

# Education for Ministry Phase 2nd

## GUIDELINE: 2020

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## 2.1 EM1

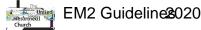
Once a candidate has been selected for ministry, they become a student for ministry, entering EM1



## 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 is can extend beyond retirement where the minister meets the URC's definition of being in active ministry. The phasis in EM3 is lifelon garning and may include taking up new learning with each clear of gministry and context (Transition Training). EM3 does not include appointed Pastoral Advise to upper 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 (MAS process begins and this process initiate learning needs and aspirations Relevant Synod Officers act as draises and people in EM3 respected to be in active dialogue with them about their ongoing learning and development

2.3.2 Though EM2 moves toward selfrectedlearning and EM3 is much moself-directed, there will always be elements on fandatory training required by the United Reformed Chuld here there is new legislation requiring ministers to be an eof 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. existing requirement is mandatory updates in Safer Sacred SpadeSafeguarding.



3.1 As described in Section 200ve, 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 EMP2astoralAdviseris to:

Provide pastoral support and practical advice in the first years of ministry Establish a process of reflection with the EMI2 ister, 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 porate personal reflection in a structured way and to use such reflection to indicate future learning needs Encourage good working practices with the EMI2 ister, including time and priority management, developing appropriate systems of support, continuing to read and keep theologically informed Encourage good ministial professional practice with the EM2 minister, including adherence to any URCcodes of onduct and maintaining safe and appropriate boundaries Help the EM2 ministerake full advantage of EM2, encouraging them to find training appropriate to

personal meeds and ministerial context

3.3.3 There is no set number meetings, although at least every six weeks is recommended it is expected that support will berovided by range of communication methods, including telephone and email. The M2Pastora Advisertask 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 **PM2** oraAdviserand 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 EM2PastoralAdvisermay give advice at times, the role is to guide the EM2 min**ts**ter 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 dEM2PastoraAdvise 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 r vnwpMC /LBpody <</MCI (r)-1 Teds t (c)3 ((n)5 wmT)-3 (h(l)-1 t-2 (



situation developing Synoaraining Officers or their equivalent) are asked to contact the EM2 minister six months after the appointment of their EMP2 as oral Adviser order to check with both parties the relationship working and, if necessary, seek a new appointment.

3.3.6 ThoughEM2 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 Ministersof Word and Sacramentand CRCWs are deployined 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 astorate 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 oject team, other times it may be **a**ninisterial or Chaplaincy team. In each situation, there is the potential for this group of people to support the learning of the EM2 minister **this** is encouraged. There are points in the Learning Journal where this interction 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 SynodEM2Officer

3.5.1 Each Synod has its own Synod EMPLOF (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 minister. Their designated ole in EM2 is to

 plan and conduct learning evenfter 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 EMØfficer 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 withecumenical partnerships to combine cohorts for training events.

3.5.2 It is the Synod EM2 Officer's responsibility to provide evidence for the aret 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 astoral Adviserto prepare any incremental reports to the Synodral ining



Committeeand they may

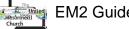


#### 4.1 Learning Journal

The Learning Journal is introduced that beginning of EM2 and may well be a continuation of one begun in EM1. It is a document created in the EM2 hister's own style and media Thoughit is a private repository for the use of the EM2 minister, it wallow the creation of information for reportsr other external media. Its expected that the Learning Jourmail be an ongoing exercise of reflection, not merely a compilation of information. It will produce information for use in personal profiles, pastorate profiles, meetings with Synod Training Officers, meetings with EMStoralAdvisers and place of ministry learning reflections.

### Learning Reflection Templates

Often, it is easier to reflect with the use of prompt questions195 0 Tnry/.-12.575 -1.22 Td [1 (ti. 6 >r1 (ry)





No matter how the EM2 Learning Journal is kept) 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 gapested, 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 SelAssessment

Selfassessments an important element of a resilient ministry. It enables personal reflection, prompting deep insight into personal work and practice. In EM1, you worked towarradisks of ministry' agreed by Mission Council. EM2sesthose same markas benchmarks below.

It is anticipated that **a**self-assessmentsing the URC's Marks of Ministry will be conducted twice in each year of EM2once at midyear, then once at year end.ppendix 4 is a table or that you can work through each benchmark and self-corefrom 1 to 6; 1 being least able or developed and 6 being most able or developed[The example below uses the "Marks" for insters of Word and Sacramentagereed in 2019.. h (201



EM2 Benchmarks(elfAssessme)) 2020, Created from the Marks of Ministry 2019

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 witheltheant 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 weekends, agreed as substitutions. There may also be national learning events (conferences, netwogethering) 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 learnandgeast 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, Contry 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 experience 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.

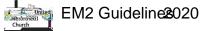
This section is also for reflecting on the physical place of mission and the people with whom ministry is exercised. It could become the repository of all kinds of information about the peoplecion munity of ministry (statistics, characteristics, trends, opportunities) The effection activity is to gather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



Section 5

EM2PastoralAdviser. Reflections

Notemplate is needed for this section. This is a place to keep whatever refleations and encounter with the M2Pastoral 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 BenchmarkSelfAssessmerfrom 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, created between the EM22red the Training and Development Officer
- q A record of certificates received

Report 2 -End of EM2 year 3

- q A copy of the list of Learning from the Learning Journal
- q A copy of the BenchmarkSelfAssessmerfrom 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, created between the EMa2red the Training and Development Officer
- q A record of certificates received
- q A statement about the overall learning and development in EM2 and the anticipations and expectations for learning and development in EM3, created either by the EM2er alone, or in partnership with the Training and Development Officer



## Appendix3: EM2 Development Plan

## EM2 Development Plan

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



Appendix 4: EM2 Benchmarks Selfsessmen(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 Christaught 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 suchloifeg pattern	5						





A committed participant in the councils of the Churc <b>he</b> sponsive 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.			
Comment			
A reformer: wise in the dynamics and challenges of change; bold ye 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.			
Comment	 ·	·	

