

MINISTRY PRACTICUM — HANDBOOK —

Avondale Seminary

Avondale University

Bachelor of Ministry & Theology
Master of Ministry

For A Greater Vision of World Needs

www.avondale.edu.au

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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

Pr Neil Thompson

Director

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Supervised Ministry Practicum
Avondale University



Introduction
FIELD
EDUCATION

Vision

Our vision at the Avondale Seminary is to offer you a participative ministry training experience where 7 core and essential values will be developed, leadership abilities nurtured and where 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, school, digital ministry or other approved location.

The core focus driving this process is our focus on development of 7 key values for successful life and ministry. The expression of these values will be the focus of your ministry practicum experience and reflective practices. The 7 Ministry Practicum Values are: Passionate Spirituality, Metanoia Living, Personal Striving for Excellence, Valuing People, Integrity in Leadership, Daring Greatly, and Holy Balance.

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 values 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 Master of Ministry (MMin) student is placed in a church/school/digital ministry 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 leadership development continue under God's guidance
- 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

Appointment as an Elder

Often students enrolling in seminary have already been ordained as an elder by their local church. This is fantastic and an affirmation of your call to fulltime ministry. Sometimes this hasn't happened, and in those cases we ask the church where you conduct your placement to consider appointing and ordaining you as an elder at an appropriate time.

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 kind of 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?
- to what extent are the 7 core ministry values evident as fruit in my life and ministry?
- what part of my life story am I in right now?

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?
- how have others handled this situation?
- what solutions already exist?
- what were others experiencing?
- where was God in this ministry experience?
- what Biblical, theological principles and values could be identified in this ministry experience?
- what experiences push my buttons?
- what was hard, easy, challenging, painful or joyous?

- how am I developing as a leader of self and others?

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?

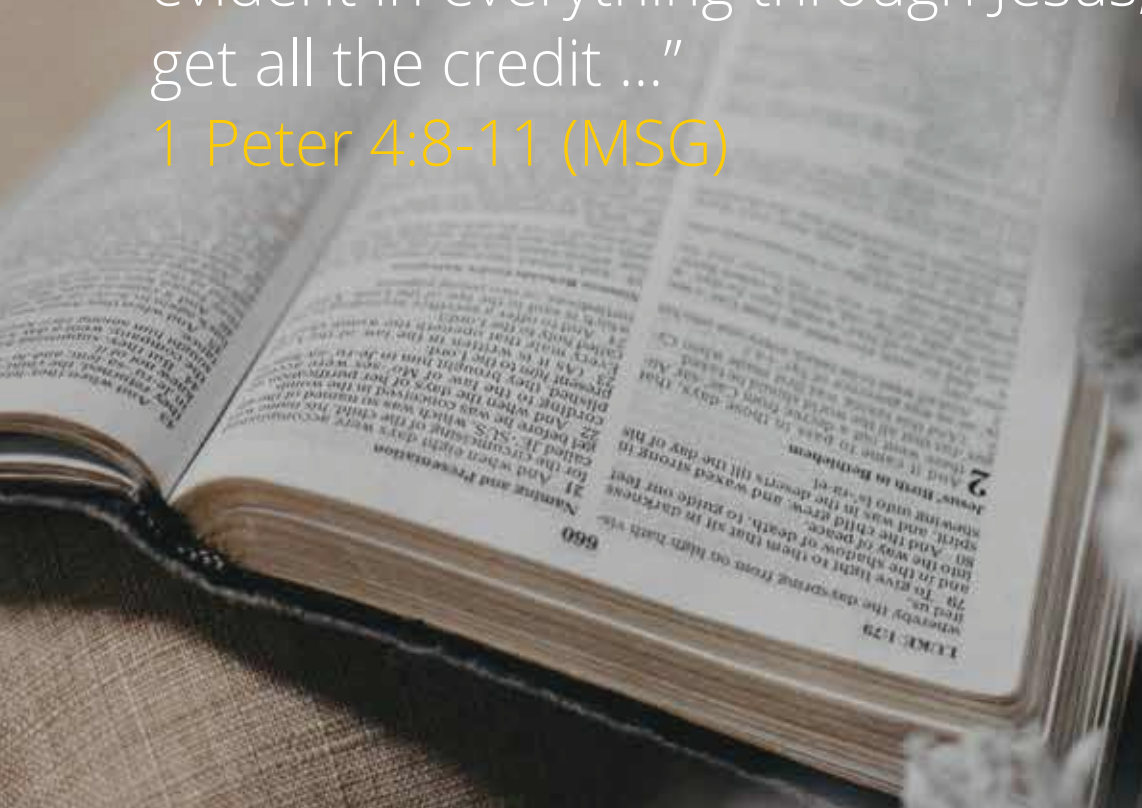
4. Decision Level (planning, experimenting, applying and doing)

- 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).

"Stay wide-awake in prayer. Most of all, love each other as if your life depended on it. Love makes up for practically anything. Be quick to give a meal to the hungry, a bed to the homeless—cheerfully. Be generous with the different things God gave you, passing them around so all get in on it: if words, let it be God's words; if help, let it be God's hearty help. That way, God's bright presence will be evident in everything through Jesus, and he'll get all the credit ..."

1 Peter 4:8-11 (MSG)



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, your growing leadership 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 Values 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 living the ministry values, what progress is being made in developing practical leadership skills, how well are you making the connection between your developing faith and your practice of ministry and how closely you listen to and obey the voice of God in your life.

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 Master of Ministry, 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, we ask you to follow the Ministry Placement 12 Step Guide on Moodle which steps you through a process outlined below.

12 Step Guide

Please follow the steps below to begin your placement in a local church.

STEP 1 Placement Grid - See below for the Placement Grid Questions to help you select your best church placement.

STEP 2 Locations - Consider your placement locations and the CHMN Unit are you looking for a church or school or aged care home. For locations beyond proximity to the university, contact your local conference office or visit the <https://adventistchurch.com/places/>. Once you have a placement in mind it is a great idea to go and visit the location and see if it is a good fit for you.

STEP 3 Preferred Placement - Contact your preferred placement location pastor/mentor/supervisor and determine if you might be able to do placement with them. Select a second location in case we need to make a change.

STEP 4 Request Form - Fill in the MP Church/



MINISTRY PLACEMENT PROCESS

1

Follow 12 Step
Process

2

Checkout Locations

3

Select Preferred Sites
Complete Legal
Requirements

4

Meet Regularly with
Pastoral Mentor

School Placement Request Form using the link on your Moodle Page. Note:

1. You will need mentors contact details, and your local conference ministerial details.
2. You will need to also give your compulsory documents (WWCC and Police Check) to your mentors (in either location) for verification that you are cleared to work in that location and your documents are still current.
3. Have copies of any renewed WWCC and Police check files to upload to our system

Complete this step by end of week 2 of semester.

STEP 5 Placement Clearance - We review your application and will email you and your mentor that you are cleared for placement during week 3 of semester complete with instructions that explain the specific learning outcomes for the unit you are studying.

STEP 6 Work Place Agreement - Your mentor completes the Workplace Agreement form and verifies that your WWCC and Police check numbers have been checked through office of children's guardian or equivalent in your state or territory or country. We will email the link to your mentor to complete this agreement online before the end of week 4.

As soon as your mentor completes this step you are able to commence your placement. We will send you a confirmation email at the end of week 4 notifying you if your mentor has or hasn't completed this step.

We will also send a courtesy email to your placement church's conference president and ministerial secretary notifying them that you are doing a placement in one of their churches/schools/ministry locations.

STEP 7 Placement Commences - When your placement begins we want you to keep a diary

of activities and reflections. Meet regularly with your mentor (weekly is best, fortnightly is okay, monthly is very minimal). Look for as many experiences as you can in line with unit objectives and mentors directions.

STEP 8 Welfare Interview - At week 10 we will do a Welfare MP Interview with you that will go for 10 minutes. There is a short welfare survey to complete prior to the meeting. We will email you the link.

STEP 9 Ministry Report Form - During week 11 you will be sent a reminder to complete the Ministry Report Form which tells us all the kind of experiences you have had during the placement. We collect this statistical detail to report to our key sponsors and stakeholders.

STEP 10 Ministry Reflection Paper - Based on your journal entries, conversations with your mentor, and personal growth and development you will complete a ministry reflection paper and submit this at the end of week 12 of semester. See Moodle for more details on how to write this paper, and where to submit this for marking. This is a confidential Reflection Paper and is only read by your CHMN Unit lecturer and appointed marks.

STEP 11 MPCR - In week 13 you will complete a Ministry Practicum Competency Report (MPCR) which will cover a range of values and competencies related to the outcomes for this unit of study. Both you and your pastor will fill in this form. The Student form link will be emailed to you. You should complete your form, then go see your pastor and discuss your report together. Your mentor will be emailed a separate report to fill in which they will do after they have met with you.

STEP 12 What Next - Your ministry placement is over for this unit. You are welcome to continue serving in your local church and placement with approval from your local mentor. Over the course of your study, depending on the kind of experiences you want to have, you might

look at changing location next semester. We recommend staying in a church location for at least 12 months and having at least 2 different placement locations during your 4 year degree.

One of your placement locations will be in school and another will be in a digital ministry location. For some students doing chaplaincy specialization they can elect to do some of their placements in a nursing home or hospital.

FAQ:

1. If at some stage you wish to change your church placement, with a good enough reason you can. Simply contact your Ministry Practicum Director and discuss your thinking with them to negotiate a next placement location.
2. Similarly if the Director deems a change is desirable for your ministry development, a new ministry placement will be negotiated by the Director with you.
3. In cases where you are sponsored by a Conference, your sponsoring organization may request that you be placed in a particular church. The choice is ultimately up to you.
4. If you are employed in a ministry context (church, school, nursing home, digital ministry or other location) then that will automatically be your placement location
5. The digital ministry CHMN unit requires you to do placement in a digital ready church or other approved digital ministry.



Placement Grid - Questions to help you select your best church placement

Step 1 Placement Grid	Please Consider
1. Are you employed as a minister, bible worker or chaplain by a conference to be in a church or school?	If so, then this will be your church placement. Jump to Step 4 above and continue your employment/placement.
2. Are you isolated and have only 1 church/school to pick from?	If so then that will be your church/school for placement. The Lord bless you as you continue to learn from the pastor and church. Jump to Step 4 above.
3. Are there other churches in your area and do you have the means to travel to visit these churches? Is there an Adventist school in the area and could you do placement there with the chaplaincy team?	Then you have a choice to make, and these questions will help you choose.
<p>4. Think about your experience you have had in different churches? How would you describe the churches you have been at in the past? Think in terms of the following categories and circle the ones that apply to your experience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Location: Isolated, bush, beach, country town, regional center, urban, city <input type="checkbox"/> People: Ethnic, indigenous, multicultural, Caucasian, dominant culture, pacific island culture <input type="checkbox"/> Size: church Plant, house church, Small, Medium, Large, very large <input type="checkbox"/> NCD Score: Health of the church: Dying, Unhealthy, healthy, growing, dynamic, tension, fights <input type="checkbox"/> Perceived leaning: conservative, progressive, centered, missional, social justice <input type="checkbox"/> Outreach method: service, seminars, Daniel and Revelation, prophecy, health, digital, health, CHIP, other <input type="checkbox"/> Discipleship Focus: Life groups, discovery bible reading, community groups, discipleship groups or Sabbath schools <input type="checkbox"/> Worship style: traditional hymns, scripture songs & hymns, older contemporary & hymns, contemporary, organ & piano, orchestra, 5 piece band - guitars and base, drums, sax <input type="checkbox"/> Congregational mix: mainly older, lots of young families, solid youth ministry & pathfinders & adventurers, youth adults, teens, <input type="checkbox"/> Members Education Level: HSC, BA, MA, PhD, none, tradies, farmers, business owners, white or blue collar workers, government employees, church employees <input type="checkbox"/> Leadership style: multi-staff leadership, female, male, democratic, autocratic, laissez-faire, transformational, transactional, servant participative, situational, charismatic, bureaucratic, coaching, mentoring 	<p>You are now training to be a pastor of a church. This is an excellent opportunity for you to broaden your experience and to see what other kinds of churches there are, what and how they do things and why. This is not to turn you into a conservative or liberal, but to help you to grow to be an adaptable leader so you could comfortably lead a conservative or progressive church, with young or old people in it and love them all and point them to Jesus while leading them not to be like you, but to be like Jesus and about the master's mission of saving souls for the kingdom.</p> <p>One of the things students say is how surprising it is when they discover that churches different to their normal experience turn out to love Jesus just as much as their 'home' (ie their default comfort) church.</p> <p>If you only hang out with your kind of people, then you will also limit your employability especially if English is your second language. So, move around and experience different kinds of churches.</p> <p>Think also in terms of who might you need to learn and be mentored and coach by. Sometimes it isn't the church it is the pastor in the church that you need to hang out with to learn and grow.</p> <p>So go for the stretch if you are able even if it means driving further. We have forms to fill in to claim mileage to placements and if it is further than 100km round trip please reach out and gain approval first.</p>
5. Now take time to ask God about the kind of placement that would assist your growth to be a pastor in a global church (you could end up serving anywhere).	Then determine the next location for you. If you are on campus without transport to the church you would like to attend for placement, remember that a good number of pastors live in Avondale University area too, so they might be able to pick you up for placement. So be sure to talk to the pastors first to find out.
6. Phone up your pastor – find their number form the local church website, or from the list attached and make an appointment to catch up.	Meet with the pastor and find out if you think you could work with them and they could work with you and have the time. If so, placement sorted, submit your request.
7. It is a good idea to have a plan B, in the case when we might recommend a different location for you based on other reasons or thinking.	If too many people in the one location, the pastoral team can't handle the number of students, etc.



Ministry Values Development

The ministry practicum process works in harmony with AUC and NZPUC Ministry Development (MD) agenda. MD is built on important factors for successful ministry and integrated into a pastoral reporting and growth portal. MD is an important tool for assisting pastors. The use of MD will be integrated into your field experience from 2026.

MD has 7 ministry competencies as follows that are built on a solid foundation of a rich and maturing relationship in Christ. The areas are:

1. **Modelling** - Authentic self-leadership
2. **Nurtuting** - Attentive Presence
3. **Discerning** - Biblical Insight and Application
4. **Communicating** - Clear expression
5. **Orangising** - Efficient Management
6. **Empowering** - Inspirational Equipping
7. **Envisioning** - Spirit-dependant Planning

At Avondale we are focused on building your capacity via focusing on the development of this ministry competencies driven by effective values.

Values are those things that important to us and that we would like to experience more of in our lives. Values can be thrust upon you from outside

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.

Ministry Practicum Values

So Send I You...

(John 20:21-23; Phil 2:5-8; Matt 28:18-20).

VA1 Passionate Spirituality

Outcome: passionate walk with Jesus where the joy of the Lord and experience of salvation exudes from their life into ordinary everyday life (Neh 8:10; Psalms 27:4; 37:4; 91; Matt 22:37; John 15:4-5; Phil 4:4-7;). There is much peace and joy that comes from the experience of journeying with God which is manifested in both intentional and spontaneous prayer, worship and faith sharing with acts of service grounded in the sound teachings of the Bible. (Gal 5:13-14; Eph 5:19-20).

It is clear that this student spends regular time communing with God in meditation on the Word, solitude, personal devotions and, hearing and following the voice of God's Spirit in their life that bubbles over in worship and spontaneous witnessing. (Josh 1:8; Psalms 1:2-3; Isaiah 30:21; Matt 14:13-23; 19:13; Mark 1:35; Luke 4:42; 6:12; Romans 8:14; Col 3:16)

Process: structuring time for spiritual growth and practising spiritual disciplines especially Bible study (2 Tim 3:16-17; Josh 1:8), solitude (Ps 46:10; Mark 1:35) prayer (Col 4:2; 1 Thess 5:16-18) and witnessing (Matt 28:18-20; Acts 1:8).

VA2 Metanoia Living

Outcome: humbling accepting the posture of a lifelong learner in the school of Christ, marked by humility and an openness to growth. This means allowing the Lord to continually transform your mind and life, challenging assumptions and fostering curiosity in the face of new ideas, cultural groups, people, and experiences (Rom 12:2; Mark 1:15; Prov 1:5; Phil 2:3-5;).

This value speaks to the heart of being

teachable resisting the temptation to think you have it all sorted and embracing the journey of living and learning with humility while listening to the voice of Christ in your ministry context (Phil 2:3; Jas 1:5; John 15:5). Metanoia Living embraces failure as an opportunity for growth and is motivated to ask questions, discover, and reflect deeply as they grow spiritually, intellectually and emotionally mature (Prov 24:16; Jas 1:2-4). It's never too late to embrace and drive change and innovation (Prov 4:7; Matt 4:17; Acts 3:19; Eph 4:15).

Process: Metanoia Living involves an intentional commitment to cultivate a teachable spirit, an open mindset to learn, while embracing innovation and creativity for mission and Christian living. Metanoia Living engages in ministry and life with playfulness, humility and courage (Matt 18:3-4; 1 Pet 5:5-6; Prov 19:20). It means embracing moments of failure, challenge and change as divine opportunities to grow and be shaped by God's Spirit (Eph 2:10; Phil 3:13-14; 2 Cor 12:9; Prov 11:12; 24:16; Jas 1:2-4;).

Students learn to approach ministry and relationships with a spirit of discovery, treating every interaction as an opportunity for growth and transformation (Luke 2:46; Eph 4:15). They accept feedback openly, reflect critically on their journey, and allow God to continually renew their minds and refine their understanding (Rom 12:2; 2 Pet 3:18).

VA3 Personal Striving for Excellence

Outcome: Delighted to let the fruit and results of the life do the talking (Matt 7:16-20; Jas 2:18). Excellence is not perfectionism rather it is a striving to achieve ones best in the endeavours such as personal life, work, projects, assessment tasks and relationships in life with the time and resources available (Col 3:23; Eccl 9:10). It is being very clear about what excellent looks like (benchmarks) and then striving to achieve that standard of excellence in all they do in each area of their life (Phil 3:13-14; 1 Cor 9:24-25).

They are happy to deliver wow and take time to celebrate their successes (Ps 126:3; 1 Thess 5:18). Actions speak louder than words (1 John 3:18; Jas 1:22).

Process: Regular application of daily wisdom manifested in solid self-leadership (Prov 4:5-7; Prov 16:9), full acceptance of personal responsibility for their results (no excuses) (Gal 6:4-5; Prov 28:13), careful time management (Eph 5:15-16; Ps 90:12), critical self-reflection that leads to growth (Lam 3:40-41; Ps 139:23-24), positive openness to feedback with sensible benchmarks of excellence (Prov 19:20; Phil 3:13-14).

VA4 Valuing People

Outcome: Operate with high level of emotional intelligence, empathy, and compassion while working by self or with others in any cultural context (Prov 12:18; 14:29; 15:29; 16:23-25; 17:27; Matt 7:12; 1 Cor 9:19-23; Acts 17:22-34). They see people as people (not objects or things), treat people with respect and dignity, and see themselves as equals (Gal 3:28; Jas 2:1-4). Conversations with people are other-centred and reflect genuine love and mutual respect (Phil 2:3-4; Eph 4:29). No favouritism or misuse of personal power in relationship to others. In honour preferring one another (Rom 12:10; Jas 2:9). Maintain strict confidences and do not engage in gossiping about others at any time (Prov 11:13; Eph 4:31). Work well as part of a team as a follower or leader depending on role.

Process: Growing and developing a sense of self in relationship with others as an equal (Gal 3:26-28; Rom 12:3; Phil 2:5-7), with an ability to see all people as priceless children in the image of God (Gen 1:27; Ps 139:13-14) who they treat as they would like to be treated with dignity, love and respect (Luke 6:31; 1 Pet 2:17).

VA5 Integrity in Leadership

Outcome: Embody the mindset of a servant leader who follows Christ and sees leadership as a way of empowering and serving others with humility and care with a dash of playfulness (Mark 10:42-45; John 13:13-15). Coaching and mentoring are the default way of relating to others with a clear focus on discipleship and developing others for ministry (Eph 4:11-13; Matt 28:19-20). (2 Tim 2:2; Prov 27:17). Stewarding influence in line with Kingdom Principles of love, grace and mercy, as an agent of disruption and transformational change to lead people into greater harmony of God's will and mission in this world (Mic 6:8; Rom 12:1-2). The internal and private world is consistent with the external and visible world of the leader without feelings of duplicity, deceit, shame, hiding or avoiding the truth so that the leader lives with integrity (Ps 15:1-2; Prov 11:3).

Create a climate where the truth is heard, and feedback sought (Eph 4:15; Prov 19:20). They lead with asking questions and not giving answers (Luke 2:46; Jas 1:19).

Process: To live as servant leaders who follow Christ with integrity and humility and are quick to step up and serve (Phil 2:3-4; Gal 5:13), speak out in love (Eph 4:29; Col 4:6), and make sacrifices for the benefit of others when needed (John 15:13; Rom 15:1-2). They remain open to learning, allowing others to hold them accountable (Prov 12:1; Gal 6:1-2), and consistently align their leadership with the principles of Christ's Kingdom (Matt 6:33; 1 Cor 11:1).

VA6 Daring Greatly

Outcome: Taking Jesus at His word in deed and life to live in harmony with the mission of God to seek and save the lost in this world including the marginalised and poor (Luke 4:18-19; 19:10). Missio Dei requires innovative and creative approaches to evangelism, worship, and

discipleship, especially in digital spaces so we can explore new methods to win them to Christ while remaining rooted in biblical truth (1 Cor 9:19-23; Luke 5:37-39; Isa 43:19; Matt 9:16-17).

Daring Greatly means boldly stepping into the unknown with faith and courage, trusting God's promises and power to accomplish His mission (Matt 28:19-20; Heb 11:6). Refusing to play it safe, preferring to dare greatly for Christ in obedience with holy boldness in the face of fire, sword, status quo, or apathy (Acts 4:29; 2 Tim 1:7). Adopting Christ's method alone as a way of life in disinterested service of others, calling people upward into Christ (Matt 25:35-40; John 13:12-15). Demonstrating a Spirit-filled life that inspires others to join in the mission of reconciliation and restoration (2 Cor 5:18-20; Acts 1:8). Daring greatly also involves perseverance, grit and resilience in ministry. You will face setbacks, hardship, conflict, opposition and possibly even death itself for the sake of advancing the Kingdom of God. (Rom 5:3-5; 2 Cor 4:8-9; Jas 1:2-4)

Process: The righteous shall live by faith in pursuit of the mission of God to seek and save the lost (Rom 1:17; Gal 2:20). Living as ambassadors for Christ by intentionally cultivating relationships, practising sacrificial love, and proclaiming the gospel with clarity and conviction (2 Cor 5:20; 1 Pet 3:15) through word and deed. Remaining sensitive to the leading of the Holy Spirit in serving others and meeting their needs holistically, as Jesus did (Luke 4:18-19; Gal 6:9-10). Equipping and empowering others to participate in the Missio Dei, fostering discipleship and multiplication (Eph 4:11-13; 2 Tim 2:2)..

VA7 Holy Balance

Outcome: Demonstrate wisdom and maturity in the functional management of yourself, prioritising God-given responsibilities and nurturing your physical, emotional, and spiritual well-being (Prov 24:3-4; Ps 90:12) even in the

midst of spiritual battles (Eph 6:10-18; 1 Pet 5:8-9).

Establishing and maintaining healthy boundaries is essential to honouring God, stewarding your responsibilities, and preserving emotional, physical, and spiritual well-being (Prov 4:23; 1 Cor 6:19-20). Healthy boundaries between personal life, family and ministry responsibilities enable you to confidently say 'yes' to God's priorities (Matt 6:33; Prov 16:3) and 'no' to distractions or demands that conflict with your primary responsibilities (Matt 5:37; Gal 1:10), fostering balance, respect, and integrity in relationships (1 Tim 3:4-5; Deut 6:6-7; Eph 5:15-16; Rom 12:18).

Taking good care of BIG things first (the rocks that align with God's will), before moving on to care for the stones, sand, and water in the glass jar of your life (Prov 16:3; Matt 6:33). BIG things are: yourself—health, diet, sleep, exercise, and relationship with God (1 Cor 6:19-20; 1 Tim 4:8; Mark 12:30), your immediate family and closest friends (1 Tim 5:8; Eph 6:4; Prov 17:17), your income (Prov 21:5; Prov 27:23), and your studies (2 Tim 2:15; Prov 1:5). Of secondary importance are activities like other friendships, recreation, and hobbies that can bring joy and refreshment but must remain in balance with primary responsibilities (Eccl 3:1; Phil 4:8; 1 Cor 10:31). Gaming, social media, and entertainment must come as our lowest priorities (Prov 13:4; Eph 5:15-16).

Process: Reflect on the areas of growth that remain and use all of life's opportunities to add balance to your reactions and desires (Prov 3:5-6; Phil 1:9-10; 2 Cor 13:5). Reflect upon your journey and your need to keep learning and growing (Prov 19:20; 2 Pet 3:18; Heb 12:11). Confidently say no to people in order to practice healthy boundaries (Matt 5:37; Gal 1:10; Prov 4:23). Learning to rest awhile and Sabbath well are practices essential to maintaining balance and longevity in ministry (Exod 20:8-10; Mark 6:31; Matt 11:28-30; Ps 46:10).

Values Reflection Questions

VA1 Passionate Spirituality

Evidence: A vibrant walk with Jesus that overflows into prayer, worship, and service.

1. How do you intentionally nurture your relationship with Jesus daily? What practices are most meaningful to you?
2. What evidence do you see that your spiritual life is overflowing into prayer, worship, or acts of service and evangelism?
3. What have you noticed that God is up to in your development as a person and leader?

VA2 Metanoia Living

Evidence: A teachable spirit, openness to growth, and embracing transformation.

1. What have you learned about yourself or your assumptions recently?
2. What situations challenge your humility or teachability? How do you navigate these?
3. How do you approach feedback from others? What holds you back from accepting or acting on it?

VA3 Personal Striving for Excellence

Evidence: Commitment to doing one's best with time, resources, and responsibilities.

1. What does striving for excellence look like in your current responsibilities? How do you measure it?
2. How do you balance giving your best effort without falling into perfectionism?
3. What specific tasks or projects have you completed that demonstrate excellence?

VA4: Valuing People

Evidence: Treating others with dignity, empathy, and respect as equals created in God's image.

1. How do you ensure that you see and treat people as individuals made in God's image?

2. What evidence do you see that your conversations are other-centred and reflect love and respect?

3. What have you done recently to demonstrate empathy, compassion, or understanding?

VA5 Integrity in Leadership

Evidence: Servant leadership marked by humility, accountability, and consistency.

1. How do you ensure consistency between your internal values and external actions?
2. What evidence do you see that your leadership is servant-hearted and Christ-centred?
3. How do you seek and incorporate feedback as a leader? What holds you back from doing so?

VA6 Daring Greatly

Evidence: Boldly living out Christ's mission with faith and courage.

1. What bold steps have you taken recently to live out Christ's mission? What was the result?
2. What fears or doubts hold you back from stepping out in faith? How can you address these?
3. How do you balance faithfulness to Christ's mission with the challenges of everyday life?

VA7 Holy Balance

Evidence: Maintaining healthy boundaries and prioritising spiritual, emotional, and physical well-being.

1. How do you currently prioritise your physical, emotional, and spiritual well-being? What evidence supports this?
2. What distractions or demands have you said "no" to this week in order to focus on God's priorities?
3. What boundaries do you struggle to maintain in your ministry or personal life? Why?

Ministry Competencies

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 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.

L10 Family Worship

Outcome: to show competency in leading in family worship with sensitivity to the various ages groups present, at their home and also with others.

Process: leading worship events at home and for other families in the church community.

7. Digital Ministry (DM)

DM1 Digital Discipleship

Outcome: to show understanding of how to develop a digital discipleship plan for a local church digital ministry that integrates with the discipleship plan of the local church..

Process: is able to explain the digital discipleship plan and how it fits within the discipleship plans of the local church..

DM2 Digital Teamwork

Outcome: to be able to work collaboratively with a digital ministry team in a local church..

Process: contributes effectively to the digital ministry team in a local church.

DM3 Digital Content Creation

Outcome: is able to collaborate with the local digital ministry team in creation of digital content and gains an understanding of how to interpret various social media metrics to provide feedback for future content creation.

Process: demonstrates skill and sensitivity in creation of digital content in line with local church digital mission vision and feedback from key social media metrics.

DM4 Digital Marketing

Outcome: to gain understanding of the local church digital marketing plan.

Process: the student shows understanding of the digital marketing plan and how it works towards creating more disciples for Jesus. .

DM5 Digital Advertising

Outcome: the student gains understanding of how the local church uses advertising as part of its digital discipleship processes..

Process: the student is involved with various digital advertising campaigns (paid or organic) to gain disciples for Christ.

DM6 Digital Community Building

Outcome: the student has opportunity to engage with those parts of the digital ministry that are designed to create a digital community (commenting, opinion polls, messaging, likes) and various engagement live events (prayer, bible studies, live Q&A etc).

Process: the student gains understanding of how digital community building works as part of the digital discipleship plan.

DM7 Online Live Events

Outcome: to gain overview of all parts that are required to run a successful live event (prayer, interview, preaching, church service, outreach, bible study, live Q&A).

Process: gains awareness and understanding of all the essential parts required to come together for a successful live broadcast. .

DM8 Maximizing Content Usage

Outcome: to show competency in reusing digital content captured so that it is re-purposed as short reels or other on-line content.

Process: demonstrates skill in reusing digital content to create more on-line engagement.

DM9 Leading People to Christ

Outcome: to gain understanding of how to use effective calls to action (CTA - call to commitment, call to take action to do something) as part of leading people to Christ on-line.

Process: is able to effectively evaluate CTA for missional effectiveness.

DM10 Digital Proclamation

Outcome: to gain understanding in how to effectively use digital media for proclamation of the gospel.

Process: is able to effectively evaluate digital proclamation for reaching target audience.





BMinTh

INTEGRATION OF MINISTRY PRACTICUM

The Foundational Phase

At the beginning of the semester, students will commence their ministry practicum with a orientation tutorial session with the MP Director. This meeting will provide students with an overview to field education, in relation to their CHMN units for the semester. The student will then follow through the 12 step process of securing their placement. Once placed at the church/school students will be under the supervision of a pastoral mentor/chaplain. Approved mentors must be a licensed or ordained minister or equivalent in chaplaincy.

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 expected or asked to move to a different church placement in their second and subsequent years. This change will require revisiting the 12 step process in discussion with ministry practicum director. 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 sharing their legal documents with mentor and enter into an agreement with the placement (church/school) that 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 or in partnership with 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. This is normally joining in another MPE with a focus on Public Evangelism in a cross cultural experience for 10 days. Alternatively the student could arrange their own Ministry Immersion Experience (MIE) at their own expense. 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. At the end of the MIE or the MPE the student is required to write a ministry reflection paper on their experience as part of their learning and growth.

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.

Employment opportunities vary from year to year and students who don't obtain full-time employment as an intern are encouraged to:

1. Keep in touch with the seminary and we can continue to put your name forward or
2. Engage in ministry opportunities in a local church as a volunteer and become a successful soul winner building a compelling case for employment or
3. Discuss overseas service opportunities with SPD Volunteer services as a missionary or
4. Discuss seeking employment in an other division or location





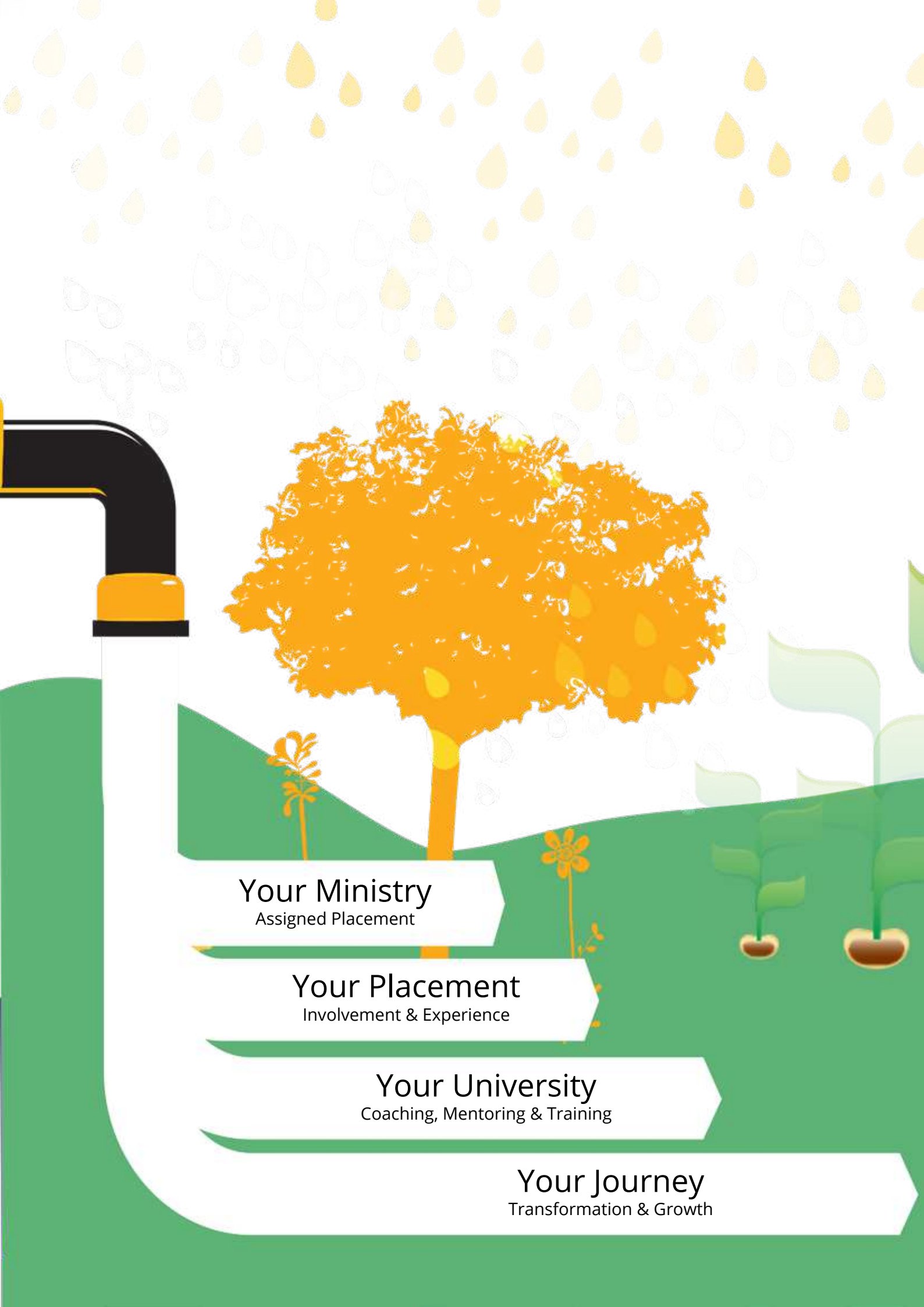
Required Ministry Competencies

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	CHMN16140 Introduction to Psychology for Ministry	PD1	Biblical Spirituality	R3	Creating church community
		PD2	Call to Ministry	R4	Cross-generational relationships
		PD3	Ministry Attitude	PC2	Pastoral Visitation
		PD5	Time and resource management	PC5	Care for the Hurting
		PD7	Self-understanding	PC7	Crisis Intervention
3	CHMN26180* Digital Ministry	M1	Digital Discipleship	M6	Digital Community Building
		M2	Digital teamwork	M7	Online Live Events
		M3	Digital Content creation	M8	Maximising Content Usage
		M4	Digital Marketing	M9	Leading People to Christ
		M5	Digital Advertising	M10	Digital Proclamation
4	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
5	CHMN26140 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
6	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	R8	Community Relationships

	UNIT	REQUIRED MINISTRY DEVELOPMENT ACTIVITIES			
7	CHMN36130 Evangelism & Church Planting	ED1	Meeting the community	ED9	Baptismal preparation and planning
		ED2	Evangelistic mentoring sessions	P6	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
10	CHMN36120* Contemporary Ministry to Families	R1	Relating to Peers	L3	Worship Events
		R4	Cross Generational Relationship	L10	Family Worship
		R7	Family Relationships	PC1	Pastoral attitude
		R8	Community Relationships	PC2	Pastoral Visitation
		R9	Conflict resolution	PC5	Care for the hurting
		R10	Marriage Perspectives	PC6	Care for the unchurched
		R11	Authentic Sexuality	PC7	Crisis Intervention
		PD7	Self-understanding		

*Offered every second year



Your Ministry

Assigned Placement

Your Placement

Involvement & Experience

Your University

Coaching, Mentoring & Training

Your Journey

Transformation & Growth

AVONDALE

Ministry Reflection

Spiritual
Development

Modelling & Mentoring

Involvement in
Assigned Placement

Student-Mentor
Goals

Prior Ministry
Experience





MMin

INTEGRATION OF MINISTRY PRACTICUM

The Foundational Phase

During the first year of the Master of Ministry the students typically will commence their ministry practicum with a orientation tutorial session with the MP Director. Students will take up a ministry placement in a local church. Movement into this placement will require working through the 12 step process above and with dialog between the student and ministry practicum director. This will ensure that the student will be placed in a church situation that best meets his or her developmental needs. Approved mentors must be a licensed or ordained minister or equivalent in chaplaincy.

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 Master of Ministry students will participate in 2 compulsory Ministry Practicum Externship (MPE). These 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. 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.

Each student may, in consultation with Ministry Practicum Directors, elect replace one externship in area of ministry to arrange their own ministry immersion experience (MIE). During the MIE the student will have an opportunity to observe, participate and experience "full-on" ministry in a pastoral context.

The externship is typically taken during the mid-year break as part of the **CHMN46130**

Personal Evangelism & Discipleship or the **CHMN56150 World Mission & Evangelism**

A reflective journal addressing the unit competencies will be completed by the student

during the externship and assessed by the lecturer.

SEMESTERS 3 & 4

Preparation for Full-Time Ministry

During the final stages of their course, MMin 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.

Employment opportunities vary from year to year and students who don't obtain full-time employment as an intern are encouraged to:

1. Keep in touch with the seminary and we can continue to put your name forward and
2. Engage in ministry opportunities in a local church as a volunteer and become a successful soul winner building a compelling case for employment or
3. Discuss overseas service opportunities with SPD Volunteer services as a missionary or
4. Discuss seeking employment in an other division or location

Required Ministry Competencies

Master of Ministry

	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	P9	Communicating cross-culturally
		ED8	preaching topic	R4	Cross-generational relationships
		ED9	Baptismal preparation and planning	R6	Cross-cultural relationships

	UNIT	REQUIRED MINISTRY DEVELOPMENT ACTIVITIES			
5	CHMN46160 Family Systems in Ministry	R1	Relating to Peers	L3	Worship Events
		R4	Cross Generational Relationship	L10	Family Worship
		R7	Family Relationships	PC1	Pastoral attitude
		R8	Community Relationships	PC2	Pastoral Visitation
		R9	Conflict resolution	PC5	Care for the hurting
		R10	Marriage Perspectives	PC6	Care for the unchurched
		R11	Authentic Sexuality	PC7	Crisis Intervention
		PD7	Self-understanding		
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 Master of Ministry 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 ministry values and competency 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 key ministry values and competencies and 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 letter to mentors in the Unit Information.
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 coaching, 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.

Ministry Practicum Reflection Paper

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

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 a weekly journal for at least 10 weeks. Use the raw material from your journal to write a ministry reflection paper that is a theological reflection on your ministry experience and how you have succeeded in developing the values and derived competencies for this unit. Select between 1-3 values to reflect on.

Be open and honest with yourself as you process your experience with God this semester. Your reflection paper will have 4 sections under headings

1. Description of ministry context
2. Theoretical Integration
3. Theological Engagement
4. Informed solution

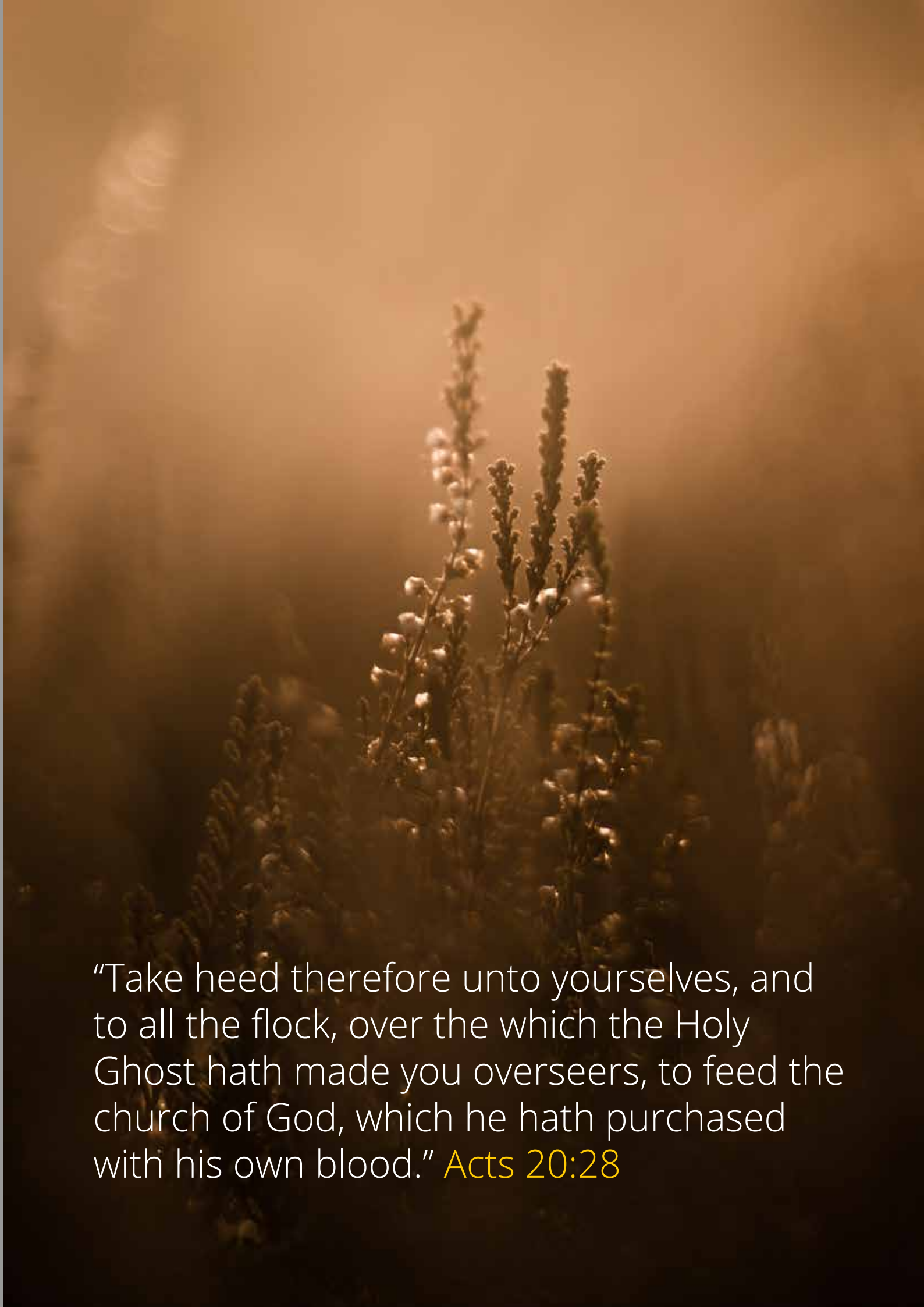
Your unit information has more detail and your Moodle page has examples for you to view.

The Ministry Practicum Assessment Process

MINISTRY PRACTICUM SEMESTER SCHEDULE

Weeks 1-3	Week 4	Week 10	Week 11	Weeks 12-13
Visit local churches and converse with potential mentors. Placement request form to be submitted at the end of week 2.	Meet with assigned mentors, review ministry values, competencies and letter to mentor as outlined in the unit information, and develop specific goals. SMA to be submitted by end of Week 4 - the official start of the MP placement.	Students will sign up and attend their MP welfare interview at the end of Week 10. The interview provides opportunity for the student and lecturer to assess the effectiveness of the ministry placement and take valuable feedback from the students.	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.	Students will complete their ministry reflection journal in relation to the specific competencies as outlined in the unit information Assessment 3.. The ministry reflection paper is due Week 12 and the MPCR is due Week 13, unless the student is involved in an externship in which case they are due 1 week after the end of the externship.

NB: Always refer to your unit information assessment 3 for the most up to date information and marking rubrics.



“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 ministry values and competencies for the Church Ministries units. (See Assessment 3 in relevant unit information for each unit.)
- Apprentice you as an elder in the church
- 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**
Master of Ministry
- **Two local pastoral mentors**
Selected by Avondale Seminary Board





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.
CHMN16140 Introduction to Psychology for Ministry	This unit examines the interface between psychology and religion within the context of a Christian understanding of that it means to be a human being that goes through various stages of development during the life-span. Human development and psychological functioning are investigated in their application to pastoral ministry and other human services.
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.
CHMN26180 Digital Ministry	This unit provides a framework for digital disciple making as part of a local church comprehensive discipleship plan. It covers making digital content for a specific target audience, repurposing existing content, marketing and sales on in a digital context. This highly practical course sets a budding pastor with the knowledge of how to build a digital team in a local church to implement a digital discipleship plan.

Unit Synopses

MASTER OF MINISTRY

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	This graduate-level unit guides the student through a journey of discovery in the area of personal mission. It provides opportunity for students to critique various member-equipping programs. It empowers the student to build an integrated strategy of evangelism at the local level. A theology for evangelism and mission is critically surveyed. Students are expected to demonstrate a high level of personal skills and to synthesis evangelistic methods to suit their unique ministries.
Personal Evangelism & Discipleship	
CHMN56140	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.
Biblical Preaching	
CHMN56150	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 synthesis 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.
World Mission & Evangelism	
CHMN56180	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.
Pastoral Leadership & Church Management	
CHMN46160	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 emphasised. 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.
Family Systems in Ministry	

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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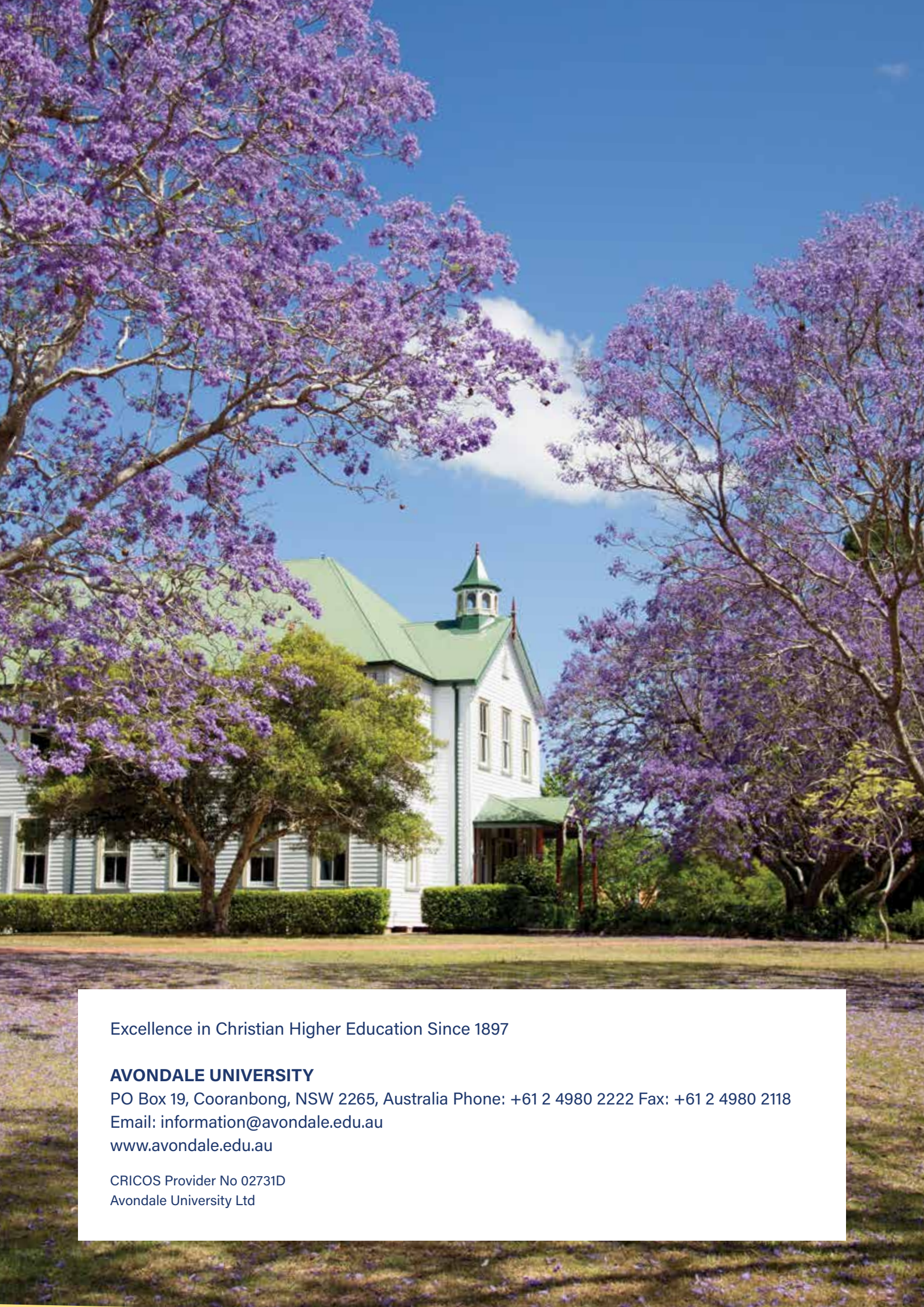
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