



Placement Handbook
For
Non-Residential Reader Candidates
2011/12



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To Placement Supervisors

Introduction

Thank you for agreeing to take on the additional responsibility of supervising your Reader Candidate as they prepare for public ministry. We greatly value your willingness to undertake this task and to share with us in the continuing development of students. The part you have to play in their formation is vitally important and the example you give of Christian ministry can profoundly influence them. We hope that the experience will be enriching for you as well as the student and that their energy and lively questioning will aid you in your own learning and development.

Purpose of Placements

The primary purpose of the placement is twofold:

- To enable the student to observe and to practise Christian ministry so that they may have experience on which to reflect theologically.
- To enable the student to observe how theological reflection (in action and more distanced) is practiced by an experienced Christian minister.

In order to fulfil this purpose it is important that the placement is not simply observational in character but experiential. In other words, students should be able to practice some of the skills of ministry, to reflect on that experience with you and to receive constructive feedback from you. We see both elements as important to the goal of training for ministry; the opportunity to experience Christian ministry and the opportunity to form habits of theological reflection. The section on [Basic Guidelines for your Placement](#), later in this handbook, describes some of the practical things we expect students to experience; your context may well offer a range of further opportunities for students.

Supervision

In a supervisory relationship it is vitally important that there is clarity of role and expectation. This is particularly important given the change of role that the Reader in Training is going through. We ask that you work through the Learning Agreement in [Appendix 11](#) with your trainee Reader in order to ensure that your relationship is well established and fruitful.

As an experienced minister, you will have a profound understanding of the joys and sorrows of Christian ministry as well as the particular opportunities and limitations of your own context. We anticipate that you will set aside time with your student to reflect with them on your experience of ministry and their emerging practice and development. Your in-sight and over-sight can be invaluable in guiding the student into deeper reflective practice and a clearer view of the demands of ministry. The Appendix on [Supervision](#) gives some basic guidance on the role of the supervisor

You might also find it valuable to read some of the comments students make about their view of placements ([What Students say ...](#) in the appendices).

Boundaries

As part of your supervision of the student, you will want to engage with them about the nature of the boundaries within which we work. Some of the more obvious boundaries are outlined later in this handbook ([Placement dates](#)). However, we would like to highlight the time commitment of the student.. Please resist the temptation to ask the student for additional commitment to that described in this handbook. It is a great joy that our students are highly motivated, but we have to be careful that they are able to balance their heavy academic schedule with placements, family and other commitments. The temptation to over-run is often very strong and we ask you to emphasise the good sense of using their time for deepening in theological wisdom over and above simply 'getting on with the job.'

Placement Supervisors' Days

As part of our commitment to supporting you in your role we are aiming to provide days here at St Michael's and elsewhere to reflect on the work of supervising students. We hope that the days will be stimulating and a useful resource for you as well as keeping you up to date with ministerial training at St Michael's. When we publish the programme we will contact you with a specific invitation to join us.

Ministerial Formation Portfolio

During their studies at St Michaels students are required to work at a [portfolio](#) of evidence of their ministerial formation. This is based on the [learning outcomes](#) which are included in the appendices of this handbook. Also in the appendices, we have included the introduction to the portfolio process so that you can see what the students are trying to achieve.

The important elements of this process include

- students receiving high quality and frequent feedback from tutors, teaching staff, placement supervisors etc.

- students being pro-active in assessing their developmental needs and taking the necessary steps to gain experience and learning where there are gaps.
- the avoidance of a 'tick in the box' mentality. The process is meant to be supportive and affirming of the students' development and an objective aid to writing about this development in their end of year reports.

Do ask your student about their portfolio and give them every encouragement to add to it as the placement progresses.

Core Skills - Tasks

Core Skills is the name given to the part of the students' programme that seeks to integrate their academic learning with their experience to-date and especially their experience on placement. In each academic year the students' tasks are focused on particular topics:

- First Year - Worship and Preaching
- Second Year - Working with Small Groups

Your student will be briefed about the requirements of these tasks at the Core Skills Residential Weekends. They will need your help in making sure that the placement is focused toward their topic for the year. The following handbooks will be used for these topics

- Worship and Preaching course (non- residential)
- Working with small groups

One of the practical outcomes of this programme is:

- First Year students are expected to preach four times (twice in each term)
- Second Year students are expected to preach twice (once in each term). In addition they will undertake the Short Parish Project (a mini placement to another parish) and the Small Group exercise. The Short Parish Project normally takes place in Nov/Dec and the Small Group Exercise in Lent.

Reports

The [Sermon Evaluation form](#) and [Placement Report form](#) can be found in the appendices of this handbook. They are also available as separate editable Word documents in English or Welsh on the website.

Principles of Assessment

Reports of your student's learning and development form a highly important part of our own report writing for Bishops. In drawing up reports the following general principles should be kept in mind. Reports and assessments should:

- be a stimulus to lifelong learning and ministerial development

- be supported by regular meetings with the student to give feedback, identify issues that need to be worked on and review progress in the light of goals set previously.
- have a structured and well understood process with a clear timetable.
- be based upon views gained from a range of sources
- reflect the nature of the evidence available about candidates.
- not have major surprises for the student – major issues should be raised with the students as early as possible and not be left until the report writing stage.
- include a declaration at the end 'I have read and discussed the above report with a member of diocesan staff.'
- allow students to add a comment of their own after the report.
- allow family members who are mentioned in the report to also be given opportunity to discuss and comment on the section relevant to them.
- (adapted from *Preparing for Ordained Ministry – Good practice in the assessment and in reporting on candidates within initial training*, CHP, 2002)

Sermon Evaluation

As stated above, Reader Students are expected to preach four times in their first year on placement and twice in their second year. We would be grateful if you would evaluate one sermon in each term of their first year (two in total). For the remaining two sermons in the first year, one will be assessed by the student's personal tutor and the other by the [College of Preachers](#) 360° feedback method. It is highly likely that the sermon assessed by the personal tutor will need to be preached in the personal tutor's own church. In the second year we ask you to evaluate one sermon in parallel with the College of Preachers method and for the other sermon to be assessed by the student's personal tutor.

Key Dates

An overview of the placement year with key dates is given in [Appendix 10](#).

The Placement Report Form is critical in the reporting process. It needs to be completed by the 19th February 2012 so that the student can take it to their meeting with their personal tutor (which must happen by the 24th February). The personal tutor can then use it to write the overall report on the student's year. As the placement report will need to be discussed with the student we suggest that you set an appointment for this discussion in the week before the due date (i.e. the week beginning the 12th February 2012). This means that the report will need to be ready at least a week in advance of the submission date. **We strongly urge you** to do this as experience shows that if placement reports are not done by the submission date, our college reports to bishops have to be written without the important insights of placement supervisors.

The reason for what appears to be an early submission date is that all reports are subjected to whole staff review, discussed with the student and then sent to their Bishop. As you can imagine the whole process takes some time and having the

placement report and sermon evaluations at the beginning makes an immense difference to the quality of the report as well as helping students feel valued and supported in their formation.

Students should place all reports in their portfolio and in addition are expected to send a copy all of their evaluation forms to college by

Students are expected to return all of their evaluation forms to college by

- **Friday 23rd March 2012**

The pack they will send into college by this date should contain the following items:

- All sermon evaluation forms (four for first years and two for second years)
- Reflections and an [Evaluation form](#) on the Short Parish Project
- All assigned work from the Small Group Exercise (second years only – if this is available by the due date)
- A Placement Report form (all students)

Contacts

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If there are any problems or issues during the course of the placement do get in touch at the earliest opportunity so that we can work towards a resolution.

Thanks

Finally, we would like to thank you for your commitment to our placement programme. It is greatly valued by the students and staff and we prize having you as colleagues in the training process.

Stephen Adams
Dean of Ministry Development
St Michael's College, Llandaff

To Students

Welcome

Welcome to the new academic year.

This 'handbook' will serve as a guide and helpful frame of reference for your placement. I hope it is straightforward to use and suggestions for its improvement are very welcome.

Reader Candidates undertake placements during the teaching terms. Placements usually occur at the student's local church and the incumbent will act as placement supervisor unless there are exceptional circumstances.

Your placement will, hopefully, be enjoyable as well as stimulating and be a place where you can earth your more formal studies. You can find some reflections on the placement experience in the appendix '[What students say ...](#)' If you do encounter any difficulties on your placement, do let us know as soon as possible.

You will need to arrange a meeting with your Placement Supervisor / Incumbent to talk through the requirements of the course. Please be sure to be thoroughly familiar with this handbook before your meeting with your Placement Supervisor / Incumbent. In particular, you will need to work through the Learning Agreement in [Appendix 11](#) and be clear about the dates of the Sundays you will be available to spend on placement. It is important that you place clear boundaries around the placement period so that you can find sufficient time to complete the other elements of the course.

If there are any questions please get in touch with me or ask Heather for a date and time when I will be available.

Stephen

Stephen Adams
Dean of Ministry Development
St Michael's College, Llandaff

Essentials of the Placement

Year One Students

Placement Location

- A four Sunday placement with a different church nearby (Short Parish Project)
- Then in the home parish with the home incumbent as placement supervisor

Core Skills Focus

Worship and preaching

Preaching

Twice in each term – four in total

- 2 sermons assessed by the placement supervisor –one in each term
- 1 sermon assessed by the student's personal tutor – probably in the tutor's own church unless the tutor is able to travel.
- 1 sermon assessed by the 360° method of The College of Preachers

Year Two Students

Placement Location

- Term one – in the students home parish and
 - ❖ a four week (including four Sundays) “Short Parish Project” in a nearby church of a different tradition (Nov/Dec)
- Term two in the students home parish and
 - ❖ Small Group Exercise (Lent)

Core Skills Focus

Small Group Work for Core Skills: Helping Adults Learn – undertaken during Lent

Preaching

Once in each term

- Term one: one sermon assessed by the [College of Preachers 360°](#) method **and** by the [home parish placement supervisor](#).
- Term two: one sermon assessed by the Personal Tutor
- The terms in which the assessments are made can be reversed if required.

Methodist Students

Placements for Methodist Students are organised in consultation with the Methodist Tutor. This handbook will give you a lot of useful information and ways to approach the placement. However, the details of Methodist requirements will be worked out with each student.

Learning Outcomes

Overall, the placement experience should focus on the themes of the core skills programme, i.e.

- 1st year – Preaching and Leading Worship
- 2nd year – Small Group Work

And, in general, on completion of the placement requirements, students will be able to:

- Describe the church they have been placed in: what is it like, what are its particular characteristics, etc.
- Relate aspects of the Christian tradition to the lives of people within that particular setting. That means both the congregation and at least some of those who live in the parish, whether they attend church or not.
- Demonstrate the ability to preach and to listen as part of Christian ministry.

The placement will provide many opportunities for gaining experience and for theological reflection. You are expected to do at least some of this reflection with your personal tutor and to record it in written or other format for inclusion in your Portfolio. Your personal tutor and placement supervisor can provide support and help in achieving this. Do ask them for advice, reflection and feedback.

In addition you are encouraged to seek feedback from others you meet on the placement. In particular the method of receiving feedback on sermons outlined by the [College of Preachers](#) is particularly recommended and your placement supervisor can give you guidance on this. (see the section on [preaching](#) later on in this handbook)

Getting Started

Information received by Placement Supervisor

Your Placement supervisor will have received

- Instruction on accessing this handbook
- a copy of the Notice of Fitness to Enter into Training, signed by you and countersigned by your Diocesan Bishop.

Beginning and Ending Dates

- Your first Sunday in the parish is Sunday 2nd October 2011
- Your last Sunday in the first Term is Sunday 4th December 2011
- This is a total of nine Sundays on placement plus one Sunday off.
- Your first Sunday in the parish after Christmas is Sunday 5th February 2012
- Your last Sunday in the Spring Term is Sunday 18th March 2012
- This is a total of six Sundays on placement plus one Sunday off.

You are NOT expected to be 'on placement' outside of these dates. For Student Readers on placement in their home parish, these dates may seem somewhat artificial. However, they emphasise the fact that there are extra demands on your time while you are in training and these dates set limits on the times you are expected to be focussed on practical training. Please resist the temptation to be over-involved in regular parish activities outside these dates as the course you are studying has many other demands on your time.

Please make sure you have these dates to hand when you plan your preaching.

Short Parish Project

The Short Parish Project is intended to give you experience of a different church – ideally one of a very different tradition or context. It will also give you an opportunity to worship with an unknown congregation – a situation often faced by Readers when they

are asked to cover a service away from home. In setting up the project, take note of the following points.

- Identify a local church of a different tradition (e.g. evangelical if you are in a catholic parish) or a different context (e.g. rural if you are in an urban setting)
- Talk through the possibilities with your personal tutor.
- The section on Basic Guidelines For Your Placement Experience later on in this handbook gives guidance on the sort of involvement you may have during the Short Parish Project. Do discuss this with the incumbent.
- Seek the agreement of the incumbent to take you on for a four week period.
- The project should take place over four consecutive weeks and include four Sundays. It should happen at the start of the first term for first year students and the second part of the first term (i.e. Nov/Dec) for second year students.
- Send into college the name of the parish and the name and contact details of the incumbent you will be visiting. Please let us have this information as soon as it is available.
- Prepare for the visit by making a list of the things you would like to experience and understand about the church you are visiting.
- Observe points of similarity with and differences between your home church and the church you are visiting. Take note of any feelings you have about aspects of the church you are visiting. Ask yourself why these feelings are arising.
- The evaluation of the Short Parish Project should cover the following:
 1. Write a reflection on the experience of being part of this church for a brief period.
(Remember that a deep reflection gives just enough description to explain clearly what happened. However, the larger part is taken up with questioning why the writer has felt or behaved in certain ways and how that might have been different. In beginning to write reflectively most people generally give a lot of description and very little reflection. A good balance to aim for is about one third description to two thirds reflection.)
 2. Discuss this reflection with your personal tutor and ask him/her for feedback.
 3. Ask the host incumbent to complete the [Short Parish Project Report form](#) in the appendices
 4. Make sure you include the Reflection (with comments from your Personal Tutor) and the Short Parish Project Report Form in the pack of reports you return to college by the due date.

Second Year – Small Group Work for Core Skills: Helping Adults Learn

In the Spring Term of your second year you are expected to plan and deliver a small group learning event. Reflection on how you prepare and deliver as well as reflection on the feedback you receive will be part of the process. You will receive detailed guidance about how to conduct this exercise. For some students it will be appropriate to do this activity in another parish or part of the deanery.

Ministerial Formation Portfolio

All student Readers are expected to keep a Portfolio which evidences their Ministerial Formation. You will be given detailed guidance on the purpose of the Portfolio and how to do build it. The introduction to the [Portfolio](#) process is given in the appendices and you will find it helpful to read through this. One of the key skills for developing your Portfolio will be that of Theological Reflection. Again, you will be given detailed guidance on how to go about this. However, one of the key building blocks to this is the [Learning Journal](#) and the appendices contain some helpful guidance on keeping a journal. We strongly encourage you to do some form of Journaling so that you have good material on which to base your theological reflections.

Illness

If you are ill or there are personal reasons which prevent you from fulfilling your placement commitments you should in the first instance make sure that either you, or a member of your family notifies the placement supervisor that you will be absent and the reason why. You or the member of your family speaking on your behalf will also need to telephone the college and make sure that a message is left for your tutor. Alternatively a message can be left for your tutor using e-mail.

Preaching

Organising Dates for Preaching

You should arrange preaching dates with your placement supervisor and personal tutor as soon as possible and certainly within your first two weeks in the parish. It is very easy to get swept away by the sheer business of life that you do not arrange some times to do this. You are strongly discouraged from preaching more than the required number of times over the duration of the placement. Quality is more important than quantity; and you will have plenty of academic work to do to keep you busy.

N.B. As there are a number of diaries to co-ordinate, do ensure that you make your arrangement in plenty of time.

Preparing for an Assessed Sermon

You should expect that the placement supervisor or personal tutor assessing your sermon will want to see a draft of your sermon well before the date you are to preach and a final version a number of days beforehand. Make sure you know what they are expecting of you.

They will give constructive guidance which will help you to craft your sermon. Do listen to their advice and try not to take correction as a personal slight. Preaching is a highly skilled activity and the Holy Spirit works best through those who are willing to submit themselves to learning and honing their skills. Just like learning to play the piano or learning to paint, learning to preach is often a slow and sometimes frustrating experience. Even the best preachers have a great deal to learn and most regard themselves as mere beginners.

You may already have a clear style in preaching, but in case you don't, the following points are worth having in mind. They will be covered in more depth in the course.

- A5 is an easy size of paper to manage even in the most cramped pulpit.
- Type using a larger font than usual, as this will be easier to read.
- Use large headings to break up long blocks of text – this will make it easier to find your way through the sermon when you are in the pulpit.
- Once you have prayed, reflected and collected together relevant material from commentaries and other sources, decide who the sermon is for and identify, in

one short sentence what you hope people will remember and take away with them from what you are going to say. This will help you edit and focus your material and discriminate between interesting ideas and anecdotes – and essential material.

- You may also find it helpful to practice at home in front of the mirror, or with someone listening to you, until you have reached the point where you can really communicate with the congregation rather than just stand there, reading your script.
- Practice speaking loudly and clearly. Most people tend to mumble and speed up when nervous
- Seek the support and guidance of other preachers – your placement supervisor and personal tutor are key resources!
- After you have preached your sermon ask the person assessing it for some brief verbal feedback so that you don't have to 'stew' over what they might say in the written evaluation. Once you have received their written evaluation ask for an opportunity to discuss it and then add your own comments and reflections on how it went.

360° Evaluation using The College of Preachers' Method

The Appendices contain the literature from [The College of Preachers](#). To use it for the evaluation of a sermon employ the following method

- Prepare your sermon in the usual way for either your placement supervisor or your personal tutor – see the guidance above.
- In advance of the Sunday you are preaching invite between three and six people from the congregation to give you feedback – ask your placement supervisor for guidance on who would be good to do this.
- When you ask the congregation members, give them a feedback sheet with the [eight questions](#) from the College of Preachers. (you'll need to prepare this)
- Arrange a time to talk through the feedback forms with the congregation members. This could be immediately afterwards or on a separate occasion – as a group together or one at a time. Listen carefully to what is being said and make sure you have understood: use your listening skills to explore what they are trying to tell you. Remember that it is difficult to give good feedback and, sometimes, to receive it. If critical things are said, try to receive it constructively even if you do feel somewhat deflated.
- Receiving the feedback face to face is much better than simply receiving a completed form as it will allow you to explore what is meant and to ask how you could improve.

- When you have done all of this, write your own reflection – about the sermon, its preparation and delivery; about the process of feedback and what it felt like to receive it.
- Then talk it all through with one or both of your Placement Supervisor and your Personal Tutor and ask them to add their comments to your own.
- Finally submit a copy of your sermon, the evaluations from the congregation members, your own reflection and the comments from your Personal Tutor and/or Placement Supervisor. This will be placed in your file and form one of your sermon evaluations for the year.

Reflecting on your preaching

The sermon evaluation form process provides opportunity for you to reflect upon your preaching and the comments you receive as a result. This is meant to be a constructive process to help you develop as a preacher. Try to remember that feedback is important and that the person giving you feedback is trying to help you.

You are strongly encouraged to invite as much feedback as. Getting feedback from the congregation about your preaching requires some courage but it can also help you to take large steps in your development. It could also form part of your conversation with your tutors and others who are providing support and supervision.

Basic Guidelines For Your Placement Experience

Different churches and denominations have differing expectations.

Readers in training should anticipate that once they have an idea of what happens and who people are, that they will be invited to participate in the following aspects of Sunday worship – not all of them every week!

- Reading
- Leading intercessions
- Preaching
- Administering the Chalice (if licensed to do so)
- Helping with children's activities or youth work
- Singing/Leading the Evening Office or Morning Prayer
- Leading or helping with informal worship e.g. all age worship

There may be a chance to assist in home communions, in bereavement and pre-funeral visits, baptism visits, Church meetings, music or drama groups youth and uniformed groups, children's activities, confirmation classes, Alpha or Emmaus courses, house groups and other fellowship and study groups of various kinds: remember that this needs to be concentrated around your Core Skills Tasks and the developmental needs you have identified in your portfolio work.

Some Important Do's and Don'ts

You should avoid (even if you are invited to) putting yourself in a position where you become the primary point of contact between a person and the placement church. You are in a training role and will only be in the community for a very short time, so it is important, especially when people take to you into their confidence, that you avoid becoming over- involved.

It is equally important that if you set up additional meetings to offer further support to individuals or families that you only do this with your minister's knowledge and agreement. Always make sure that the family or individual know that you will be keeping the minister informed of your visit.

DO be publically supportive at all times to your placement supervisor and her/his team. If you want to reflect negatively find an appropriate moment with the minister or staff team to do this, or talk it over confidentially with colleagues in College.

DO affirm the work of the team and the church.

It is easy to stand back as an outsider and be critical. Get involved and enjoy being a part of the household of that particular church for a while.

Do enjoy the privilege of being alongside a particular community of faith for a few months.

Essential Practicalities

Child Protection Training

It is a requirement of this college that you undertake a comprehensive course in child protection issues at the start of your training. This is a requirement for all Anglican and Methodist students. **You must not be involved in any aspect of children's work or commence your placement until you have done this training.**

CRB Clearance

You should already have completed the necessary CRB forms for the Representative Body of the Church in Wales and have returned the Notice of Fitness to Enter Training declaration. This will have been sent to your Diocesan Bishop for countersignature which confirms your Fitness to enter training.

Travelling with young people and children

No student should ever offer a lift to a child or young person unless an adult accompanies them. This is an **ABSOLUTE RULE**.

Robes etc.

Anglicans will have already purchased a cassock to begin training. Most parishes will be able to loan you a surplice or an alb for Sunday Worship – depending on the tradition of the church

It is very much a personal choice whether you buy additional items during your training period or not. Generally, in more catholic Anglican churches an alb (full length white robe) is worn for sacramental acts of worship. In 'low' churches and evangelical churches, a cassock and surplice is usually worn.

Books

Although many Reader Candidates do like to have their own personal copies of current prayer books etc... so they can mark them up and help find their way around them, these are by no means essential purchases. (Please do not 'borrow' books from the College chapel, as there are only just enough copies for some occasions.)

It is well worth investing in a few good books of themed or intercessory prayers and collects.

Other Important Matters

Family of a Reader Candidate

There is no requirement at all that the family of a Reader Candidate should attend the services at your placement church. Some spouses who have attended worship in the past like to do so in the parish/circuit where their partner is placed. Others choose to find a church which is closer to college or home where they can go regularly Sunday-by-Sunday throughout the whole year and are joined by their student partners as and when their commitments allow. Some use their time at college as a chance to have a break and re-think their own lives and callings. There is no right or wrong response and there are no expectations. It is the student-in-training who is called to Christian ministry, not the household in which s/he lives.

Spouses who want to be involved

Occasionally a spouse feels that s/he has a call to work alongside the Reader Candidate in his/her future ministry. Although it is the student who has been sponsored for training, there is nothing to stop a spouse engaging with the placement church, with the minister's agreement, in a way that enables the people in that place (and the spouse) to flourish and feel nurtured.

Children's involvement in the placement church

Placements can be an enjoyable way for children to make new friends and feel involved in the life choice that their parent wishes to make. However, for some, there may be practical or other reasons that make this an inappropriate option, and there are absolutely no expectations in this regard.

End of Placement Reports

Towards the end of your placement, your placement supervisor will write a report on your time with him/her. The process is outlined [above](#). The [report form](#) is included in this handbook together with forms for [Sermon Evaluation](#) and the [Short Parish Project](#). By the due date below you are expected to send to college a pack containing the following items

- Sermon evaluations from your placement supervisor (two for first years, one for second years)
- Sermon evaluations from your personal tutor (one for first and second years)
- A College of Preachers evaluation and reflection (one for first and second years – for second years this will be for the same sermon as the placement supervisor has assessed)
- A Short Parish Project reflection and evaluation form
- Small Group work assignments and evaluation (second year only)
- The end of Placement Report Form

The last date for submission is:

- **Friday 23rd March 2012**

If you are having problems completing your pack in time please contact college for further advice. The packs should be sent to

Placement Evaluations
 c/o Ruth Russell-Jones
 St Michaels College
 54 Cardiff Road
 Llandaff
 Cardiff CF5 2YJ

Saying good-bye (for those on placement outside their home church)

At the end of the placement the time will come when you have to say good-bye. Most church communities become attached to the students they have watched grow in confidence during the months you have worked alongside them. Some will want to mark your departure formally, others will not.

Whether the experience has been a marriage made in heaven or in your view, or something slightly less wonderful, it is important that you thank those people who have supported your ministry in the church – most notably the church stewards/churchwardens, and others who have encouraged you and worked alongside you. Find an appropriate way, also, to thank your placement supervisor for whom your presence may have been a blessing, but for whom you will also have made quite a lot of extra work!

Problems or concerns

Please talk these over with your placement supervisor and with the Dean of Ministry Development as early on as possible. It is important that you learn to deal with difficulties well, as it is a significant learning experience for your own ministry. Choosing or making an appropriate time for open and honest communication, without apportioning blame and recrimination, is far better than letting things fester – which may lead to serious misunderstandings or badly-timed outbursts.

Integration: Making Connections

Most students thoroughly enjoy the ongoing hands-on experience placements provide. It is also a very valuable opportunity for you to link practical experience with every aspect of your theological training. Try to make these connections whenever you can and bring them into discussion seminars, reflection groups, placement debriefing sessions and your written reflections given to your tutor. S/he who reflects, deepens, enriches, and learns from, experience! This is what is meant by contextual theology.

Appendix 1: Learning Outcome Statements – Readers

<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
Vocation Articulate a basic understanding of Christian lay ministry in its corporate and individual aspects.	Be able to give an account of their understanding of their ministry as a reader within the local and wider Church which is informed by study and reflection.	Be able to give an account of the ministry as a reader within the local and wider Church informed by further study and reflection upon experience.
	Demonstrate competency in a range of skills and abilities needed to exercise authorised lay ministry under supervision by being able to show basic skills as a reflective practitioner.	Demonstrate proficiency in a broad range of skills and abilities needed to exercise authorised lay ministry within a local church and the ability to do this in less-directed settings. Show developing skills as a reflective practitioner.
Ministry within the Church in Wales Be familiar with the tradition and practice of the Church in Wales and be ready to work within them. Show a sensitive appreciation for the distinct language, history and culture of the Welsh Church.	Be rooted in corporate worship in the traditions and practices of the Church in Wales, showing gifts and ability in leading public worship and preaching in ways that show understanding of and good practice in liturgy and worship.	Demonstrate gifts for and proficiency in leading public worship and preaching, showing understanding of and good practice in liturgy and worship in a limited range of settings.
	Show understanding of the insights and practices of other churches and traditions in worship, especially of ecumenical partners of the Church in Wales.	Demonstrate, where circumstances permit, engagement with ecumenical working relationships, especially with covenanting partners of the Church in Wales.
Spirituality Show evidence of a commitment to a spiritual discipline involving individual and corporate prayer and worship. Their	Demonstrate commitment to loving service in the Church rooted in a sustained and growing love of God, discipleship of Christ and pilgrimage in faith in the Holy Spirit.	Demonstrate loving service in the Church, expressed in collaborative ministerial contexts, discipleship of Christ and continued pilgrimage in faith in the Holy Spirit.

<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
spiritual practice should be such as to sustain and energise them in their daily lives.		
	Show evidence of a life increasingly formed and sustained by trust in and dependence on the gifting and grace of God.	Show evidence of a life and ministry increasingly formed, sustained and energised by trust in and dependence upon the gifting and grace of God.
	Be rooted and growing in a life of prayer shaped within the demands and disciplines of initial training and faithful Christian witness.	Be rooted and growing in a life of prayer shaped faithfully within the expectations of authorised lay ministry, corporate and personal worship and devotion.
Personality and character Candidates should be sufficiently mature and stable to show that they are able to sustain the demands of a public lay ministry. They should be seen to be people of integrity.	Show insight, openness, maturity, integrity and stability in the face of life's pressures.	Show insight, openness, maturity, integrity and stability in the face of life's pressures.
	Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability and demonstrate appropriate development.	Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability in response to a developing lay ministry and service.
	Exercise appropriate care of self, using the support provided by lay and clerical colleagues.	Exercise appropriate care of self, using the support provided by lay and clerical colleagues.
Relationships Candidates should demonstrate self-awareness and self-acceptance as a basis for developing open and healthy personal and pastoral relationships as ministers. They should respect the will of the Church on matters of	Form and sustain relationships, both with those who are like-minded and those who differ, marked by integrity, empathy, respect, honesty and insight.	Form and sustain relationships across a wide range of people, marked by integrity, empathy, respect and insight.

<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
sexual morality.		
	Demonstrate an awareness of good practice in some of the pastoral relationships which Christian ministry presents.	Demonstrate good practice in some of the pastoral relationships which Christian ministry presents, with the recognition of appropriate boundaries.
Lay leadership and collaboration Candidates should show potential ability to grow in localised leadership in the Church community and to some extent in the wider community. This ability includes the capacity to collaborate effectively with others.	Demonstrate openness and ability to gain from experiences and practices of being supervised.	Demonstrate ability to act as a creative, responsible and trustworthy colleague. Demonstrate a developing understanding of how power and leadership can best be stewarded to enhance the Church's collaborative ministry.
	Demonstrate effective collaborative ministry and an ability to work in teams in a limited range of settings, and learn from these experiences.	Exercise effective collaborative ministry, working effectively as a member of a team as an experienced lay minister.
	Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others.	Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others.
	Show developing skills in enabling and empowering other members of the Church in effective witness, service and mission.	Demonstrate appropriate skills in enabling and empowering other members of the Church in effective witness, service and mission.
Mission and evangelism Demonstrate a passion for mission that is reflected in thought, prayer and action. Work in partnership with others to help develop their vocations as witnesses and advocates of the Good News.	Participate in and reflect on the mission of God in the settings in which they are placed.	Participate in and reflect on the mission of God, creatively working with others to build up this mission in the settings in which they are placed.
	Engage in and reflect upon practices of mission and evangelism, changing	Demonstrate engagement in mission and evangelism in a range of contexts

<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
	forms of Church, and their relation to contexts, cultures, religions and contemporary spiritualities as appropriate to their calling and the context of their ministry.	appropriate to their calling and the context of their ministry.
	Show understanding of how adults learn with evidence that this is contributing to a growing ability to nurture others in their faith development.	Demonstrate a competent ability of nurturing others in their faith development.
	Communicate the gospel in a variety of media demonstrating sensitivity to audience and context.	Demonstrate ability to communicate gospel truth effectively in the context of ministry with different groups in church contexts.
Faith Candidates should show an understanding of the Christian faith and a desire to deepen their understanding. They should demonstrate personal commitment to Christ and a capacity to communicate the Gospel.	Demonstrate a growing basic engagement with scripture and the traditions of Christian thought within contemporary culture, characterised by faithful obedience and openness to new insights.	Be able to engage confidently with the Bible as text and as holy scripture, as skilled interpreters and communicators in relation to fundamental traditions of Christian thought.
	Form a life of study and reflection within the demands and disciplines of initial training.	Form and sustain a life of disciplined study and reflection that sustains public lay ministry.
	Show how personal commitment to Christ and discipleship is changing in the process of study and formation for authorised lay ministry.	Give an account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of authorised lay ministry.
Quality of mind Candidates should have the necessary intellectual capacity and quality of mind to undertake satisfactorily a course of theological study and ministerial preparation to certificate level (1 st year of a degree) and to cope	Interpret and use scripture within limited contexts, showing a basic grasp of exegetical and hermeneutic skills, communicating this in various settings clearly with reasonable accuracy and an awareness of the insights of critical study of the texts.	Interpret and use scripture showing growing exegetical and hermeneutical skills, communicating an understanding and engagement with scripture in ways that enable others to learn and explore.

<i>At selection candidates should</i>	<i>At the point of admission and licensing candidates should</i>	<i>At completion of IME candidates should</i>
<p>with the intellectual demands of ministry.</p> <p>Candidates should have sufficient computer and internet-related skills to engage with contemporary non-residential training.</p>		
	Demonstrate a basic understanding of the ways in which Christian beliefs and practices have developed in varying historical and cultural contexts.	Demonstrate continued and disciplined engagement with Christian beliefs and practices.
	Demonstrate basic skills as reflective practitioners who are able to engage across the spectrum of Christian tradition in ways that inform personal practices and which enable others to learn and explore.	Be skilled reflective practitioners, able to exercise appropriate wise judgement formed by the practice of supervision.
	Demonstrate basic awareness of and respect for beliefs, practices and spiritualities of other faith traditions.	Demonstrate basic awareness of and respect for beliefs, practices and spiritualities of other faith traditions.

Appendix 2

Ministerial Formation Portfolio

Taken from the directions for ordinands but the similar principles apply for Readers in training

Introduction

Ministerial formation is a rich and complex process in which many strands weave together to form you as Christian minister. Different aspects of the training offered at St Michael's will contribute in different ways to that process of formation. The process will be different for different people and much of the process is unmeasurable. But it is important to have some way of demonstrating that the process is underway and to give an account of progress according to set criteria. To this end we are introducing a portfolio approach to training. The Hind Report was a major report in the Church of England which considered the nature of theological education for ministry. As part of the process associated with this Report a set of outcomes were developed which state what stage ordinands and ministers should be at when they reach particular points: the point of selection (the selection criteria being related to these same areas), the point of ordination, the completion of IME (Initial Ministerial Education, i.e. the end of POT or Initial Continuing Ministerial Education), and appointment to first post of responsibility (i.e. first incumbency). These outcomes are equally serviceable for the Church in Wales and we are using these as a basis for providing an overall framework for the process of ministerial formation.

You will work with your tutor on developing a portfolio which builds up evidence that shows you are on track for meeting the outcomes expected at the point of ordination. You will use this as a basis for a self-reflection towards the end of each year, which in turn will form the basis of your annual report.

As a starting point you are asked to reflect on where you feel you are in the various areas covered as you start your training. Please write a short reflection on how you would assess your starting point in each of these areas. In doing this you will draw on the whole range of your previous life experience: work, education, Church & family life etc. This experience will be an ongoing resource for the building of your portfolio.

Discussion of this reflection will form the basis of your first tutorial with your personal tutor – you are not expected to write it before that meeting.

The purpose of the portfolio

The building of a ministerial formation portfolio is not intended to create a significant extra workload, though inevitably there will be some work involved in putting it together. The aim of the portfolio is to help you bring together the different elements of the formation process and to demonstrate to yourself and to others (College staff and through them to the Diocese) that you are growing and developing in the sorts of ways which the Church recognises as important for those exercising public ministry. It is also there to provide a foundation for an ongoing process of monitoring your growth and development after ordination. There are two further sets of outcomes after those in this document, one for the end of IME (Initial Ministerial Education, that is at the end of your curacy), and one at the point of entering the first post of responsibility (i.e. incumbency).

Rather than creating significant extra work the use of portfolio is intended to strengthen the formational process in a number of ways:

- It should help you get the most out of what you do in placements, core skills and the academic programme by helping you see how each of these is giving you opportunities for development in different areas.
- It should strengthen the tutorial relationship as the building of the portfolio and the discussion of your progress against the various outcomes will become an important part of that relationship.
- It should make the writing of reflections for your tutor a more focussed process which contributes directly to your formation. Gaps in the portfolio will suggest topics for you to explore in reflections and some of these will form part of the portfolio.
- It should help in the choice of assignment in some modules as the portfolio may suggest areas that are important for you to work on which you can do through an essay or other assignment.
- It should help in the process of self-assessment and report writing which will be revised to make substantial use of the portfolio.
- It should also help the College to identify if there are gaps in the training provided if we find that there are areas that students regularly struggle with.
- Finally, and perhaps most importantly, it should help you to take responsibility for your own formation as a Christian minister before God.

Building your portfolio

The learning outcomes are divided into general areas and specific outcomes. These continue through to the further two sets of outcomes mentioned above. The portfolio follows these divisions, so following this introduction there is a section for each general area. At the start of each section are pages which contain the specific outcomes and

suggestions of where you might be expected to find resources for meeting these outcomes and evidence that you are doing so. Under these boxes you will see two blank boxes: one is for you to list evidence which you are including in the portfolio (see the section on 'Evidence' below for the sorts of evidence you might include); the other is for you to note areas for development that may need further work, and ideas as to where and how you might do this work. In some cases each outcome is listed separately; in others they overlap so much that they are listed together. There will doubtless be some pieces of evidence which relate to more than one area – these can be located at the back of the portfolio and referred to in the relevant sections.

The portfolio sheets are available on the P: drive so they can be filled in electronically and then printed off for inclusion in the portfolio.

Evidence

As mentioned above, a box by each outcome (or set of outcomes) lists the elements of the formation process where you should find resources to help you meet the specific outcomes. Most of these resources will provide some form of evidence that you can include in the portfolio. Here are some examples:

- An essay or other piece of work for an academic module
- A supervisor's report or other form of feedback from a placement, such as an e-mail
- A sermon evaluation form
- A reflective task undertaken as part of a Core Skills module
- Feedback from a tutor
- A critical incident reflection
- A journal extract
- A blog entry
- A piece of theological reflection
- A reflection for a tutor - where there is something you feel you have learned through an experience which is difficult to evidence, one possibility is to use this experience as the basis for a reflection to your tutor. This reflection can then be included as a piece of evidence in the portfolio.

Previous Experience

In building your portfolio and gathering evidence to support the different areas, your experience prior to College will be very valuable. You are encouraged to draw on this experience – work, education, family and Church life – in building the portfolio. Evidence such as letters of commendation, references, e-mails, blogs, journal extracts and reflections may be useful here.

Appendix 3a: What students say ...

What makes for a good placement?

Flexibility to balance home/family/work/academic study etc

A good supervisor who has lots of enthusiasm

A supervisor who is committed to sharing experience

A supervisor who is a good listener

An experience where you can reflect in a supportive environment.

A place where you can feel secure to take these first steps - a safe place to make mistakes.

A supervisor who is supporting and encouraging

Hands on practical experience

Good two way communication

Clearly defined expectations but not controlling

Challenging - stretch but not break

A variety of experiences

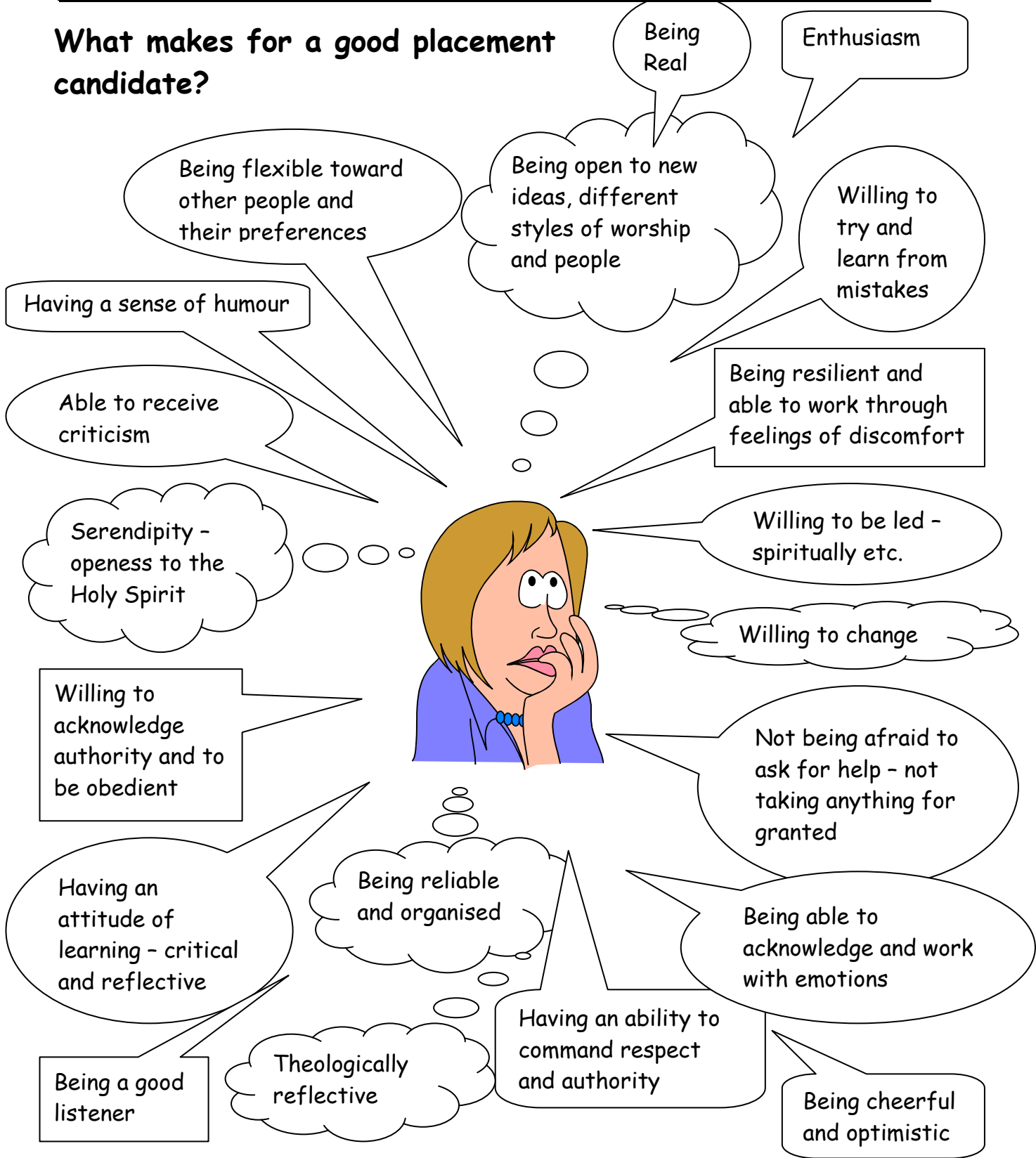
An educative experience where your horizons can be broadened - an outside the box experience

To be treated as an adult

Geographically practical

Appendix 3b: What students say ...

What makes for a good placement candidate?



Appendix 4: St Michael's College Sermon Evaluation Form

Name of Student:

Date:

Name of Church:

Type of Service:

Tutor's / Supervisor's comments

1. How would you describe the genre of the sermon? What sort of sermon was this (e.g. teaching, expository, thematic, meditation, challenging, evangelistic, all-age worship talk)? Not every sermon can do everything, and there are quite different approaches to preaching: the purpose of this question is to enable the sermon to be judged on its own terms.
2. What was the aim of the sermon?
3. How did the sermon engage with the text?

4. What use was made of other theological resources, such as experience, tradition and reason?

5. How did the sermon engage with the congregation and/or the wider context?

6. Please comment on the structure and flow of the sermon, including the beginning and ending.

7. What use was made of illustration, and how effective was this?

8. Please comment on the delivery of the sermon.

9. What were the 2 strongest points of the content of the sermon?

10. What were the 2 strongest points of the delivery of the sermon?

11. What aspects could be developed further?

Signed (Tutor) Date

Student's Comments

Comment on your learning as a result of preaching this sermon and suggests ways in which you could (a) further improve on your communication skills and (b) further develop the theological focus of the sermon

SignedDate

Appendix 5: St Michael's College: Placement Report Form

Student.....**Course**.....**Year of Course**.....

Dates of Placement

Placement Venue

Placement Supervisor

SECTION I – To be completed by the student

1a Work Undertaken/Experienced. A brief descriptive list of the different activities shared and undertaken by the student during the placement:

Ib Yet-to-be Experienced. A note of specific work events not yet experienced which are needed to complete the student's practical preparation for ministry:

SECTION II. CHECK-LIST – To be completed by the Supervisor:

Please use the following check list as indicated, and then add your own free responses, as appropriate, in the latter part of the report, to give a fuller picture of the student’s time with you and your assessment of him/her.

Please circle the relevant figure against the competencies below. 1 is a low score, 5 is a high score. If a particular question is not relevant to the activity, circle ‘NA’.

How far does the student.....

A. Communicating and Engaging

- 1. Develop good working relationships with colleagues 1 2 3 4 5 NA
- 2. Develop good working relationships with adults 1 2 3 4 5 NA
- 3. Develop good relationships with children/young people 1 2 3 4 5 NA
- 4. Communicate ideas clearly and appropriately 1 2 3 4 5 NA
- 5. Maintain appropriate confidentiality 1 2 3 4 5 NA
- 6. Evidence appropriate listening skills 1 2 3 4 5 NA

B. Enabling and Promoting

- 1. Work collaboratively 1 2 3 4 5 NA
- 2. Create opportunities for others to use their gifts 1 2 3 4 5 NA
- 3. Provide information for others to take an active role 1 2 3 4 5 NA
- 4. Promote the activity without taking inappropriate control 1 2 3 4 5 NA

C. Assessing and Planning

- 1. Gather and record information about the activity 1 2 3 4 5 NA
- 2. Manage time effectively 1 2 3 4 5 NA
- 3. Plan ahead and prioritise work 1 2 3 4 5 NA
- 4. Assess and review their own work realistically 1 2 3 4 5 NA

D. Intervening and Contributing

- 1. Intervene in a positive way in situations and relationships 1 2 3 4 5 NA
- 2. Sustain and encourage others in their faith journey 1 2 3 4 5 NA
- 3. 3.Teach and proclaim the gospel effectively 1 2 3 4 5 NA

SECTION III Open Response : To be completed by the Supervisor

4. 1 Particular Strengths and Aptitudes of the Student

2. Issues to be Addressed in Future

3. Additional Notes

4. Overall Impression of the Student during the Placement

Supervisor's Signature

Date

Student's Comments:

5. Student's Signature

Date

6. Notes for Completing the Report Form

If you would prefer to complete this form electronically, please request this via email to Mrs Heather Jenkins : hj@stmichaels.ac.uk

ALL OF PAGE ONE TO BE COMPLETED BY STUDENT:THE REST BY THE SUPERVISOR

Section 1a : Work Undertaken/Experienced – **to be completed by the student**

This should be a summary in list-form of all you have done and experienced on the placement

Section 1b – to be completed by the student. This isn't, strictly speaking, part of the placement report, but is intended to provide a useful check list of the areas of experience still needed to complete your practical preparation for ministry.

Section II

Please use N/A for any questions in this check-list that don't apply.

Note that (1) is a low score and (5) a high score. If the check-list raises issues that need further comment or omits matters where comment is needed, please be sure to add these in Section III of the Report.

Section III 1 and 2

Particular strengths and aptitudes of the student, or issues that need to be addressed in future training should include comments on matters such as:

The student's relationships with you and other Church leaders, and with others in the wider community and his/her commitment and ability to work collaboratively;

The student's ability to reflect theologically on events and everyday life in the church and local community;

The student's ability to communicate effectively, with different age groups and genders, in formal and informal situations, and when leading worship;

Self-awareness and readiness to modify behaviour when necessary;

Punctuality, reliability, ability to prioritise, organise, prepare

You may also wish to comment on the student's readiness to

Respond to new situations and ideas and maximise learning opportunities

Discuss strengths and weaknesses; ask for help when needed, respond to criticism

Manage conflict appropriately

Relate theory to practice

Relate prayer worship and reflection to pastoral practice

Or/and on practical matters such as voice production, participation in meetings and events, audibility, commitment

Section III 3 – Additional Notes

Please add any thoughts or comments arising from the student's placement with you that don't seem to fit in elsewhere.

(Note – your comments on his/her preaching ability are recorded on the sermon assessment form, and don't need to be added here)

Section III 4 – Overall Impression

Signatures and Student's Comments

Please be sure to allow time to discuss this report with your student **before** the end of the placement, and to give him/her the opportunity to add comments. As soon as the form has been completed, discussed and signed, **please return it straight away to:**

The Rev'd Stephen Adams

St Michael's College 54 Cardiff Road, Llandaff CARDIFF CF5 2YJ

Appendix 6: Learning Journals

We tend to remember some events very clearly, while other important ones are often forgotten. A learning journal is a way of keeping a record of the important events and your reflections upon them.

There are lots of different ways of keeping a journal and you need to find one which works best for you. At its most basic a journal is simply a notebook in which you make notes, draw sketches or pose questions which record your thoughts, feeling, insights and experiences about a particular topic you want to learn more about over a period of time. This notebook can then be used in a more structured process of either individual or group reflection.

Keeping a learning journal about your placement is a good way to learn to from the experience. Use it to (briefly!) record what you did and saw and what you thought and felt about it, focusing particularly on things which inform your growing understanding of pastoral practice. It will be an invaluable source of information when you come to write your final assignment!

The learning journal will remain confidential to you, although you might use incidents from it for a critical incident analysis and/or your portfolio and you can then choose how much or little of it you share.

Charles Chadwick and Phillip Tovey suggest the following simple ground-rules for those new to journaling:

- ❖ Keeping a journal is a very helpful discipline in capturing experience that will enrich your learning.
- ❖ The journal is a confidential document. No-one may see it without your permission.
- ❖ You may, however, wish to quote bits when you are reflecting with others or writing out an analysis of events.
- ❖ You may change names for reasons of confidentiality when you are sharing with someone else.
- ❖ What do you put in it?
 - Jottings of events
 - Evaluations of activities
 - Snippets of key conversations
 - Ideas that strike you when reading or listening
 - Thoughts about anything
 - Plans for future action
 - Poems/prayers you write.

It is also worth spending a bit of time every few weeks reflecting on what you have written in the journal and then recording the key learning points for you on a new page. This provides a useful summary of your developing understanding of pastoral practice and may well raise questions which you want to explore as part of the placement.

Appendix 7: College of Preachers

*The following is an excerpt from the booklet *What did you make of your sermon?* published by The College of Preachers. You will be given a copy of the booklet to help you in developing your preaching skills. The questions below should be used for one of your sermon evaluations following the guidance [above](#) on using this material.*

What did you make of your sermon?

Some questions to help you take stock of your own preaching.

A good sermon energises the listeners and invites them to think or behave differently through the hearing of God's Word. Ask a friend or friends to assess your next sermon by answering the following questions. You will need about 15mins (perhaps longer) within a few days of the sermon to talk these through.

Questions for sermon listeners:

- What did you hear as the central message in the sermon? How did that message reach you – through a story, an image, or a persuasive piece of argument?
- In what ways did God speak to you through this sermon? Did the sermon help you to understand the passage(s) of scripture afresh?
- How did the sermon unfold? Did it keep your interest? In what ways?
- How did the sermon lead you to explore new connections with scripture and the world?
- What feelings did the sermon stir within you, and what was it that sparked them off?
- What did the preacher reveal about his/her personality in the sermon, and how did their Christian experience come through?
- If the preacher were to preach this sermon again, where could it be improved?
- What will you take from this sermon into the future?

The College of Preachers

www.collegeofpreachers.org.uk

Appendix 8: Short Parish Project

Name of Student	
Name of Parish and Incumbent	Contact Details of Incumbent
Experiences and work undertaken	
Reflection by the student – on a separate sheet and attached	
Sermon Evaluation – on a separate sheet and attached	
Brief Report by the incumbent of The Short Parish Project	
Comments from the Student	
Signature of incumbent of The Short Parish Project	Date
Signature of Student	Date

Appendix 9: Supervision

Supervision, Mentoring, Coaching, and Spiritual Direction are close cousins to one another and utilise many of the same skills of listening and discernment. The supervisory role of incumbent to new or trainee minister is helpfully described in *Supporting New Ministers in the Local Church - A Handbook* (SPCK, 2007), by Lamdin and Tilley. There they describe four distinct but overlapping roles in supervision:

- Manager
 - Theological words – *Steward and Shepherd*
 - Having managerial oversight of a junior colleague with regard to directing and allocating work, ensuring quality and other practicalities
- Educator
 - Theological word – *Teacher*
 - Induction into the professional ministry – the knowledge, attitudes and behaviour that are consonant with ordained ministry
- Mediator
 - Theological words – *Intercessor and Mediator*
 - Engaging with others on behalf of the junior colleague, protecting from situations where they are likely to be overwhelmed, directing to sources of support and encouragement.
- Supporter
 - Theological word – *Pastor*
 - Giving objective support – at times helping the individual to own and face up to issues they find difficult. Helping them to analyse and pray about what is going on – both internally and externally – and to determine a range of options.

Not all of these roles will feature equally in every supervision session. However, it is easy to see how the managerial role of organising the diary and taking care of other practicalities can unbalance the supervision relationship. It is important that the other three roles are also given sufficient time.

This is best achieved by making separate meetings for different purposes: business meetings for organising the diary and planning parish events and supervision meetings for the more reflective, spiritual work of ministry supervision. Lamdin and Tilley provide lots of useful guidance on this and the appendices of their book have a number of practical tools to assist the process.

Appendix 10: Overview of Placement Year

An Overview of the placement year 1			
Date	Sundays on Placement	Student Tasks	Student Portfolio work
02/10/2011		Your Learning Agreement with your Placement Supervisor should be complete and sent to college for signing. Four weeks of the Short Parish Project - a mini-placement in a different local church.	Write reflections on your placement experiences for your portfolio. Discuss questions and things you are learning with your placement supervisor and personal tutor.
09/10/2011		Make sure you're arranging preaching dates with all of your placement supervisors and listeners.	
16/10/2011			
23/10/2011			
30/10/2011		Sundays from here on are in your home parish under the supervision of your 'home' incumbent.	
06/11/2011			
13/11/2011			
20/11/2011			
27/11/2011			
04/12/2011		You should have two of your sermons preached by now. Have your sermon listeners completed the sermon evaluation forms? Discuss them with your personal tutor, put a copy in your portfolio and another copy in your pack of evaluations.	
11/12/2011			
18/12/2011			
25/12/2011		Arrange a date with your placement supervisor in the week beginning 11 March so that you can discuss your completed end of placement report. Make sure you are filling out section one of the end of placement report form	
01/01/2012			
08/01/2012			
15/01/2012			
22/01/2012			
29/01/2012			
05/02/2012		Placement supervisor working on the placement report ready for a meeting next week. This report will be taken to the student's meeting with the personal tutor.	Write reflections on your placement experiences for your portfolio. Discuss questions and things you are learning with your placement supervisor and personal tutor.
12/02/2012			
19/02/2012		The student and personal tutor meet this week to discuss the overall report for the year, including the placement report	
26/02/2012			
04/03/2012			
11/03/2012			
18/03/2012		You should have preached all four of your sermons now. Make sure you have all four sets of sermon evaluations completed.	
23/03/2012		Deadline for returning the pack of placement evaluations to college - sermon evaluations and end-of-placement report. A copy of your evaluations and report should also be in your portfolio.	

An Overview of the placement year 2			
Date	Sundays on Placement	Student Tasks	Student Portfolio work
02/10/2011		You should review your Learning Agreement with your placement supervisor. Arrange preaching dates with placement supervisors and listeners.	Write reflections on your placement experiences for your portfolio. Discuss questions and things you are learning with your placement supervisor and personal tutor.
09/10/2011			
16/10/2011			
23/10/2011			
30/10/2011			
06/11/2011			
13/11/2011		The second year short parish project should take place over four Sunday in this term	
20/11/2011			
27/11/2011			
04/12/2011		You should have one of your sermons preached by now. Have your sermon listeners completed the sermon evaluation forms? Discuss them with your personal tutor, put a copy in your portfolio and another copy in your pack of evaluations.	
11/12/2011			
18/12/2011		Arrange a date with your placement supervisor in the week beginning 11 March so that you can discuss your completed end of placement report. Make sure you are filling out section one of the end of placement report form	
25/12/2011			
01/01/2012			
08/01/2012		Some students will find it more helpful to do the short parish project or small group learning event in this break	
15/01/2012			
22/01/2012			
29/01/2012			
05/02/2012		Placement supervisor working on the placement report ready for a meeting next week. This report will be taken to the student's meeting with the personal tutor.	Write reflections on your placement experiences for your portfolio. Discuss questions and things you are learning with your placement supervisor and personal tutor.
12/02/2012			
19/02/2012		The student and personal tutor meet this week to discuss the overall report for the year, including the placement report	
26/02/2012		The Small Group Learning Event takes place this term	
04/03/2012			
11/03/2012			
18/03/2012		You should have preached both of your sermons now. Make sure you have both sets of sermon evaluations completed.	
23/03/2012		Deadline for returning the pack of placement evaluations to college - sermon evaluations and end-of-placement report. A copy of your evaluations and report should also be in your portfolio.	

Appendix 11: Learning Agreement with Placement Supervisor

Reader candidates undergo a significant change in role as they prepare for public ministry. It is important that there is a robust learning agreement between the student Reader and the supervising incumbent. This is particularly the case where the student Reader has previously worshiped in the church and is perhaps making the transition from the pew to the 'front.'

The following draft agreement should form the basis of an open discussion between the trainee Reader and the placement supervisor.

Placement Learning Agreement for a Reader in Training

Introduction

This Learning Agreement is not intended to be a legally binding agreement but it ensures that the learner and their supervisors have discussed, understood, and accepted the expectations of the training post. The agreement is between:

The learner

[name], as Reader in Training of [parish],

and the supervisors

the incumbent [the Reverend or other title] [name], as the incumbent of [parish] ,

and St Michaels College [name of St Michaels staff member] .

Duration

The agreement shall apply for the period of the Reader candidates training. The agreement should be reviewed regularly and at least once a year.

Mutual Expectations

The learner and supervisors have discussed the purpose of ministry in the parish/benefice and how the incumbent sees his or her role in relation to the congregation and community. A note of this discussion has been made and is attached to this agreement, it covers the following points:-

- ❖ What the incumbent can expect of the Trainee Reader:
- ❖ What the Trainee Reader can expect of the incumbent:
- ❖ Parameters of authority and confidentiality.

It is agreed that there will be consideration of the learner's specific training needs relating to their personal development in IME 1-2.

It is the responsibility of the incumbent and learner to identify opportunities for training in the parish [in accordance with the guidelines in the St Michaels College Reader Placement Handbook].

It is the responsibility of the learner to participate in identifying their personal training needs; to co-operate with the supervisors; and to keep an appropriate record of their development according to St Michaels College guidelines.

Supervisory and Working Arrangements

Supervision of a Reader Candidate is the shared responsibility of St Michaels core staff, the Diocesan Course Director, the students Personal Tutor and the Placement Supervisor.

The Placement Supervisors and learner have agreed who is responsible for arranging formal meetings/contact and agree the agenda, if appropriate, for the regular formal contacts each year (*at least monthly*) between learner and supervisor or supervisory team. However additional meetings may be initiated if necessary.

It is the responsibility of the learner to make a record of the formal contact with their supervisors, along with a list of any agreed action points.

The supervisors will ensure that the learner is advised of appropriate diocesan policy and procedures. The student agrees to observe these requirements.

The supervisors will give guidance about the nature of work to be carried out and the standards expected.

Allocation of Time

A programme has been prepared, agreed between the learner and supervisors and attached to this agreement to show how the learner's time will be allocated appropriately to the activities detailed in the St Michaels College Placement Handbook for Reader Candidates. This also details any quality standards we have agreed will be maintained.

Progression and Monitoring

The supervisors will ensure that the student is aware of the requirements for progression including, the procedures for supervision sessions, reviews of progress and the reporting process.

The learner and the supervisors will agree deadlines for the completion of tasks and submission of work.

Commitment

We confirm that, at our meeting on(date)

We committed ourselves to striving for a productive, trustful and honest working relationship, aiming for readiness for Licensing as a Reader.

We reached agreement on our roles and responsibilities as learner and supervisors in accordance with the above summary.

..... **Learner**

..... **Incumbent**

..... **St Michaels College**

.....**Diocesan Course Director (where applicable)**

Once signed this a copy of this agreement should be kept for reference by each party.