



**BRISBANE COLLEGE OF THEOLOGY  
BACHELOR OF THEOLOGY  
UNIT OUTLINE**

UNIT TITLE	PRACTICUM: EDUCATIONAL MINISTRY 2
UNIT CODE	E52091
UNIT STATUS	Elective
HOST FIELD	E
PREREQUISITE/S	E52090 Practicum: Educational Ministry 1
INCOMPATIBLES	No more than two practicums per semester
CREDIT POINTS	10cp
REQUIREMENTS	13 hours per week over a 13-week semester
FREQUENCY OF OFFERING	Each semester – generally as required, but may be limited by the availability of supervisors and placements
PREPARED BY	Rev Dr Neil Sims
UNIT COORDINATOR	Members of Faculty specialising in Field E
TEACHING STAFF	Members of Faculty specialising in Field E
DATE PREPARED	26 August 2006

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**Rationale**

Field education is a standard and essential part of professional training. Each of the ten practicums within the Bachelor of Theology program allows and requires significant reflection on the practice of ministry and gives students a foretaste of what ministry involves. Contemporary parish ministry is often seen as the “general practice” of a wide variety of possible ministries, including a varied educational program, both within the parish setting and beyond. Education is a standard dimension of most ministries. Therefore, it is necessary that a prospective ministry practitioner be given the developmental opportunity under supervision to gain “hands on” experience in an educational field, in order to facilitate the skills necessary for vocational ministry.

**Relation to program**

The field of Ministry and Mission (Field E) concentrates on integrating theory and practice. Practicums begin with experience in the field, and call for sustained, critical reflection on one’s practice of ministry. Written reports, supervision sessions and peer group sessions relate this reflection back to the rest of the student’s learning in theology. This experience promotes “deep” learning when the parameters of the practicum are set in place.

## Aims

This unit seeks to provide students with additional opportunities for practical experience in educational ministry, along with further opportunities for personal and shared reflection about their own role in educational ministry, about the contexts of educational ministry, about best practice in educational ministry, and about the relationship between educational ministry and other areas of ministry.

<b>Learning Outcomes</b>	
At the end of this unit the student should be able to:	
1.	Work with others towards a common awareness and analysis of the educational ministries within the placement;
2.	Develop a framework for approaching these specific educational ministries;
3.	Share with others in developing the quality of those ministries;
4.	Critically reflect on how the wider ministry context gives shape to the educational ministries within the placement;
5.	Formulate a plan for their own growth in educational ministry.

## Content

The specific content of this practicum is determined primarily by the Learning Agreement drawn up by the student, after consultation with the Supervisor and a Field E faculty member of the student's member school. The broad areas of content which are typically covered include:

- 1 Students' experiences of educational ministry and how this "feeds into" their vocational direction.
- 2 Reflection on the models of ministry being offered in the placement.
- 3 The specific ministry context and its networks with the wider ministry of the church.
- 4 Some reading about educational ministry.

## Organization and Teaching Strategies

This unit is the second of two practicums focusing on educational ministry. Students undertake 169 hours of approved field education comprising *approximately* 20 hours of preparation, 85 hours of actual field experience, 25 hours of report writing, 13 hours of supervision, and 26 hours of participation in a peer group for reporting and reflection on ministry praxis.

Each practicum is supervised by a person approved by the member school of the student. This is normally a person who is active within the placement setting and who has received training in the theory and practice of supervision. Supervisors are required to participate in the training opportunities offered by the member school to which they are responsible.

In each practicum, students engage in ministry tasks based on their learning agreements. They are required to take time to reflect on those ministry experiences, especially through written reports (according to approved formats provided by the College). They also meet weekly with their Supervisor for guided learning.

The setting for Practicum in Educational Ministry 2 may be similar or identical to the setting for Practicum in Educational Ministry 1 (eg a placement in a school under the supervision of a suitably qualified school chaplain and an approved BCT lecturer), or it may be quite different (eg a placement in a congregation with a strong focus on education such as offering community seminars and educational programs for members of all ages). Wherever the placement, students will be expected to perform with greater competence than in their first practicum in educational ministry. Due to the demanding nature of the practicums and the need for adequate reflection and analysis of both performance and observations, students may undertake no more than two practicums per semester.

## Assessment

The only grades awarded for practicums are SS (satisfactory) and NN (fail). The award of a grade of SS requires:

1. Completion as soon as possible (but no later than one month after the commencement of the placement) of a Learning Agreement which has been approved by both the Supervisor and a Field E faculty member of the student's school. The Agreement will identify Learning Goals and Objectives, Related Ministry Tasks and Performance Indicators. It will name the Supervisor, the times for supervisory sessions (one hour per week for the 13 weeks), and the time of the weekly peer group sessions.
2. The submission of 6 field education reports of about 500 words each of a standard acceptable to a Field E faculty member of the student's school.
3. The presentation of a paper on educational ministry or some dimension of it, about 1000 words, or some alternate form of assessment equivalent to this. The topic for this paper is to be approved by the Supervisor of the student concerned.
4. Presentation of two book reviews, each of about 500 words. The books to be reviewed are to be as required by the Supervisor in consultation with the student.
5. An evaluation report at the end of the 13 weeks provided by both the student and the supervisor regarding the personal development and practical ministry of the student concerned. The report will include the ministry experiences gained in the placement, giving particular attention to the degree to which the terms of the Learning Agreement have been fulfilled. The evaluation will also look forward to how the student needs to grow in ministry from this point on.

*Note that in supervision, in written reports and in the evaluations required, students and Supervisors will be looking at the learning outcomes above – the students' learnings about themselves, their ministry context and their practice of ministry!*

## Bibliography

A Practicum is more about reading the context of ministry than about reading textbooks. Since goals for practicum learning are set by a student in consultation with others, texts cannot be prescribed. Below is a brief sampling of possibilities, but students will need to find some books, journal articles and/or websites related to their goals.

- Anderson, Chris. *Teaching as Believing: Faith in the University*. Waco: Baylor University, 2004.
- Foster, Charles. *Educating Clergy: Teaching Practices and the Pastoral Imagination*. San Francisco: Jossey-Bass, 2006.
- Harris, Maria. *Fashion Me a People*. Louisville: Westminster Press, 1989.
- Hill, Brian. *Exploring Religion in School: A National Priority*. Adelaide: Openbook, 2004.
- Mraz, Barbara. *Finding Faith at the Movies*. Harrisburg: Morehouse, 2004.
- Pazmino, Robert. *By What Authority Do We Teach?* Grand Rapids: Baker Books, 1994.
- Roehlkepartain, Eugene. *The Teaching Church*. Nashville: Abingdon, 1993.
- Seymour, Jack. (ed). *Mapping Christian Education*. Nashville: Abingdon, 1997.
- Seymour, Jack & Donald Miller. *Theological Approaches to Christian Education*. Nashville: Abingdon, 1990.
- Talvacchia, Kathleen. *Critical Minds and Discerning Hearts: A Spirituality of Multicultural Teaching*. St Louis: Chalice Press, 2003.