Building on the skills and understanding of Leadership Foundations: Self As Leader, Leading In Context will provide method and opportunity to explore potential practicum sites that combine leadership challenges, ministry opportunities and demonstrate best practices in pastoral and public ministry. To be effective in ministry practice and leadership in the public sphere it is critical to understand the field and its demands, expectations and possibilities. Preparation for practice of ministry is not introduced simply as skill development but rather as the formation of leaders who will understand and respond to the continually changing landscape of contemporary ministry and navigate communities in the art of resourced and adaptive change.

Competencies related to Course:

- Ability to engage in contextual analysis of church and community including demographics, socioeconomic reality, history and how it has shaped mission, ethos, ethnography, beliefs and theological orientation.

- Knowledge of ecclesial and social policy and governance sufficient to exercise cross-sectoral leadership

- Knowledge of the learning environment, learning narratives and preferred styles of learning in order to maximize growth and integration.

- Relationships in team and across the spectrum of Mentor, Coach, Supervisor and Teacher

- Setting goals and discerning opportunity in environments that respond to the changing church, the relevancy of the denomination or agency and the gifts, charisms and identity of the student leader.

- Discernment of, and theological reflection upon, the missio dei of potential practicum sites

- The ability to form peer groups and provide support and accountability through behavioural covenants and clarifying questions.

- Continued reflection upon facilitation in a group and observation of group dynamics as learned in PT 553.

Course Organization:

Seminar Format, 2x3 hour classes, one final (four hour) presentation class during exam week.

- Construction of a Learning Narrative
• Direct observation in the field in a variety of contexts
• Interviewing – staff, constituency, parish/agency committees; small groups;
• Researching history and tradition and a time line of events, issues, personalities, conflicts, celebrations;
• Census data/local history, newspapers;
• Exploration logs (minimum of 2 sites, maximum 5)

Students will also be required to watch a video version of Research Module “Human Research 1: Introduction”.

Assignment:

By the final week of class the student will provide a seven minute visual presentation based on their exploration process that artfully and passionately communicates to peers and instructors:

a. Why this situation presents a true ministry opportunity
b. What I propose to do
c. With whom I propose to do it
d. Why this project fits this moment and these people (including myself)
e. That it is feasible
f. That it could be effective and how
g. How it is faithful to God’s call in this time
h. What feedback I most want from this presentation

At the conclusion of the final class, based on the feed-back from the oral presentation prepare a 1-2 pages written proposal for your project addressing any of the criteria below that have not been addressed:

1. In which public or pastoral ministry setting will this leadership project be located?
2. Who will be involved?
3. Who are your team and what are their roles?
4. What resources are required and have they been secured?
5. How will you gauge success?
6. What is the projected impact of this ministry?
7. What is the projected span of this ministry? If longer than your commitment, are there plans for its continuity?

Students will also be required to submit a mentor covenant with their final proposal and in consultation with the Director of Theological Field Education.

Recommended Readings

Lori G. Bearman and Solange Lefebvre eds., Religion In The Public Sphere: Canadian Case Studies (Toronto: University of Toronto Press, 2014).

Kathleen A. Cahalan, Introducing the Practice of Ministry (Collegeville, MN, 2010).

