



Placement Handbook
For
Residential Ordinands
2011/12



Contents

Contents	1
To Placement Supervisors	4
Introduction	4
Purpose of Placements	4
Supervision	4
Half-Days	5
Boundaries	5
Placement Supervisors' Days	5
Ministerial Formation Portfolio	5
Reports	6
Principles of Assessment	6
Sermon Evaluation	7
Key Dates.....	7
Assessed Placements for Module RT7207	7
Contacts.....	8
Thanks	8
To Students	9
Welcome	9
Learning Outcomes	9
Methodist Students.....	10
Getting Started	11
Information received by Placement Supervisor	11
Making contact with your Placement	11
Your First Sunday in the Placement.....	11

Dates and Practical Arrangements	13
A Regular Routine.....	13
Beginning and Ending Dates	13
Placement half-days	14
Ministerial Formation Portfolio	14
Illness.....	15
Preaching.....	16
Organising Dates for Preaching	16
Preparing for an Assessed Sermon	16
360° Evaluation using The College of Preachers' Method.....	17
Reflecting on your preaching	18
Basic Guidelines For Your Placement Experience	19
Some Important Do's and Don'ts.....	20
Essential Practicalities	21
Child Protection Training	21
CRB Clearance	21
Travelling with young people and children	21
Expenses	21
Robes etc.....	22
Books	22
Other Important Matters	23
Family of an ordinand.....	23
Spouses who want to be involved.....	23
Children's involvement in the placement church.....	23
End of Placement Reports	23
Saying good-bye	24
Problems or concerns	24

Integration: Making Connections	25
Appendix 1: Learning Outcome Statements	26
Appendix 2 Ministerial Formation Portfolio	31
Introduction	31
The purpose of the portfolio	31
Building your portfolio	32
Evidence	33
Previous Experience.....	33
Appendix 3a: What students say	34
Appendix 3b: What students say	35
Appendix 4: St Michael’s College Sermon Evaluation Form	36
Appendix 5: St Michael’s College: Placement Report Form	39
Appendix 6: Pastoral Placement Module RT7207 Critical Event Analysis	45
Appendix 7: Pastoral Placement Module RT7207 Learning Journal ..	46
Appendix 8: College of Preachers	48
What did you make of your sermon?	48
Appendix 9: Supervision	49
Appendix 10: Overview of Placement Year	50

To Placement Supervisors

Introduction

Thank you for agreeing to have one, or more, of our students at St Michael's College in this academic year. We greatly value your willingness to undertake this task and to share with us in the continuing development of our 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

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).

Half-Days

In the course of the placement, students are expected to commit fifteen half days (or equivalent whole days) to the placement in addition to Sunday. This gives the opportunity to experience some aspects of ministry on weekdays.

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. We are able to make them available on Sundays and for fifteen half days throughout the placement. Please resist the temptation to spend additional time with the student above these requirements. 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.

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

Students are expected to preach four times in the course of the placement and we would be grateful if you would evaluate their sermon on two of those occasions using the [form in the appendices](#). The two remaining sermons will be evaluated by College Tutors and/or the [College of Preachers method](#) in the appendices of this handbook.

Key Dates

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

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 (two from their placement supervisor and two from their personal tutor – one of which will also have been evaluated using the [College of Preachers](#) method)
- The Placement Report form

The Placement Report Form is the one which will be completed closest to the submission date. As the completed form needs to be discussed with the student prior to this, we suggest that you set an appointment for this discussion in the week before the due date (i.e. the week of the 7th March). 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.

Assessed Placements for Module RT7207

Some students will be following the academic module [“RT7207 - Pastoral Ministry Placement.”](#) These students are expected to do three Critical Event Analyses of pastoral experiences from their placement. We ask that two of these are done with the

placement supervisor and they should follow the structure given in the the handbook for RT707 – this is also reproduced in the appendices of this handbook.

Contacts

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If there are any problems or issues during the course of the placement do get in touch with 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. You'll find a useful overview of the placement year in [Appendix 10](#)

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 encounter any difficulties on your placement, do let us know as soon as possible.

Please be sure to be thoroughly familiar with this handbook before your meeting with your Placement Supervisor. In particular, you need to be clear about the dates of the Sundays you will be available to spend at the placement. The times for preaching and the eight half days can be worked out as the year goes on. But you do need to know when you will be starting in your placement.

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

Learning Outcomes

The appendices contain the [learning outcome statements](#) for ordinands. These serve as a very useful integrating framework for formation during initial ministerial education (IME). The particular learning outcomes for the placement should be read in the light of these broader outcomes as they will also indicate how the academic and practical elements of study form an integrated whole.

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

- Describe the church you 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.
- Be able to describe what worship, mission, pastoral care and leadership mean in the life of a parish.
- Be able to describe what worship, mission, pastoral care and leadership mean in the life of a placement supervisor
- 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. Some form of record of the experiences and recording of your theological reflections should be included in your portfolio. Your 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)

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.

Getting Started

Information received by Placement Supervisor

Your Placement supervisor will have received

- Instructions on accessing this handbook
- a copy of the 'Student Profile' form sent to you with your induction pack - provided you filled it in and returned it in good time. (Please be sure to give this in immediately if you have not already done so).
- a copy of the Notice of Fitness to Enter into Training, signed by you and countersigned by your Diocesan Bishop.

Making contact with your Placement

You will need to make contact with your Placement Supervisor to arrange your first Sunday there. He or she will need to have a contact number for you, if possible, so that they can contact you during the week if necessary. Your first Sunday at the Church will be Sunday 3rd October 2010.

Your First Sunday in the Placement

If at all possible attend the early or evening service as well as the main act of worship on your first Sunday. This will give you a feel for the variety of people the placement nurtures.

Take your time and enjoy being with people. You don't have to make a big impact! You are a visitor in the placement for a relatively short time and your role is to learn more about the church you will serve, the practicalities of ministry and mission, and what leadership means. You are observing this: you are not meant to be a leader yourself (that would be disrespectful to the parish) and it will take time to find out what your role is.

Stay for coffee after the service, or, if there isn't any, stay and talk with people afterwards for as long as you can. Making good contact with people in the early days will help you to get a feel of the place more quickly.

Dates and Practical Arrangements

A Regular Routine

Once term has got under way, you are expected to be in your placement Church each Sunday in the Michaelmas Term (apart from one weekend) as well as in the Spring Term (apart from one weekend).

You should be available to participate in all services as agreed (normally at least one and not more than two on each Sunday of your placement) and should arrange with your placement supervisor beforehand what your role or contribution will be in each service. In general, you should do as asked by the incumbent unless there are particular reasons why you need to negotiate something different. If you are unable to attend a service you should discuss this in advance. In addition the placement supervisor may ask you attend other events on a Sunday. These may be one-off events like a Christmas party or a special children's activity or it may involve a more regular commitment.

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 in your placement outside of these dates.

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

Placement half-days

As well as the commitment of 15 Sundays you are expected to spend 15 half-days (or an equivalent number of whole days) in your placement. For some students this will be best arranged as a full week outside of the placement period, for others as mixture of the two. Much will depend on the context of the placement and the availability (due to family or other commitments) of the student.

Remember, that the purpose of your weekday time in the parish is to deepen your understanding of essential ministerial skills, rather than to become a temporary assistant minister, or experience everything the placement has to offer.

You need to arrange the dates of your eight half-days (or mixture of full days and half days adding up to that amount) **at times which are mutually convenient for you and your incumbent/minister and WHICH DO NOT CLASH WITH ANY OTHER COLLEGE COMMITMENT.**

Your 15 half-days or equivalent mixture of full and half days should include, when possible, the opportunity to share in the daily Offices (Anglican), and other times of prayer. It is also likely to include a number of evenings and, perhaps, some Saturdays. Please keep your tutor informed of dates/times of the days and half days you will spend in the placement.

During these days you will be under the direction and supervision of your placement supervisor, but you are encouraged to discuss issues raised for you not only with your supervisor, but also with others in College and with tutors and fellow-students on relevant courses. Use every opportunity you can to relate practical experience in the placement with all aspects of your study and theological reflection.

Ministerial Formation Portfolio

All ordinands 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 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 four 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. It is a large increase in responsibilities anyway that you will preach twice a term. Two of your sermons will be assessed by your Tutor and two by your Placement Supervisor. One of your sermons should also use the College of Preachers' 360° method of evaluation in addition to the evaluation done by your Tutor or Placement Supervisor.

N.B. As there are a number of diaries to co-ordinate (your own, the placement supervisor's and your Tutor's) 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 use 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.

Church in Wales and Church of England ordinands 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
- 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

During placement days and half days, you will have opportunities to see the Monday to Saturday life of a placement supervisor. 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 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**.

Expenses

The college will reimburse travelling expenses to and from the placement. If you travel by public transport you will need to keep bus tickets or train tickets. If you travel by car, a mileage allowance is payable. Forms and further details are available from the Finance Officer or from Reception. Please note: if you choose to worship at your placement church on additional Sundays or other days, beyond those required for the placement, or if you choose to make journeys in addition to those for your 15 half days (or equivalent of full and half days) you are welcome to do so, but this has to be at your own expense. The mileage allowance or travel reimbursement is only available for the 15 official Sundays you spend in the placement plus the half and full days as arranged and agreed.

Please return the reimbursement forms to Heather Jenkins for checking and signing by the Dean of Ministry Development.

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 ordinands 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 an ordinand

There is no requirement at all that the family of an ordinand 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 ordinand/student minister 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. This can be particularly useful if you are new to Cardiff and your children are of school age or younger. 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 [report form](#) is included in this handbook together with forms

for [Sermon Evaluation](#). 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)
- Sermon evaluations from your personal tutor (two)
- A College of Preachers evaluation and reflection (on one of the above sermons)
- 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 speak to your tutor for further advice. The packs should be sent to

Placement Evaluations
c/o Heather Jenkins
St Michaels College
54 Cardiff Road
Llandaff
Cardiff CF5 2YJ

Saying good-bye

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

Learning outcome statements for ordained ministry within the Church in Wales			
At selection candidates should	At the point of ordination candidates should	At completion of IME candidates should	In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should
<p>Vocation</p> <p>Be able to speak to their sense of vocation to ministry and mission, referring both to their own conviction and to the extent to which others have confirmed it. Their sense of vocation should be obedient, realistic and informed.</p>	<p>Be able to give an account of their vocation to ministry and mission and their readiness to receive and exercise ordained ministry as a deacon within the Church of God.</p>	<p>Be able to give an account of their vocation to ministry and mission and their readiness to receive and exercise ordained ministry as a priest within the Church of God.</p>	<p>Demonstrate capacity to bear a public and representative role in ministry and mission, and a readiness to exercise oversight and leadership in their ordained ministry.</p>
	<p>Demonstrate proficiency in a range of skills and abilities needed to exercise public ministry under supervision by being able to show basic skills as a reflective practitioner.</p>	<p>Demonstrate proficiency in a broad range of skills and abilities needed to exercise public ministry and leadership of a local church, and the ability to do this in relatively unsupervised settings. Show developed skills as an effective reflective practitioner.</p>	<p>Demonstrate proficiency in the skills needed to exercise leadership and supervision of others in a position of responsibility by being able to show sophisticated skills as an effective reflective practitioner and the capacity to develop these further.</p>
	<p>Ministry within the Church in Wales.</p> <p>Be familiar with the tradition and practice of the Church in Wales and be ready to work within them.</p>	<p>Demonstrate familiarity with the legal, canonical and administrative responsibilities appropriate to the newly ordained and those working under supervision.</p>	<p>Demonstrate working understanding of and good practice in the legal, canonical and administrative responsibilities of those in public ministry with supervised responsibilities.</p>
	<p>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.</p>	<p>Demonstrate gifts for and proficiency in leading public worship and preaching, showing understanding of and good practice in liturgy and worship in a wide range of settings.</p>	<p>Demonstrate skill in presiding in public worship in the congregation(s) in ways that foster rich corporate worship.</p>

Learning outcome statements for ordained ministry within the Church in Wales

At selection candidates should	At the point of ordination candidates should	At completion of IME candidates should	In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should
	Demonstrate awareness of the church's roles and opportunities in public life and institutions, and in relation to secular agencies and other faith communities.	Demonstrate working understanding of the practices of Christian ministry in a range of public settings, agencies and faith communities.	Demonstrate ability to take a leading role in working with other partners, representing the church in public life and other institutions, and working with other faith leaders where possible.
	Show understanding of the insights and practices of other churches and traditions in worship, especially of ecumenical partners.	Demonstrate engagement with ecumenical working relationships, especially with covenanting partners.	Demonstrate the ability to work ecumenically and to encourage ecumenical co-operation.
<p>Spirituality</p> <p>Show evidence of a commitment to a spiritual discipline, involving individual and corporate prayer and worship. Their spiritual practice should be such as to sustain and energise them in their daily lives.</p>	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 effective and collaborative leadership, discipleship of Christ, and continued pilgrimage in faith in the Holy Spirit.	Demonstrate loving service in the Church, in personal discipleship, in diaconal and priestly ministry, in collaborative leadership and oversight of others, and in faithful response to the leading of the Holy Spirit.
	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 formed, sustained and energised by trust in and dependence on the gifting and grace of God.	
	Be rooted and growing in a life of prayer shaped faithfully within the demands and disciplines of initial training and the expectations of public ministry.	Be rooted and growing in a life of prayer shaped faithfully within the expectations of public ministry, corporate and personal worship and devotion.	Form and sustain a life of prayer that provides sustenance for the strains and joys of leadership.
<p>Personality and character</p> <p>Candidates should be sufficiently mature and stable to show that they are able to sustain the demanding role of a minister and to face change and pressure in a flexible and balanced way. They</p>	Show insight, openness, maturity, integrity and stability in the face of pressure and changing circumstances.	Show insight, openness, maturity, integrity and stability in the pressure and change entailed in public ministry.	Be able to facilitate and enable change.
	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 new context of public ministry.	Engage with others to reflect with insight on a personal style of leadership, its strengths and weaknesses in context, and demonstrate appropriate development.

Learning outcome statements for ordained ministry within the Church in Wales

At selection candidates should	At the point of ordination candidates should	At completion of IME candidates should	In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should
should be seen to be people of integrity.	Exercise appropriate care of self, using the support provided in initial training.	Exercise appropriate care of self, through developing sustainable patterns of life and work, and effective support networks in the context of public ministry.	Exercise appropriate care of self, through developing sustainable patterns of life and work, and effective support networks and facilitate the appropriate care of colleagues.
Relationships Candidates should demonstrate self-awareness and self-acceptance as a basis for developing open and healthy professional, personal and pastoral relationships as ministers. They should respect the will of the Church on matters of sexual morality.	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, including in situations of conflict and disagreement, marked by integrity, empathy, respect, honesty and insight.	Show skill and sensitivity in resolving issues of conflict within the church community and the formation of a corporate life in the presence of diversity within that community.
	Demonstrate good practice in a limited range of pastoral relationships, and learn from these experiences.	Demonstrate good practice in a wide range of pastoral and professional relationships.	Demonstrate the ability to supervise others in the conduct of pastoral relationships.
Leadership and collaboration Candidates should show ability to offer leadership in the Church community and to some extent in the wider community. This ability includes the capacity to offer an example of faith and discipleships, to collaborate effectively with others, as well as to guide and shape the life of the church community in its mission to the world	Demonstrate openness toward and ability to gain from experiences and practices of being supervised.	Demonstrate ability to supervise others in a limited range of roles and responsibilities.	Demonstrate ability to supervise and manage others, both lay and ordained in formal settings of training and practice.
	Demonstrate effective collaborative leadership and an ability to work in teams in a limited range of settings, and learn from these experiences.	Exercise effective collaborative leadership, working effectively as a member of team, as an ordained person.	Demonstrate effective collaborative leadership and the ability to exercise this in a position of responsibility;
	Demonstrate understanding of group dynamics especially in the settings of training, including the use and abuse of power.	Demonstrate ability to use understanding of group dynamics to participate in and lead groups and to reflect with insight on the use and abuse of power.	Show an integration and integrity of authority and obedience, leadership and service that enables the exercise of collaborative leadership.
	Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others in the context of training.	Exercise appropriate accountability and responsibility in a new ministerial context.	Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others, consistent with a position of responsibility.

Learning outcome statements for ordained ministry within the Church in Wales

At selection candidates should	At the point of ordination candidates should	At completion of IME candidates should	In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should
	Exercise authority within the settings of the early years of formation and education that enables and empowers others in both personal and corporate lives.	Demonstrate appropriate use of authority in ways which enable and empower others in their mission and ministry, including colleagues.	Show an integration and integrity of authority and obedience, leadership and service that empowers and enables others in their leadership and service.
<p>Mission and evangelism</p> <p>Demonstrate a passion for mission that is reflected in thought, prayer and action. Understand the strategic issues and opportunities within the contemporary culture. Enable others to develop their vocations as witnesses and advocates of the good news.</p>	Participate in and reflect on the mission of God in a selected range of social, ethical, cultural, religious and intellectual contexts in which Christian witness is to be lived out in acts of mercy, service and justice.	Participate in and reflect on the mission of God, identifying and engaging in issues of mission and social justice in the context of ministry.	Demonstrate understanding of the imperatives of the gospel and the nature of contemporary society and skills in articulating and engaging in appropriate forms of mission in response to them.
	Engage in and reflect upon practices of mission and evangelism, changing forms of church, and their relation to contexts, cultures, religions and contemporary spiritualities.	Demonstrate engagement in mission and evangelism in a range of contexts, particularly in the local community and in relation to the local church.	Demonstrate an ability to lead and enable others in faithful witness and to foster mission shaped churches.
	Show understanding of how children and adults learn, and how this is contributing to an ability to nurture others in their faith development.	Demonstrate an ability to nurture 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 and community.	Enable others to articulate gospel truths and participate in their proclamation.
<p>Faith</p> <p>Candidates should show an understanding of the Christian faith and a desire to deepen their understanding. They should demonstrate personal commitment</p>	Demonstrate a growing critical engagement with scripture and the traditions of Christian thought, 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.	Demonstrate a readiness and openness for a ministry of oversight and vision, expressed in continued study, reflection, openness to new insights, maturity and physical self care.

Learning outcome statements for ordained ministry within the Church in Wales

At selection candidates should	At the point of ordination candidates should	At completion of IME candidates should	In addition, in order to be licensed to a post of incumbent status or equivalent responsibility candidates should
<p>to Christ and a capacity to communicate the Gospel.</p> <p>Quality of mind</p> <p>Candidates should have the necessary intellectual capacity and quality of mind to undertake satisfactorily a course of theological study and ministerial preparation and to cope with the intellectual demands of ministry.</p>	Form a life of study and reflection within the demands and disciplines of initial training and the expectations shaped by public ministry.	Form and sustain a life of disciplined study and reflection that sustains in public ministry.	Form and sustain a life of disciplined study and reflection that sustains in leadership.
	Show how personal commitment to Christ and discipleship is changing in the process of study and formation for ordained ministry.	Give an account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of ordained and public ministry.	Give an account of how personal commitment to Christ is being shaped within the roles and expectations of leadership and oversight of others.
	Interpret and use scripture within limited contexts, showing a secure grasp of exegetical and hermeneutic skills, communicating this in various settings clearly, accurately, critically and openly.	Interpret and use scripture across a wide range of settings, showing developed exegetical and hermeneutical skills, communicating an understanding and engagement with scripture in ways that enable others to learn and explore.	
	Demonstrate 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 skill as reflective practitioners, able to engage thoughtfully and critically across the spectrum of Christian tradition, in ways that deeply inform personal practices, and which enable others to learn and explore.	Be skilled reflective practitioners, able to exercise wise and discerning judgment.	As skilled reflective practitioners demonstrate ability to energise and enable creative theologically-informed practice.
	Demonstrate growing awareness of and reflective engagement with beliefs, practices and spiritualities of other faith traditions.		Demonstrate ability to develop and sustain dialogue with representatives of other religious traditions.

Adapted from the learning outcomes contained in: Formation for ministry within a learning Church
Shaping the Future
 New patterns of training for lay and ordained (Church House Publishing, 2006)

Appendix 2

Ministerial Formation Portfolio

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 Hind 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

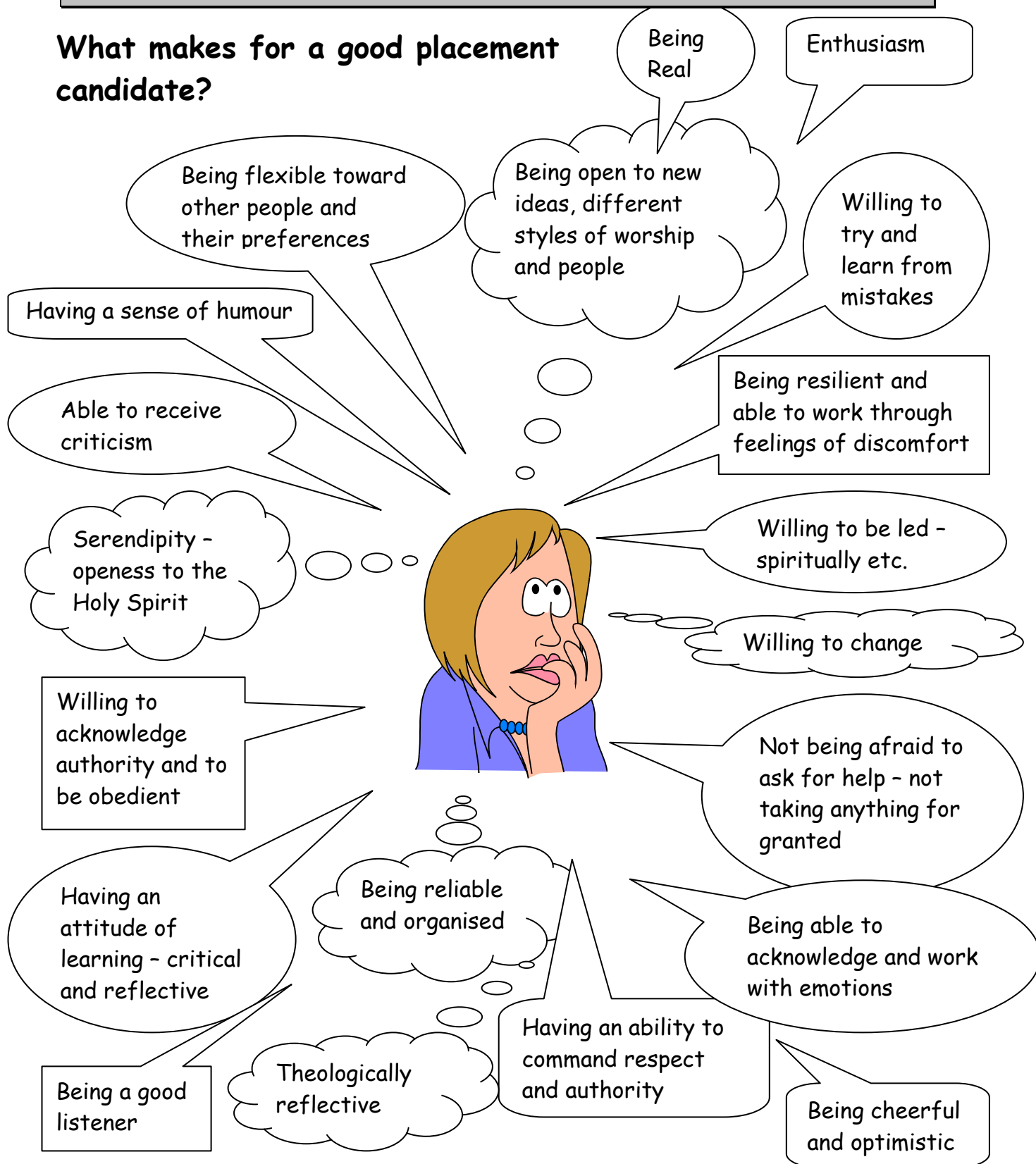
An educative experience where your horizons can be broadened - an outside the box experience

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:

1b 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 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: Pastoral Placement Module RT7207 Critical Event Analysis

For students who are doing this academic module – but useful for others too

You are expected as the formative assessment requirement for RT7207 to do three Critical Event Analysis of pastoral experiences from your placement. Two of these are done with your placement supervisor and should use the structure on this page; the third is done as a seminar presentation using the structure on page 9 (of the RT7207 module handbook).

Your placement supervisor should be aware that you need to do these and will be asked to report that they have happened. When you do them during the year is up to you but they need to be done before the placement report is written, so late November and early February might be good times.

Structure to follow:

On your own (preparation):

1. Select an incident which involved you providing pastoral care from either your learning journal or recent placement experience.
2. Write this up as log (or story) mentioning:
 - When and where things happened?
 - Who was involved?
 - What happened
 - What you were thinking, doing feeling?
 - What it seemed others were thinking, doing feeling?
3. List all the questions that come into your mind about the incident and identify why they have.
4. Select some of the questions to look at more detail with your placement supervisor.

With Your placement Supervisor (This process should take about a 1hr):

5. Share with him/her the written log of the incident and the questions you would like to explore arising from it.
6. Explore the questions together by discussing insights and research from the bible, theology, and other disciplines/contemporary approaches relevant to them.

On your own following the conversation with your supervisor:

7. Identify what you would have done differently or the same if you were presented with a similar situation again.

Appendix 7: Pastoral Placement Module RT7207 Learning Journal

For students who are doing this academic module – but useful for others too

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.

You should keep a learning journal about your placement. 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 your critical incident analysis and you can then choose how much or little of it you share.

An article on journal writing will be given out in the course introduction; however as a quick guide 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 8: 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 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

Date	Sundays on Placement	Student Tasks	Student Portfolio work
02 October 2011		Arrange preaching dates with placement supervisor and 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.
09 October 2011			
16 October 2011			
23 October 2011			
30 October 2011			
06 November 2011			
13 November 2011			
20 November 2011			
27 November 2011			
04 December 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 December 2011		Some students will find it more helpful to do the placement half days (or whole day equivalents during the Christmas break)	
18 December 2011			
25 December 2011			
01 January 2012			
08 January 2012			
15 January 2012			
22 January 2012			
29 January 2012			
05 February 2012		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	Write reflections on your placement experiences for your portfolio. Discuss questions and things you are learning with your placement supervisor and personal tutor.
12 February 2012			
19 February 2012			
26 February 2012			
04 March 2012		Placement supervisor working on the end of placement report ready for a meeting next week	If you are doing the assessed placement module, make sure you are completing all of your assignments.
11 March 2012		Meeting with your placement supervisor this week or early next week to discuss your report.	
18 March 2012		You should have preached all four of your sermons now. Make sure you have all four sets of sermon evaluations completed.	
23 March 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.	