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ST MICHAEL'S COLLEGE

Ministerial Formation Portfolio

The purpose of the portfolio

The building of a ministerial formation portfolio is not an add-on to the process of training, as if it were one more thing to be done. As described in the introductory material, 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).

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 may 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 may 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 will be important in the process of self-assessment and report writing which will make substantial use of the portfolio.
- It may 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. It is a valuable tool for self-reflection and personal development.

Building your portfolio

As described in the introductory documentation, 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. You will probably find it easiest to number the documents that you put in the portfolio. And you may find it easiest to keep all the pages of the portfolio documentation together at the front, with all the pieces of evidence numbered together at the back.

The portfolio sheets are available electronically so they can be filled in 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 may 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

For the initial portfolio exercise you were asked to collect together things from your previous experience that you brought with you as contributing to the formation of the public minister of the Church that you are becoming. Hopefully you should find that much, if not all, of this will remain in the portfolio as you work towards the outcomes given for the point of ordination.

Examples

Ministry within the Church

<p>Outcome</p> <p>Be rooted in corporate worship in the traditions and practices of the Church of England / Methodist Church / 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>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Full participation College Worship – regularity and discipline of attendance ▪ Placement ▪ Core Skills module: Worship and Preaching ▪ Understanding Christian Worship Module
<p>Evidence (This is an example of the sort of things which someone might include here)</p> <ul style="list-style-type: none"> ▪ A reflection on the value of the regular and disciplined saying of the Office evidences my growing appreciation on that core Anglican liturgical practice. (Doc 7) ▪ An essay on Cranmer’s liturgical revision evidences my growing understanding of the nature of Anglican liturgy. (Doc 13) ▪ Two sermon feedback forms demonstrate my growing proficiency in preaching. (Section 3) ▪ The feedback I requested from my placement supervisor on the non-Eucharistic all-age worship I led in the parish is evidence of a basic proficiency in this aspect of liturgy and worship. (Doc 5) 	
<p>Development (Again, this is an example)</p> <ul style="list-style-type: none"> ▪ Sermon feedback has suggested I need to project my voice a bit more strongly (Section 3). I will sign up for extra voice training sessions to help with this. ▪ I have seen quite different approaches to funeral liturgy in my different placements (last year, summer placement and this year). I need to reflect more deeply on the nature and practice of Christian funerals and will seek to write an assignment on funeral liturgy for the Understanding Christian Worship module. ▪ Although I received positive feedback for the all-age worship I led, I still feel I am operating way out of my comfort zone here and will seek further opportunities to witness, plan and deliver this sort of worship. (Doc 5) ▪ I’m aware of being a bit unsure about serving at the Eucharist – I will ask a fellow ordinand to guide me through the basics to make sure I understand it correctly. 	

Personality and character

Outcome Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability; and demonstrate appropriate development.	Formation resources & sources of evidence <ul style="list-style-type: none">▪ MBTI work & 2nd year core skills▪ Tutorial relationship▪ Spiritual direction▪ Friendships▪ Placement supervisor
Evidence <ul style="list-style-type: none">▪ I have found the Myer-Briggs Type Indicator to be very illuminating of some of my strengths and weaknesses which I was only intuitively aware of previously. The reflection on my profile (Doc 19) is evidence that I am beginning to understand, in the light of this, why some people get on my nerves and I on theirs!▪ Conversations with my tutor and spiritual director have helped me see that my vulnerability may be one of the strengths I bring to ministry rather than one of the weaknesses. The sermon included here, and e-mail comment from a parishioner in response to it illustrate this. (Section 3)	
Development <ul style="list-style-type: none">▪ I am realising that there are certain areas that I find difficult that I need to work at. I am going to ask some good friends to tell me when I am behaving in a certain way so that I can try and address this.▪ I will seek opportunities on placement to have experience in aspects of ministry which are difficult for someone of my personality type.	

Mission and evangelism

Outcome Engage in and reflect upon practices of mission and evangelism, changing forms of church, and their relation to contexts, cultures, religions and contemporary spiritualities.	Formation resources & sources of evidence This outcome can be resourced through the following: <ul style="list-style-type: none">▪ Core skills module: Mission▪ University module: Christian Church Today – Its Meaning, Life and Mission▪ Reflection on practice in the placement context
Evidence <ul style="list-style-type: none">▪ A reflection I wrote, inspired by the core skills module on mission (Doc 16), is evidence of my growing awareness of the need for new forms of Church to engage with elements of contemporary society that the traditional Church has lost contact with. A further reflection (Doc 16a), written partly in response to comments by my tutor, shows my assessment of the potential pitfalls facing such new expressions.▪ The placement report speaks of my involvement with the parish mission and the important role I played in part of that. (Doc 21)	
Development <ul style="list-style-type: none">▪ Having come from a fairly traditional Church background I have little or no experience of different forms of Church and I would value a placement in a Chaplaincy or multicultural Church context.▪ I am particularly challenged by questions of the Church's relationship to other religions and will seek to take the module on Inter-religious Dialogue next year to deepen my understanding of this area.	

VOCATION

<p>Outcome</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>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Reflections for tutors ▪ Preaching (opportunity to share experience of vocation) ▪ Reflection on the ordinal
<p>Evidence</p>	
<p>Development</p>	

Ministry within the Church in Wales

<p>Outcome</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>Formation resources & sources of evidence</p> <p>This is at the heart of several components of the formation process which will resource this outcome.</p> <ul style="list-style-type: none"> ▪ Both on placements and in College worship there are opportunities to develop such proficiency under the supervision of placement supervisors and College tutors. ▪ Core skills modules encourage you to make the most of placement experiences as real opportunities for learning, experience and reflective practice. ▪ Some of the academic modules also encourage reflection on practice in a variety of different ways, <i>Theology and Practice</i> being the most obvious example. <p>Evidence may come from:</p> <ul style="list-style-type: none"> ▪ A journal entry ▪ A reflection for a tutor ▪ A reflection for an academic module
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Demonstrate familiarity with the legal, canonical and administrative responsibilities appropriate to the newly ordained and those working under supervision, particularly within the Welsh context.</p>	<p>Formation resources & sources of evidence</p> <p>Personal study and reflection on:</p> <ul style="list-style-type: none"> ▪ the ordinal; ▪ the constitution of the Church in Wales; Methodist discipline; and the Canons of the Church of England; ▪ Terms and conditions of service documents; Elements of the leavers' programme.
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</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, particularly within the specific context of Wales.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Full participation College Worship – regularity and discipline of attendance ▪ Placement ▪ Core Skills module: Worship and Preaching ▪ Understanding Christian Worship Module
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Demonstrate awareness of the church's roles</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Chaplaincy as well as some Church

<p>and opportunities in public life and institutions, and in relation to secular agencies and other faith communities. Show appreciation of the nature of contemporary society in Wales, with reference, for example, to devolution, issues of nationality and language.</p>	<p>placements</p> <ul style="list-style-type: none"> ▪ Secular placements ▪ Core Skills module: Building Community ▪ Christianity and Inter-religious Dialogue module ▪ Christian Social Ethics module ▪ Visits to other faith places of worship in Believing and Belonging module
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Show understanding of the insights and practices of other churches and traditions in worship, especially of ecumenical partners, particularly in the Welsh ecumenical context.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Life & worship in a College with a strong ecumenical dimension ▪ Placements will sometimes provide opportunity for ecumenical experience ▪ Studying alongside students from South Wales Baptist College ▪ Denomination, Dialogue and Distinctiveness module
<p>Evidence</p>	
<p>Development</p>	

Spirituality

<p>Outcome</p> <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.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Involvement in placement church ▪ Reflection on experience of Spiritual Direction ▪ Reflections for personal tutor ▪ Comments from others ▪ Participation in the life of the worshipping community in College ▪ Involvements outside College
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>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.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Reflection on experience of Spiritual Direction ▪ Reflections for personal tutor ▪ Comments from others ▪ Participation in the life of the worshipping community in College ▪ Spirituality modules
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Show evidence of a life increasingly formed and sustained by trust in and dependence on the gifting and grace of God.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Reflection on experience of Spiritual Direction ▪ Reflections for personal tutor ▪ Comments from others ▪ Participation in the life of the worshipping community in College ▪ Spirituality modules and reflection on how these influence personal spiritual growth ▪ Critical incident reflection ▪ Journal entry
<p>Evidence</p>	
<p>Development</p>	

Personality and character

<p>Outcome</p> <p>Show insight, openness, maturity, integrity and stability in the face of pressure and changing circumstances.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Placement – supervisor’s report ▪ Tutorials ▪ Spiritual direction ▪ Involvement in College life
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability; and demonstrate appropriate development.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ MBTI work & 2nd year core skills ▪ Tutorial relationship ▪ Spiritual direction ▪ Friendships ▪ Placement supervisor
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Exercise appropriate care of self, using the support provided in initial training.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Issues relating to this outcome will be discussed with personal tutor and spiritual director. ▪ Decisions taken in relation to training may well offer evidence for this outcome.
<p>Evidence</p>	
<p>Development</p>	

Relationships

<p>Outcome</p> <p>Form and sustain relationships, both with those who are like-minded and those who differ, marked by integrity, empathy, respect, honesty and insight.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Participation in College life ▪ Exploration of relationships in relation to personality profile in 2nd year core skills (MBTI) ▪ University lectures ▪ Placement
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Demonstrate good practice in a limited range of pastoral relationships, and learn from these experiences.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Placement (generally more formally) ▪ College community (generally more informally)
<p>Evidence</p>	
<p>Development</p>	

Leadership and collaboration

<p>Outcome</p> <p>Demonstrate openness toward and ability to gain from experiences and practices of being supervised.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Placement supervision ▪ Collaborative ministry projects ▪ Personal tutor supervision ▪ Academic supervision
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Demonstrate effective collaborative leadership and an ability to work in teams in a limited range of settings, and learn from these experiences.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Collaborative ministry projects ▪ Placements ▪ 2nd year Core skills ▪ Planning and preparation of worship in College
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Demonstrate understanding of group dynamics especially in the settings of training, including the use and abuse of power.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ 2nd year Core skills ▪ Reflection on the experience of College life, tutorial groups, and University modules.
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others in the context of training.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Relationship with DDO and Bishop ▪ Tutorial relationship ▪ Relationship with placement supervisor ▪ Mutual accountability within the College community
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Exercise authority within the settings of the early years of formation and education that enables and empowers others in both personal and corporate lives.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Responsibilities within College ▪ Opportunities within placement
<p>Evidence</p>	
<p>Development</p>	

Mission and evangelism

<p>Outcome</p> <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.</p>	<p>This outcome can be resourced through the following:</p> <ul style="list-style-type: none"> ▪ Core skills module: Mission ▪ University modules: Christian Church Today – Its Meaning, Life and Mission; Christianity and Inter-religious Dialogue. ▪ Reflection on practice in the placement context ▪ Collaborative Ministry Projects
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Engage in and reflect upon practices of mission and evangelism, changing forms of church, and their relation to contexts, cultures, religions and contemporary spiritualities, <i>particularly in relation to the contemporary contexts of Wales.</i></p>	<p>Formation resources & sources of evidence</p> <p>This outcome can be resourced through the following:</p> <ul style="list-style-type: none"> ▪ Core skills module: Mission ▪ University module: Christian Church Today – Its Meaning, Life and Mission <p>Reflection on practice in the placement context</p>
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Show understanding of how children and adults learn, and how this is contributing to an ability to nurture others in their faith development.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Exploration of learning styles in study skills ▪ Spiritual nurture and guidance module ▪ Pastoral care and counselling module ▪ University module on communication
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Communicate the gospel in a variety of media demonstrating sensitivity to audience and context, particularly the Welsh context.</p>	<p>Formation resources & sources of evidence</p> <p>This outcome can be resourced through the following:</p> <ul style="list-style-type: none"> ▪ University module on Communication ▪ Placement experience – learning through example and experience
<p>Evidence</p>	
<p>Development</p>	

Faith and Quality of mind

<p>Outcome</p> <p>Demonstrate a growing critical engagement with scripture and the traditions of Christian thought, characterised by faithful obedience and openness to new insights.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ University modules, particularly those on Bible and Doctrine. ▪ Sermons & sermon evaluation forms ▪ Theological reflections
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Form a life of study and reflection within the demands and disciplines of initial training and the expectations shaped by public ministry.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ University modules, particularly those on Bible and Doctrine. ▪ Personal reading outside of that expected for modules. ▪ Theological reflections.
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Show how personal commitment to Christ and discipleship is changing in the process of study and formation for ordained ministry.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Reflections ▪ Life in a diverse Christian community ▪ Comments from others, including spiritual director
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>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.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Biblical modules in the University ▪ Communication module ▪ Sermons and sermon evaluations ▪ Other opportunities on placement and in College
<p>Evidence</p>	
<p>Development</p>	

<p>Outcome</p> <p>Demonstrate understanding of the ways in which Christian beliefs and practices have developed in varying historical and cultural contexts, <i>particularly within the Welsh context.</i></p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Modules on Church history, doctrine, historical theology and worship
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>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.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Practical theology modules ▪ Theological reflections for tutors ▪ Reports from placement supervisors
<p>Evidence</p>	
<p>Development</p>	

Ministry in the Welsh context

<p>Outcome</p> <p>The level of Welsh language expected at the point of ordination will vary from person to person and from Diocese to Diocese. It is important that appropriate progress is made.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ Welsh classes in College ▪ Use of Welsh in Chapel ▪ Placement in a predominantly Welsh-speaking Parish ▪ Welsh classes run by the Welsh Language Teaching Centre of the University (either in St Michael's or the University)
<p>Evidence</p>	
<p>Development</p>	
<p>Outcome</p> <p>Demonstrate understanding of ministry and mission in a bilingual context.</p>	<p>Formation resources & sources of evidence</p> <ul style="list-style-type: none"> ▪ College life and worship ▪ Placement
<p>Evidence</p>	
<p>Development</p>	