

**PT502 Practical Foundations for Public and Pastoral Ministry:
Leading in Context
Spring 2020**

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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.

PT502 runs concurrently with Theological Field Education (TFE) I, which is required for all students in the MDiv and MA-PPL degrees. Successful completion of PT502 will complete the requirement of TFE I. For more information, see the Theological Field Education Handbook, pp. 9-12.

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 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: Four 3-hour classes. One final presentation class, which will last for an extended time depending on the number of students in the class, will take place during exam week. January 27th, February 10, March 9 & 23, Tuesday, April 14th – Time TBD for student presentations.

Attendance at each seminar is required for both on-campus and online students (synchronous).

Course work will include:

- Direct observation in the field in a variety of contexts
- Interviewing – staff, constituency, parish/agency committees; small groups
- Researching history and tradition and contexts of a community.
- Exploration logs (minimum of 2 sites, maximum 5)
- Construction of a Learning Goals and Learning Covenants
- Learning Styles Inventory
- Students will be required to attend a video version *Research Module E: Human Research I*

Assignment:

At the final class (April 14) students will provide a seven-minute visual presentation based on their exploration process that artfully and passionately communicates to peers and the instructor their site and field proposal.

After the final class presentations, based on the feed-back from the oral and visual presentation, students prepare and submit a complete report which includes the exploration process, site analysis, Power Point or other visuals as presented, project proposal, personal learning goals and a mentor covenant.

This document, when complete, becomes the student's application to *The Studio* in September 2020. The student's evaluation of PT502 will be either *Approved/Not Approved*. Students who receive *Approved* will be admitted to *The Studio* and TFE II, pending completion of all documents.

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. Approximate cost: \$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 exploring as you prepare your proposals. *Other shorter readings will be made available on Canvas. **Texts have not been pre-ordered at the UBC Bookstore, although some may be available there. Students are advised to purchase online, from former students or access library reserve.***

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).