



Long (Summer) Placement Handbook

2011-2012



Contents

Contents	1
To Placement Supervisors	3
Introduction	3
Purpose of Placements	3
Supervision	3
Boundaries	4
Ministerial Formation Portfolio	5
Reports	5
Contacts.....	6
Thanks	6
To Students	7
Arranging your Placement	7
Information received by Placement Supervisor	7
Learning Outcomes	7
Working Agreement.....	8
Illness.....	8
Expenses	9
End of Placement Reports	9
Problems or concerns	9
Journal	9
Reflection.....	10
Integration: Making Connections	10
Some Important Do's and Don'ts	11
Child Protection Training	11

CRB Clearance	11
Travelling with young people and children	12
Appendix 1: Learning Outcome Statements.....	13
Appendix 2 Ministerial Formation Portfolio	18
Introduction	18
The purpose of the portfolio	19
Building your portfolio	20
Evidence	20
Previous Experience.....	21
Appendix 3: St Michael’s College Sermon Evaluation Form.....	22
Appendix 4: St Michael’s College: Placement Report Form	25
Appendix 5: Pastoral Placement Module RT7207 Critical Event Analysis.....	31
Appendix 6: Pastoral Placement Module RT7207 Learning Journal	32

To Placement Supervisors

Introduction

Thank you for agreeing to have one of our students on placement this summer. 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 purpose of the placement is to immerse the student in the life of a Church community or other organisation (e.g. Chaplaincy) and to learn something of how it feels to exercise ministry and leadership in that context. We hope that you will be able to share your vision for your church or organisation and demonstrate the skills you use. Where appropriate, and with supervision, you may be able to give the student an opportunity to exercise some of those skills for themselves. We do hope that you will use the student's observations and reflections both as a useful fresh perspective on your own situation and to help the student deepen their habits of theological reflection and deepening spirituality.

Supervision

As an experienced leader / minister, you will have a profound understanding of the joys and sorrows of your calling 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 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 opportunities and demands of their own vocation.

It is anticipated that supervision will occur at least once a week and last approximately an hour. Lamdin and Tilley¹ describe four 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 other practicalities can unbalance the supervision relationship. It is important that the other three roles are also given sufficient time.

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. We also ask that you draw up an agreement with the student at the start of the placement which agrees expectations about

¹ Lamdin, K. & Tilley, D. (2007); *Supporting New Ministers in the Local Church: A Handbook*, London, SPCK

- How the student will dress when on duty
- Frequency and timing of supervision sessions
- Time off – the student should have at least one day off each week and have a healthy balance between work and rest each day
- Local customs, codes of conduct and practises to follow
- Preaching – the college has no requirement for students to preach. However, you may invite the student to do so and most appreciate this opportunity.
- Liturgical involvement
- Practical arrangements of accommodation etc.

Ministerial Formation Portfolio

While studying 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, I 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

- ❖ The avoidance of a 'tick in the box' mentality. The process is meant to be supportive and affirming of the student's development and an objective aid to writing about this development in their end of year reports.
- ❖ Students being pro-active in assessing their developmental needs and taking the necessary steps to gain experience and learning where there are gaps.
- ❖ Students receiving high quality and frequent feedback from tutors, teaching staff, placement supervisors etc.

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

Reports

Towards the end of the placement please complete a Placement Report Form and discuss it with your student. Similarly, if the student has preached, it would be helpful to have a completed sermon evaluation form. The forms can be found in the appendices and if you would prefer electronic versions do get in touch.

Contacts

The Revd Stephen Adams
Dean of Ministry Development
St Michael's College
54 Cardiff Road
Llandaff
Cardiff CF5 2YJ
email: sa1@stmichaels.ac.uk
Tel: 029 2083 8005

PA
Mrs Heather Jenkins
St Michael's College
54 Cardiff Road
Llandaff
Cardiff CF5 2YJ
email: hj@stmichaels.ac.uk
Tel: 029 2083 8007

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

Thanks

Finally, let me reiterate our gratitude for your commitment to our placement programme. It is greatly valued by the students and staff; we prize having you as colleagues in the training process

Stephen

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

To Students

Arranging your Placement

Students are expected to undertake a placement of four weeks duration during one of their summers whilst at college. You will be encouraged to be pro-active in setting up the placement and the following process will be typical

- During the autumn term, discuss placement possibilities with your personal tutor and the Dean of Ministry Development. You should do this before approaching a potential placement supervisor.
- After approval from the Dean of Ministry Development, contact the placement supervisor and, once they have given their permission, talk through the practicalities of dates and living arrangements.
- The placement should be over a continuous period of four weeks to include one full day off per week.

Information received by Placement Supervisor

Your Placement supervisor will receive

- a copy of this handbook
- a copy of the 'Student Profile' form sent to you with your induction pack
- a copy of the Notice of Fitness to Enter into Training, signed by you and countersigned by your Diocesan Bishop.

Learning Outcomes

On completion of this long placement, students should be able to:

- Describe the characteristics of the placement community / organisation and its relationship to:
 - The wider community in which it is set.

- The student's understanding of the gospel and values of the Kingdom of God.
- Summarise some of the important issues in the leadership of the community / organisation and illustrate ways of managing and working within it.
- Identify, analyse and reflect on significant events and developments in relation to the lives of particular individuals within such communities / organisations, and the role of leadership in relation to these events
- Plan, prepare, execute and reflect on his/her leadership experiences in such a setting.

Working Agreement

This is an agreed statement of expectations for the placement. Do take the initiative in getting this written up and make sure that your placement supervisor agrees the final version. The agreement should include the following (add other headings as necessary):

- How you will be expected to dress when on duty
- Frequency and timing of supervision sessions
- Time off – you should have at least one day off each week and have a healthy balance between work and rest each day
- Local customs, codes of conduct and practises to follow
- Preaching – the college has no requirement for students to preach. However, if you are invited to do so, this can be a good opportunity to preach in a new context.
- Liturgical involvement
- Practical arrangements of accommodation etc.

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.

Expenses

The college will reimburse travelling expenses to the placement at the beginning and from the placement at the end as well as reasonable travelling expenses incurred during the course of the placement. If you are in any doubt, check with the Dean of Ministry Development. 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 return the reimbursement forms to Heather Jenkins for checking and signing by the Dean of Ministry Development.

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. Please do your best to ensure that your placement supervisor has completed the report form and talked it through with you.

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.

Journal

During the course of your placement, keep a log of events and experiences. This need not be for every day but should be frequent enough to provide a 'picture' of the placement. The journal should include not only descriptions of what happens but a record of your own thoughts and emotions about those events. In other words it should log your personal journey through the placement and beyond. Appendices 5 and 6 contain useful information from module RT7207 which can help with this process. The important thing to remember is that the journal remains confidential to you but you can select extracts from it to use with your placement supervisor/personal tutor and others.

Reflection

After your placement you will be expected to write a reflection based on your experience and drawing upon your placement journal. This reflection should be discussed with your personal tutor and the Dean of Ministry Development and can also be included in your Portfolio.

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.

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 organisation. 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 supervisor's knowledge and agreement. Always make sure that the family or individual know that you will be keeping the supervisor 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 supervisor or staff team to do this, or talk it over confidentially with colleagues in College.

DO affirm the work of the team and the placement hosts.

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

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 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**.

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 3: 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 4: 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 II. CHECK-LIST – To be completed by the Supervisor:

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

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

How far does the student.....

A. Communicating and Engaging

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

B. Enabling and Promoting

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

C. Assessing and Planning

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

D. Intervening and Contributing

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

SECTION III Open Response : To be completed by the Supervisor

4. 1 Particular Strengths and Aptitudes of the Student

2. Issues to be Addressed in Future

3. Additional Notes

4. Overall Impression of the Student during the Placement

Supervisor's Signature

Date

Student's Comments:

5. Student's Signature

Date

6. Notes for Completing the Report Form

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

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

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

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

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

Section II

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

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

Section III 1 and 2

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

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

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

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

Self-awareness and readiness to modify behaviour when necessary;

Punctuality, reliability, ability to prioritise, organise, prepare

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

Respond to new situations and ideas and maximise learning opportunities

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

Manage conflict appropriately

Relate theory to practice

Relate prayer worship and reflection to pastoral practice

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

Section III 3 – Additional Notes

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

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

Section III 4 – Overall Impression

Signatures and Student's Comments

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

The Rev'd Stephen Adams

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

Appendix 5: 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 6: 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.