

Practical Foundations for Public and Pastoral Ministry: Leading in Context PT 502
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Spring 2019

Purpose: 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.

Prerequisites: PT 500 Theological and Spiritual Foundations for Pastoral and Public Leadership

PT 501 Self As Leader

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

Course Organization:

Seminar Format, 4X3 hour classes, one final (four hour) presentation class during exam week. (**January 23rd** (new date); February 20, March 13, April 3rd, April 15th)

For both on-campus and online students attendance (synchronous) is required at each seminar. Course work in class will include

- 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 of a community.
- exploration logs (minimum of 2 sites, maximum 5)

Students will also be required to attend a video version of the Research Module E: “Human Research I: 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.

Assigned Readings

(readings are not assigned for each seminar, rather see below for recommended readings to accompany the field work you will be doing)

Students will be required to purchase (from instructor) a Kolb Learning Style Inventory. Approx \$25-30. These will be made available once the course has started.

Recommended Readings

(readings are not assigned for each seminar, rather these are recommended to accompany the field work you will be doing)

Peter Block. *Community the Structure of Belonging*. (San Francisco: Barrett-Koehler Publishers, Inc., 2004).

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

Abigail Johnson, *Shaping Spiritual Leaders: Supervision and Formation in Congregations* (Virginia: Alban Institute, 2007).

Henri Nouwen with Michael J. Christensen and Rebecca J. Laird, *Discernment: Reading the Signs of Daily Life* (New York: Harper Collins, 2013).

Parker Palmer, *A Hidden Wholeness: The Journey Toward an Undivided Life* (San Francisco: Jossey Bass, 2004).

Alan Roxburgh, *Missional Map-Making: Skills for Leading in Times of Transition* (San Francisco, John Wiley & Sons, 2010).

Course Policies

- 1. Attendance**, VST requires at least 80% attendance.
- 2. Reading and assignments** Students are expected to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
- 3. Academic honesty** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.
- 4. Inclusive language** In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
- 5. Assignment and Course Evaluation**
 - Course evaluations at VST combine a letter grade system (A+ to B-; course failure is "Not Approved") including narrative comments based on the competencies of the course. No number grades or weights of assignments are calculated, nor are final grades given numerical equivalents.
 - Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC.

The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write.

6. Late assignments

Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.

7. Limitation on use of social media

Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.

8. VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.

Calendar

January 16: Introduction to course and assignments.

The spiritual practice of discernment

Preparing a Studio Proposal

Introduction to Learning Narratives

February 20: Reviewing the Learning Inventory

Finding a Mentor

Meetings with Directors of Formation and External Community where applicable.

March 13: Individual Check-ins with Director of Field Education

April 3rd: Human Research Module

April 15th (End of term, exam week) Proposal Presentations due and presented in class. *Please note this class will be at least FOUR hours long.*