



Education for Ministry Phase 2 GUIDELINES 2020

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2 Education for Ministry Transitions

2.1 EM1

Once a candidate has been selected for ministry, they become a student for ministry, entering EM1

2.3 EM3

2.3.1 The purpose of EM3 is to deepen knowledge and develop professional practice and continues throughout the whole of a person's active ministry. This can extend beyond retirement where the minister meets the URC's definition of being in active ministry. The emphasis in EM3 is lifelong learning and may include taking up new learning with each new ministry and context (Transition Training). EM3 does not include appointed Pastoral Advisors, though people completing EM2 are encouraged to put in place a pastoral support system which is appropriate to them. It is in EM3 that the Ministerial Accompanied Self Appraisal (MASA) process begins and this process will indicate learning needs and aspirations. Relevant Synod Officers act as advisers and people in EM3 are expected to be in active dialogue with them about their ongoing learning and development.

2.3.2 Though EM2 moves toward self-directed learning and EM3 is much more self-directed, there will always be elements of mandatory training required by the United Reformed Church. Where there is new legislation requiring ministers to be aware of health and safety or child protection, for instance, there will be learning events which ministers or CRCWs must attend and some which may be required. An existing requirement is mandatory updates in Safer Sacred Spaces Safeguarding.

3 Education for Ministry People

3.1 As described in Section 2 above, there are different people with differing levels of responsibility for learning in each EM

able to reflect theologically and apply this to the practice of ministry
able to listen and mirror back what is said
self-aware
experienced in the church and thoughtful in their own faith

3.3.2 The purpose of the EM2 Pastoral Adviser is to:

Provide pastoral support and practical advice in the first years of ministry
Establish a process of reflection with the EM2 minister, helping them to consider all the aspects of their work, including relationships, roles, responsibilities, spirituality and personal development
Encourage the use of the Learning Journal to help EM2 minister incorporate personal reflection in a structured way and to use such reflection to indicate future learning needs
Encourage good working practices with the EM2 minister, including time and priority management, developing appropriate systems of support, continuing to read and keep theologically informed
Encourage good ministerial professional practice with the EM2 minister, including adherence to any UR Codes of conduct and maintaining safe and appropriate boundaries
Help the EM2 minister take full advantage of EM2, encouraging them to find training appropriate to personal needs and ministerial context

3.3.3 There is no set number of meetings, although at least every six weeks is recommended it is expected that support will be provided by a range of communication methods, including telephone and email. The EM2 Pastoral Adviser task is expected not to be too onerous for the Adviser, yet not too slight for the minister or CRCW.

3.3.4 The relationship and tasks carried out between each Pastoral Adviser and each EM2 minister will be different in each situation. The relationship needs to be built on trust and mutual respect, with a healthy mix of companionship and distance. Some key issues are:

While an EM2 Pastoral Adviser may give advice at times, the role is to guide the EM2 minister to create their own solutions
Each side of the relationship needs to be aware of personal prejudices and agendas
Each meeting or contact needs to have enough time to be most effective
The relationship between the EM2 minister and EM2 Pastoral Adviser may be quite critical for a range of reasons; it will be important to set early boundaries to ensure good practice and necessary space
An agreement needs to be reached

situation developing Synod Training Officers (or their equivalent) are asked to contact the EM2 minister six months after the appointment of their EM2 Pastoral Adviser in order to check with both parties if the relationships are working and, if necessary, seek a new appointment.

3.3.6 Though EM2 Pastoral Advisers may be asked for an overview of their experience of the EM2 minister, they are not required to write formal reports.

3.4 Place of ministry as learning environment

3.4.1 Ministers of Word and Sacrament and CRCWs are deployed in a range of places of ministry, from single churches to community centres, to multi-pastorates to chaplaincies, to missional communities alongside secular employment and more. There is no single model of ministry in the URC. In preparation for ordination or commissioning the place of ministry will be made aware by the Synod that not only is the EM2 minister required to undertake further training, but also that people in the place of ministry will have a role to play in that training. It is expected that they will encourage such training.

3.4.2 In each place of ministry, there are people to whom the recognised minister relates. In the EM2 period, there is a group from the pastorate who join the minister in relating their work to their call and mission. Sometimes it is an Eldership, sometimes it is a recognised reflection group, other times it may be a ministerial or Chaplaincy team. In each situation, there is the potential for this group of people to support the learning of the EM2 minister and this is encouraged. There are points in the Learning Journal where this interaction is prompted and where reflections can be recorded. The intentionality of this learning relationship is that it should become second nature for a minister or CRCW to reflect with the people in their place of ministry beyond the EM2 period.

3.5 Synod EM2 Officer

3.5.1 Each Synod has its own Synod EM2 Officer (who may variously be Training Officer, Development Officer or other recognised person) who has (or shares) overall responsibility for the management of all continuing ministerial education including an EM2 programme for EM2 ministers. Their designated role in EM2 is to

- plan and conduct learning events for EM2 ministers as a peer group
- support individuals to make learning decisions based on need arising from the context of their place of ministry
- arrange whatever funding for learning is agreed at Synod and Assembly
- support ministerial development using a formal plan as at Appendix 3

3.5.2 The Synod EM2 Officer arranges study days each year for EM2 ministers, and where the numbers may not warrant such a programme, the Synod EM2 Officer may have arrangements with adjacent Synods or with ecumenical partnerships to combine cohorts for training events.

3.5.2 It is the Synod EM2 Officer's responsibility to provide evidence for the next Synod Committee so that it can decide when a person transfers from EM2 to EM3. They are responsible for helping the EM2 minister and their EM2 Pastoral Adviser to prepare any incremental reports to the Synod Training

Committee and they may



4.1 Learning Journal

The Learning Journal is introduced at the beginning of EM2 and may well be a continuation of one begun in EM1. It is a document created in the EM2 minister's own style and media. Though it is a private repository for the use of the EM2 minister, it will allow the creation of information for reports to other external media. It is expected that the Learning Journal will be an ongoing exercise of reflection, not merely a compilation of information. It will produce information for use in personal profiles, pastoral profiles, meetings with Synod Training Officers, meetings with Pastoral Advisers and place of ministry learning reflections.

Learning Reflection Templates

Often, it is easier to reflect with the use of prompt questions



EM2 Guidelines

Appendix1: Learning Journal Contents and Templates

No matter how the EM2 Learning Journal is kept or what media is used, it is suggested that it is formed in sections which reflect the different kinds of learning which are undertaken. Six sections are suggested, with each one explained following.

Section 1

This is the only section of the Journal which will need to be kept in words and which may be reproduced exactly for entry in certain reports.

Headline information, including Benchmarks

Benchmarks for Self-Assessment

Self-assessment is an important element of a resilient ministry. It enables personal reflection, prompting deep insight into personal work and practice. In EM1, you worked towards 'marks of ministry' agreed by Mission Council. EM2 uses those same marks as benchmarks listed below.

It is anticipated that self-assessment using the URC's Marks of Ministry will be conducted twice in each year of EM2: once at midyear, then once at year end. Appendix 4 is a table so that you can work through each benchmark and self-score from 1 to 6; 1 being least able or developed and 6 being most able or developed. The example below uses the "Marks" Ministers of Word and Sacraments agreed in 2019.. h (201

Section 2

Synod agreed Learning

Each Synod will run some EM2 learning events directly, or will have events arranged in partnership with other Synods or learning providers. It may also be that there are other learning events which a minister attends and which are not organised by Synod or needing to be negotiated with the relevant Synod Officer. This section will include reflections from:

At least one Synod organised/negotiated learning event each year

At least one other learning event each year

Reflection templates can be found in section 4.1 of these Guidelines.

Section 3

Assembly agreed Learning

Assembly learning events are those planned directly by the Assembly EM2 Officer, usually weekend residential events, or those in place of residential weeks, agreed as substitutions. There may also be national learning events (conferences, network gatherings) not organised or needing to be negotiated with the Assembly EM2 Officer, but which you attend. This section will include reflections from:

At least one Assembly organised/negotiated learning event each year

At least one other learning event each year

Reflection templates are in these Guidelines Section 4.1

Section 4

Place of Ministry: reflections & demographic mapping

It could be said that the place of ministry is always a place of learning and at least it has defined learning curves! This section is to capture some of that learning at particular times. Learning could occur in fixed events such as church meetings, Elders meetings, Community Meetings, public meetings and more. Any event which has arisen from a fixed time in a calendar could be considered a learning event. Additionally, there will be surprise encounters, surprise outcomes, surprise spiritual experiences and these things which are not fixed in the calendar. This section will include reflections from:

At least one scheduled event in your ministerial/community work calendar each year

At least one surprise each year

Reflection templates are in these Guidelines Section 4.1.

This section is also for reflecting on the physical place of mission and the people with whom ministry is exercised. It could become the repository of all kinds of information about the people in the community of ministry (statistics, characteristics, trends, opportunities). The reflection activity is to gather the information into a single place for personal reflection on the place and the people where new ministers are called to work.

Section 5

EM2 Pastoral Adviser: Reflections

No template is needed for this section. This is a place to keep whatever reflections made about the experience and encounter with the EM2 Pastoral Adviser. Reecon T pln. Tm-1 (s)1 J -0.003 (Tt(r)-h (v

Appendix 2 : Report Contents

It is anticipated that the incremental EM2 reports will have contents as indicated in these lists.

Report 1 -End of EM2 year 2

- q A copy of the list of Learning from the Learning Journal
- q A copy of the Benchmark Self Assessment from the Learning Journal
- q A copy of at least one reflection, or summary of at least one reflection (of the two required)
- q A copy of the Development plan, .1 (TJ 0 T1.6 ()Tt7c 0 Tw ()Tj)JTJ 0.02.18 re W . t t tw. 2.8j -0.0.6 (0 T1p1

Appendix3: EM2 Development Plan

EM2 Development Plan

Action by EM2er	Target Date or period
Action by EM2Officer	Target Date or period

Appendix 4: EM2 Benchmarks Assessment (MWS version)

I believe I am developing as...	Y1 a	Y1 b	Y2 a	Y2 b	Y3 a	Y3 b
A faithful disciple of Jesus Christ taught up in the joy and wonder of God's will and work; seeking always to live a holy life in public and in private; sustained by their own rhythm of prayer, Bible reading and worship so that they might model and encourage such life patterns						



<p>A committed participant in the councils of the Church responsive to God's call as gift and blessing to be lived out within the discipline and accountability of the denomination which trains, ordains and inducts them and the pastorates and ministries within which they serve.</p>						
<p>Comment</p>						
<p>A reformer: wise in the dynamics and challenges of change; bold yet humble in helping individuals and congregations to discern and respond to the leading of the Holy Spirit as new chapters open in the life of the Church and others close.</p>						
<p>Comment</p>						