i></p> <p> <input type="checkbox"/> Very true <input type="checkbox"/> True <input type="checkbox"/> Somewhat true <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat untrue <input type="checkbox"/> Untrue <input type="checkbox"/> Very untrue </p> <p>Please include examples where possible: Click or tap here to enter text.</p>
<p>PD4 Health</p> <p><i>Achieves good health and fitness through good nutrition, regular exercise, recreation, personal spiritual growth, healthy family relationships, good time management and adequate sleep.</i></p> <p> <input type="checkbox"/> Very true <input type="checkbox"/> True <input type="checkbox"/> Somewhat true <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat untrue <input type="checkbox"/> Untrue <input type="checkbox"/> Very untrue </p> <p>Please include examples where possible: Click or tap here to enter text.</p>
<p>PD5 Time and resource management</p> <p><i>Demonstrates the ability to discern between what is important and what is not important, and between what is urgent and what is not urgent.</i></p> <p> <input type="checkbox"/> Very true <input type="checkbox"/> True <input type="checkbox"/> Somewhat true <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat untrue <input type="checkbox"/> Untrue <input type="checkbox"/> Very untrue </p> <p>Please include examples where possible: Click or tap here to enter text.</p>
<p>PD7 Self-understanding</p> <p><i>Demonstrates development of self-awareness (personality type, temperament, spiritual gifts, relational aptitude, areas of strength and areas in need of development).</i></p> <p> <input type="checkbox"/> Very true <input type="checkbox"/> True <input type="checkbox"/> Somewhat true <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat untrue <input type="checkbox"/> Untrue <input type="checkbox"/> Very untrue </p> <p>Please include examples where possible: Click or tap here to enter text.</p>
<p>PD8 Self-discipline</p> <p><i>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.)</i></p>

Very true
 True
 Somewhat true
 Neutral
 Somewhat untrue
 Untrue
 Very untrue

Please include examples where possible:
Click or tap here to enter text.

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.

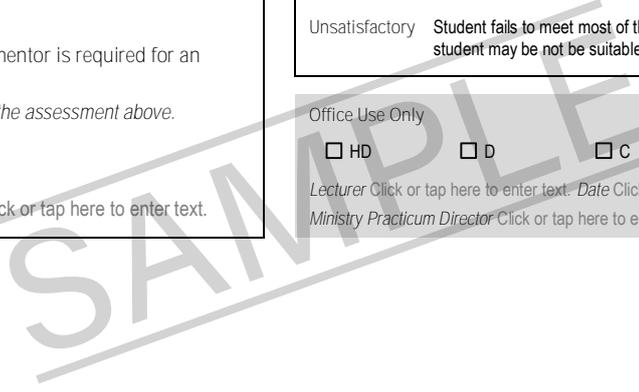
KEY

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

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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.



Ministry Reflection Paper 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.

Ministry Reflection Paper Rubric

	High Distinction	Distinction	Credit	Pass	Fail
Context Ability to describe ministry context and identify relevant issues	Demonstrate excellent ability in describing the ministry context and issues in relation to unit competencies	Able to describe the ministry context and identify issues clearly in relation to the unit competencies	Provide some description of ministry context and issues, but relationship of issues to unit competencies are not clearly defined	Provide limited descriptions of ministry context and issues, and unit competencies are not referenced	No description of ministry context and related situations, and issues identified are not related to unit competencies
Reflection Capacity to reflect theologically on situations/ issues	Show deep theological thinking and critical reflection in relation to specified ministry situations and issues	Provide evidence of logical theological thinking and reflection in relation to specified ministry situations and issues	Exercise theological thinking and reflection in relation to some ministry situations and issues	Evidence of theological thinking and reflection is superficial and incoherent	No evidence to show theological thinking and reflection
Completeness Integration and application of the learning process in relation to the unit competencies	Show clear connections between unit competencies, theological reflection and specific ministry application. There is strong evidence of personal growth in this unit	Unit competencies, theological reflections and application are generally connected; provide sufficient evidence of growth and development in the learning process	The connections between theological reflection and unit competencies are satisfactory; show acceptable evidence of development gained from this unit and placement	The integration of theological reflection with learning in the unit competencies is weak. Show some evidence of growth in this unit	There is no integration of ministry observations, and application for future ministry
Presentation Articulation and organisation of ideas and perspectives including use of language	Writing is well-focused; experiences and/ or perspectives are precisely defined and explained; coherent flow in development of insightful ideas	Ministry insights and perspectives are clearly stated; there is organised flow in the writing with very good use of language	Ministry insights and personal reflections are expressed at times; there is acceptable flow of content and use of language	Writing is not well structured, and reflection on unit competencies is hard to follow; use of language is basic	There is no sign of critical thinking, and the paper is disjointed. Writing is poor with many grammar and spelling mistakes

MP Church/School Placement Request Form

Due end of Week 2



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

Student Details

Name: Mobile:

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)
- CHMN16120 Worship & Communication (school)
- CHMN26140 Preaching (church)
- CHMN36110 Ministry & Church Leadership 2 (church)
- CHMN46110 Church & Ministry (church)
- CHMN46150 Evangelism & World Mission (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

Church/School:
Pastoral Mentor:

Reasons for choice (in point form):

Preference 2

Church/School:
Pastoral Mentor:

Reasons for choice (in point form):

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:



Unit Synopses

BACHELOR OF MINISTRY AND THEOLOGY

Unit	Synopsis
CHMN16110 Biblical Spirituality in Ministry	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.
CHMN16120 Worship & Communication	This unit continues the spiritual preparation of persons for ministry. It introduces the theology and practice of worship, worship leadership, and worship team mentoring, and the history of worship. It introduces communication, public speaking and preaching.
CHMN26110 Ministry & Church Leadership 1	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.
CHMN26140 Preaching	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.
CHMN26130 Discipleship Evangelism	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.
CHMN36120 Contemporary Ministry to Families	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.
CHMN36130 Evangelism & Church Planting	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.

CHMN36110 Ministry & Church Leadership 2	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.
CHMN26170 Contemporary Youth Ministry	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.

Unit Synopses

GRADUATE DIPLOMA IN MINISTRY AND THEOLOGY

Unit	Synopsis
CHMN46110 Church & Ministry	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.
CHMN46130 Personal Evangelism & Discipleship	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 synthesize evangelistic methods to suit their unique ministries.
CHMN46140 Contemporary Preaching	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.

CHMN46150Evangelism & World
Mission

This graduate-level unit is an evaluation of the theory and practice of public evangelism and its integration into ministry in the Seventh-day Adventist Church. It provides opportunity for students to synthesize their own approach in communication to diverse world views in a relevant, coherent and Christ-centered way. It exposes students to possible uses of technology in their presentations. It includes assigned practical requirements that are fulfilled in the context of a local church program of evangelism. Ministry Practicum requirements in a local congregation are also attached to this unit.

CHMN46180Church Leadership
& Management

This graduate-level unit identifies and develops frameworks for reflecting upon the nature and practice of Christian ministry. It provides an in-depth study of various Biblical, historical and contemporary understandings and expressions of the church with close attention being given to developing effective leadership models for the pastoral oversight and administration of Christian congregations.

CHMN46160Family Systems in
Ministry

This graduate-level unit involves a measure of autonomous exploration into current research on the family life cycle, on familial impacts on personal development, and on religion and the family. Family systems theory provides the major model for this exploration. The role of systemic approaches in precipitating change is especially emphasized. The focus is on health versus dysfunction in the framework of family diversity. Family system concepts also offer a method of thinking that affects every aspect of leadership in pastoral ministry and integrates administration, preaching and counselling through the concept of self-differentiation.

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.



Ministry Practicum FAQ's

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.

Staff Profiles



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