



**BRISBANE COLLEGE OF THEOLOGY
UNIT OUTLINE**

**GRADUATE CERTIFICATE IN MINISTRY
GRADUATE DIPLOMA IN MINISTRY
MASTER OF MINISTRY**

UNIT TITLE	PRACTICUM: EDUCATIONAL MINISTRY IV
UNIT CODES	E74891
UNIT STATUS	Elective
HOST FIELD	E
PREREQUISITE/S	E74890 Practicum in Educational Ministry III <i>AND</i> One of the following: E52025 E74025 Mission of the Church E52042 E74042 Communication & Processes in Groups
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 as determined by students' needs
PREPARED BY	Dr Sue Fairley
UNIT COORDINATOR	Revd Dr Neil Sims
TEACHING STAFF	Revd Dr Neil Sims, Mrs Penny Carroll
DATE PREPARED	17 February 2004

Rationale

Field education is a standard and essential part of professional training. Practicums offer students 'hands-on' opportunities to foster their growth in ministry in the name of Jesus Christ as part of the Christian community. This happens through a continuing conversation between the placement experience and the more formal learning of the classroom. Space is provided for significant reflection with a supervisor and a peer group on one's ministry praxis. This action-reflection model is at the heart of the process. Each of the ten practicums offered within the postgraduate courses gives students a foretaste of what ministry is about.

This practicum is the second of two which focus on educational ministry. Students undertake a further 169 hours of approved field education, comprising approximately 20 hours of preparation, 70 hours of actual field experience, 25 hours of report writing, 13 hours of personal supervision and 40 hours of attendance at field education seminars.

Examples of a practicum in Educational Ministry IV may be similar or identical to a setting for the practicum for Educational Ministry III (e.g., school chaplaincy) or it may be quite different (e.g., a placement in a congregation which has a strong focus on education and as such offers community seminars and educational courses for people of all ages). Wherever the placement is, students will be expected to perform with greater confidence than in their first practicum. Due to the demanding nature of practicums and the need for adequate reflection and analysis of both performance and observations, students may undertake no more than two practicums per semester.

Each practicum is supervised by an experienced approved supervisor and approved BCT lecturer. Due to the demanding nature of practicums, and the need for adequate reflection and analysis of both performance and observations, students may undertake *no more than two practicums per semester*.

Relation to Course

The practicums are integral to all three of the postgraduate ministry courses. This particular unit assists students to encounter the diversity of ministries encompassed by educational ministry and provide opportunities for them to experience some integral aspects of the practice of ministry. At Graduate Certificate of Ministry and Graduate Diploma of Ministry level, students are able to strengthen their competence in the practice of educational ministry. Practicums taken in the Master of Ministry course provide students with the prospect of sharpening their ability to critically reflect on the practice of ministry and draw from the rich resources of the theological disciplines. Practicums within the Master of Theology assist students to bring the perspective of ministry experience into their theological study.

Aim

This practicum seeks to provide students with additional opportunities to intentionally reflect on their practice of ministry in an educational setting, the variety of contexts for educational ministry and the relationship between educational ministry and other areas of ministry. The practicum aims to build on the Practicum in Educational Ministry III and to further challenge students to a deeper level in a specific ministry setting.

Learning Outcomes

The following general outcomes apply. More specific objectives are finalised with students on an individual basis taking account of their individual learning needs and the nature of their practicum placement.

On the successful completion of this unit, students will be able to:

1. describe and critique the educational ministries happening in a particular placement
2. offer leadership in a number of those ministries,
3. design, present and evaluate appropriate ministry events or programs and processes
4. interpret these ministries to the wider ministry context and identify implications for future ministry
5. appreciate and evaluate their own gifts, confront areas needing growth and development and understand their own limitations in 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 the appropriate BCT faculty member of the student's member school. This agreement takes seriously the context of the placement and the particular learning needs of the student. The broad areas of content which are typically covered include:

1. Students' experience of educational ministry and how this "feeds into" their vocational direction
2. Reflection on the models of ministry being offered in the placement

3. Specifically focused reading dealing with issues in educational ministry that closely relate to the chosen practicum experience.

Some examples of educational ministry practicums are:

4. evaluating a congregation's educational ministry
5. preparing educational resources for a specific context e.g. a camp for young adults.

Organisational and Teaching Strategies

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 and participate in field education seminars at which the students will present reports and engage with other students as they present their reports. These field education seminars are led by students and provide them with the opportunity of giving and receiving peer supervision.

Assessment

The only grades awarded for practicums are SS (satisfactory) or NN (fail). The award of a grade of SS will require:

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 the Supervisor and the appropriate BCT faculty member. The Agreement will identify Learning Goals and Objectives, Related Ministry Tasks and Performance Indicators. It will name the Supervisor, times of the supervisory sessions (one hour per week for the 13 weeks), the time of the weekly field education seminars and the weeks of placement (1 tabulated page)
2. 7 field education reports each of 500 words which focus on different aspects of the student's learning and uses a variety of reporting formats.
3. Presentation of two 1500-word papers *or* one 3000-word paper providing the student with an opportunity to research a significant aspect of the practicum. For example if the focus is on critically evaluating the congregation's educational ministry, then the paper(s) might include a critique of recent literature relevant to intentional educational ministry.
4. An evaluation report at the end of the 13 weeks provided by both the student and the supervisor regarding the personal development and ministry practice 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 evaluation required, students and supervisors will be looking at the objectives above – the students' learnings about themselves, their ministry context and their practice of ministry. Masters students are expected to demonstrate higher level thinking and more detailed critical reflection both on and in their ministry practice.

Generic Attributes

- Ability to engage in reflective practice within the Church and the community.
- Ability to generate ideas and adapt innovatively to changing environments.
- Ability to identify problems, create solutions, innovate and improve current practices.
- Knowledge and respect of ethics and moral values in relation to Christian ministry and mission.
- Ability to collect, analyse and organise information and ideas and to convey those ideas clearly and fluently, in both written and spoken forms.

- Ability to interact effectively with others in order to work towards a common outcome, whether in the role of team member or of leader.

Textbooks

Required

There are no required texts because a major focus of the practicum is for each student to develop their own bibliographies related to the specific focus of their practicum. However, there are a number of recommended texts.

Recommended

- Bracke, John M and Tye, Karen B, (2003). *Teaching the Bible in the Church*. Chalice Press, St Louis, Missouri.
- Brookfield, Stephen D. (1995). *Becoming a Critically Reflective Teacher*. Jossey-Bass:San Francisco.
- Durka, Gloria. (2002). *The Teacher's Calling – A Spirituality for Those Who Teach*. Paulist Press, New York/Mahwah, NJ
- Dykstra, Craig. (1999). *Growing in the Life of Faith – Education and Christian Practices*. Geneva Press, Louisville, Kentucky.
- Emmett, John A. (2002). *The Minister as Educator – Exploring Aspects of the Educational Role of Ordained Ministers*. Uniting Education.
- Everist, N.C. 2002. *The Church As Learning Community: A Comprehensive Guide to Christian Education*. Abingdon Press, Nashville
- Foster, C. (1994). *Educating Congregations*. Abingdon:Nashville.
- Foster, C.R. 1994. *Educating Congregations*. Abingdon Press, Nashville
- Groome, T. (1980). *Christian Religious Education*. Harper & Row Publishers, San Francisco.
- Johnson, S. (1989). *Christian Spiritual Formation in the Church and Classroom*. Abingdon:Nashville.
- Moore, Mary Elizabeth Mullino. (1998). *Teaching from the Heart – Theology and Education Method*. Fortress Press, Minneapolis.
- Osmer, Richard Robert. (1990). *A Teachable Spirit – Recovering the Teaching Office in the Church*. Westminster/John Knox Press, Louisville, Kentucky.
- Osmer, Richard Robert. (1992). *Teaching for Faith – A Guide for Teachers of Adult Classes*. Westminster/John Knox Press, Louisville, Kentucky.
- Palmer, P. (1998). *The Courage to Teach*. Jossey-Bass Publishers, San Francisco.
- Palmer, P.J. 1998. *The Courage to Teach: Exploring the inner landscape of a teacher's life*. Jossey-Bass Publishers, San Francisco
- Pazimo, R (1994). *By What Authority Do We Teach?* Baker Books, Michigan.
- Pazmino, Robert W. (2001). *God Our Teacher-Theological Basics in Christian Education*. Baker Academic, Grand Rapids, Michigan.
- Schon, D.A. 1983. *The Reflective Practitioner: How professionals think in action*. Basic Books, Harper Collins Publishers
- Webb-Mitchell, Brett P. (2003). *Christly Gestures- Learning to be Members of the Body of Christ*. William B. Eerdmann Publishing Company, Grand Rapids, Michigan/Cambridge, UK.