



ANGLICAN
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Ministry training and formation for Assistant Curates in the Anglican Diocese of Melbourne

Making the Word of God fully known

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Executive summary

The diocesan program for Post Ordination Training, called the Ministry Development Program (MDP), has been refined and improved over the course of 2015 and 2016, taking into consideration the feedback of participants and supervisors. The program will be delivered in 2017 in two cohorts: (i) the first year group (MDP-1), and (ii) a separate group made up of those in their second and third year from ordination (MDP-2 and MDP-3). The program is delivered over three years, with MDP-1 running annually, and MDP-2 and MDP-3 running in alternate years.

Whereas in the past it was desirable that newly ordained clergy serve in two different ministry contexts for a period of two years in each, in recent years it has become far more likely that an Assistant Curate will serve one curacy only in a single ministry context for up to three years duration. The proposal outlined in this paper, consequently, assumes that the typical curacy is an average of three years duration in one ministry context.

The ministry context, and the training supervisor therein, are of particular importance to the training and formation of Assistant Curates, to the extent that the Curate will generally receive the vast majority of their training and formation in the ministry context and under the direction of their training supervisor. The diocesan program of Post Ordination Training is, then, designed to complement the skills and competencies gained contextually, with an emphasis on forming and preparing future leaders of Christian communities.

Key points

- The period of Post Ordination Training is three years, reflecting the typical length of a curacy;
- The first year program MDP-1 is undertaken by Assistant Curates in their first year of ordained ministry;
- The second and third year program, MDP-2 and MDP-3, run on alternate years, and are undertaken by Assistant Curates in their second and third year from ordination;
- Fourth year Assistant Curates participate in the Ongoing Ministry Development (OMD) program and / or Supervisor Training;
- The critical role of the supervisor and the ministry context is reflected in the documentation produced for, and the language used of, Post Ordination Training;
- The importance of leadership development is reflected in the curriculum alongside the development of ministry skills and competencies;
- A Leadership Development Program (LDP) using an EQ (emotional intelligence) tool is provided for the second year cohort as part of Post Ordination Training.

1. The Ministry Context and Training Supervisor

The relationship between the Training Supervisor and the Assistant Curate, together with the nature of the ministry context in which the relationship takes shape, are the most important elements in the training and formation of new clergy during the curacy years. It is in the context of this relationship and of the ministry placement that the newly ordained cleric will learn and experience ministry in a practical way, and be most strongly influenced in terms of their own conduct as a person in Christian ministry.

Handbook for Supervisors and Assistant Curates

It is of special importance that Supervisors and Assistant Curates are aware of the mutual obligations placed on each, of their respective accountabilities to one another, and to the Diocese. These are set out in a comprehensive way in the 'Handbook for Supervisors of Assistant Curates' (separate volumes for Parish based and for School Chaplaincy based ministry), to be found on the parish portal at the link below (log-in required).

- <https://parishportal.melbourneanglican.org.au/library/pages/theological-education-and-training-library.aspx>

At the same location is a Handbook for Field Committees, setting out, and providing detail for, the important formative role played by those who act as representative recipients of the Assistant Curate's ministry in their placement on the field committee.

Administration and reporting regimes

The administrative and reporting requirements, set out in full in the Handbook referred to above, are summarised below. The documentation is to be found at the same link on the parish portal.

- The Learning Agreement and Annual Training Plan
- The Supervisor's annual report
- The Chair of the Field Committee's annual report
- The Assistant Curate's annual self reflection
- <https://parishportal.melbourneanglican.org.au/library/pages/theological-education-and-training-library.aspx>

Supervisory sessions and theological reflection

The role of the Training Supervisor is far more significant than the completion of annual reports. Training Supervisors meet regularly (at least monthly) with the Assistant Curate for supervisory sessions, in which the habit of continuous reflection on the practice of ministry is gained and developed, and feedback may be offered and received in appropriate ways.

Supervisors of Assistant Curates are provided with training for this and required to be accredited, and to retain their accreditation, by completing the diocesan provided course and undertaking reaccreditation as required. The current year's details are at the link below.

- <http://bishopperryinstitute.org.au/uploads/2016%20ADoM%20Supervisor%20Training%20info.pdf>

Competencies, character and key experience

The Diocese of Melbourne has set out in a table the core character traits it wishes to see present in Assistant Curates during the course of their curacy; the ministry skills and competencies it is hoped that Assistant Curates will develop; together with the experiences it is recommended that Assistant Curates be exposed to during the course of their curacy. These will normally be reflected in the learning agreement and annual training plan, and complemented by the Ministry Development Program and the Leadership Development Program.

Table of competencies, character and **practical experience** - Assistant Curates in the first three years of ordained ministry

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| Biblical and Theological Understanding | <p>Exhibit a mature and confident Christian faith, capable of sustaining both a public ministry and a personal commitment to Christ.</p> <p>Ability to locate, interpret and engage with biblical and theological resources.</p> <p>Thorough knowledge of, and familiarity with, the fundamental traditions of Christian belief and practise.</p> <p>Able to interpret and apply Holy Scripture in a variety of settings.</p> <p>Commitment to ongoing professional development and learning.</p> <p>Plan, implement and conduct one (1) course of study, such as a Bible Study, or discipleship course, as appropriate to the ministry context.</p> |
| Mission, Evangelism and Discipleship | <p>Demonstrate the ability to proclaim, commend and defend the Christian faith clearly and effectively, appropriate to the ministry context.</p> <p>Able to lead and inspire others in mission and evangelism.</p> <p>Demonstrate an ability to nurture others in Christian faith and discipleship, including those with little or no previous faith formation.</p> <p>Plan for, lead and implement one (1) outreach or evangelistic initiative.</p> |
| Christian Initiation | <p>Develop an effective pastoral relationship with those presenting a child and / or adult candidates for Holy Baptism.</p> <p>Prepare candidates for and conduct three (3) baptisms.</p> <p>Prepare candidates for Confirmation and / or Reception into Communicant Membership, and assist liturgically, on one (1) occasion.</p> <p>Prepare candidates for admission to Holy Communion prior to, and after, Confirmation as appropriate to the ministry context.</p> <p>Demonstrate an understanding of the liturgical principles and conduct of services of Christian initiation.</p> <p>Consider opportunities for further appropriate contact with those presenting a child for baptism, those presenting for adult baptism, and / or with those confirmed or received.</p> |
| Marriage | <p>Develop an effective pastoral relationship with couples being married.</p> <p>Become familiar with church and civil requirements, and both canon and secular law, inclusive of necessary documentation and record keeping.</p> <p>Plan and conduct three (3) marriages - inclusive of the first contact, development of the liturgy, completion of documentation and both canon and secular law requirements, and the marriage ceremony itself.</p> <p>Consider opportunities for appropriate further contact with couples being married.</p> |
| Funerals, Grief and Loss | <p>Develop effective pastoral relationships with the bereaved.</p> <p>Plan and conduct three (3) funerals or memorial services inclusive of first contact, development of the liturgy, and completion of documentation.</p> <p>Conduct one (1) service of committal at a crematoria or place of burial.</p> <p>Conduct one (1) interment of ashes.</p> <p>Consider opportunities for appropriate further pastoral support of, and contact with, the bereaved.</p> <p>Develop an understanding of the grieving process, and display effective strategies for pastoral ministry to those experiencing grief and loss.</p> |

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| Liturgy and Liturgical Leadership | <p>Demonstrate a thorough knowledge of <i>A Prayer Book for Australia 1995</i>. Demonstrate a thorough knowledge of liturgical principles and the appropriate conduct of worship.</p> <p>Plan for, and lead, services of worship in the ministry context, on a consistent basis – i.e. monthly or up to twelve (12) times per year - with appropriate support and supervision.</p> <p>Lead or assist in services on ‘special occasions’ such as Easter, Christmas, Patronal Festival etc. in each year.</p> |
| Preaching | <p>Prepare and deliver one new sermon, on average, each month – twelve (12) occasions annually.</p> <p>Debrief and reflect with supervisor and field committee on the content and delivery of sermons as appropriate.</p> <p>Gain experience in preaching in a variety of contexts and to different groups of people.</p> |
| Pastoral care and Pastoral Ministry | <p>Develop and maintain appropriate pastoral interactions and relationships, recognising professional boundaries.</p> <p>Continue to develop capacity for theological reflection.</p> <p>Determine when, how, and to whom, to refer appropriately.</p> <p>Develop strategies for effective pastoral visitation in a variety of settings.</p> <p>Attend to pastoral situations such as the anointing of a dying person, reconciliation, home communion, blessing of a home (and / or others) as may be appropriate to the ministry context on up to three (3) occasions.</p> |
| Leadership | <p>Able to lead communities collaboratively and competently.</p> <p>Develop the ability to mentor and supervise others as appropriate to the ministry context.</p> <p>Develop competency and gain experience in leading one (1) significant ministry over an extended period of time.</p> <p>Gain experience in leading in team settings.</p> <p>Represent the church in public settings.</p> <p>Reflect with supervisor on leadership style, growth and effectiveness.</p> |
| Work effectively in an Anglican Diocese | <p>Demonstrate the ability to work collaboratively in the diocesan context with both colleagues and others.</p> <p>Acceptance of the appropriate authority of the Archbishop and Bishop, and ministry supervisor.</p> <p>Attend meetings of the relevant clergy deanery.</p> <p>Attend the clergy conference in each year.</p> <p>Attend the full session of Synod in each year.</p> |
| Administration and Governance | <p>Attend meetings of the Parish Council or other comparable body regularly in an <i>ex officio</i> capacity.</p> <p>Develop strategies for leading and chairing meetings, and chair one (1) meeting.</p> <p>Develop competence in reading interpreting financial statements.</p> <p>Gain an understanding of the provisions of the Parish Governance Act 2013 and / or other relevant legislation.</p> |
| Professional Development and Accreditation | <p>Participate in Post Ordination Training (all sessions in each year).</p> <p>Produce and submit annual reports in a timely manner.</p> <p>Keep Working with Children Card or VIT registration current.</p> <p>Police Check – renew at three year intervals.</p> <p>Professional Standards training undertaken.</p> <p>Occupational Health & Safety training undertaken.</p> |

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| Wellbeing and Self Care | <p>Able to balance appropriate care of self with care of others by developing sustainable patterns of life and work.</p> <p>Understanding and appreciate, with wisdom and discernment, the sacrificial nature of ordained ministry.</p> <p>Arrange for a Spiritual Director, mentor or coach.</p> <p>Consistently take day off and arrange for annual leave.</p> <p>Plan for one spiritual retreat in each year.</p> <p>Disciplined and regular prayer life and pattern of Bible reading.</p> <p>Achieve appropriate life work balance and awareness of own needs and limitations.</p> |
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2. The Ministry Development Program

The Ministry Development Program is the diocesan post ordination training program for Assistant Curates in the first three years of their ordained ministry. There are five modules in each year, delivered over the course of five single days, and complemented by attendance at Deanery, Synod, the diocesan Ministry Conference, and an annual retreat.

Areas of formation

The fifteen modules, and other associated requirements, fall with seven broad areas of formation.

- A – Public ministry (6 modules)
- B – Communication skills (1 module)
- C – Leadership (2 modules + the Leadership Development Program)
- D – Organisational awareness and collegiality (regular participation in Deanery, attendance at the diocesan Ministry Conference, attendance at Synod)
- E – Pastoral Ministry (2 modules)
- F – Evangelism, Mission & Discipleship (4 modules)
- G – Spirituality and Wellbeing (1 module + the annual retreat)

Delivery

The Ministry Development program is delivered over three years:

- MDP-1 (Year one). Five modules, repeated annually, attended by Assistant Curates in their first year of ordained ministry.
- MDP-2 & MDP-3 (Years two and three). Ten modules, attended by Assistant Curates in their second and third years of ordained ministry. The content is delivered over a two year cyclical curriculum shaped to further enhance and develop the Assistant Curate's skills as a Christian leader in a range of targeted areas.

The Leadership Development Plan is delivered in the following format:

- During the course of the second year, the Assistant Curate completes an EQ inventory online and then meets with an accredited coach.
- A leadership development plan is produced and discussed with the coach, to be then implemented by the Assistant Curate in consultation with their supervisor, ministry coach, or mentor.

MDP-1

The Year One Ministry Development Program (MDP-1) is attended by all newly ordained Deacons in their first year of ordained ministry, and is repeated annually. The content complements the practical instruction and experience Assistant Curates receive under supervision in their ministry placements. The emphasis is on the public ministries of the Church, with a focus on the rites of passage.

| Module | Area | Content | Learning outcomes |
|--|------------------------------|---|---|
| Deacon retreat and Ordination | G – Spirituality & Wellbeing | Guided silent retreat in preparation for ordination as Deacon | Take up a public ministry as a Deacon |
| Induction, and Leading from the Second Chair | C – Leadership | Induction, reporting procedures and the Deacon year; Strategies and skills for leading when you are not the leader, and for working well with your vicar | Capacity for collaborative leadership and collegiality further developed |
| Funeral Ministry | A – Public ministry | The funeral director; planning for and leading funerals in a variety of contexts; site visit to Springvale Memorial Park | Gain an understanding of death and dying in contemporary Australia; develop skills and knowledge in planning and leading funerals |
| Christian Initiation | A – Public ministry | Planning, leading, and preparing candidates for - Holy Baptism; Confirmation and Reception into Communicant Membership; the admission of children to Holy Communion | Develop skills and knowledge in planning, leading and preparing candidates for the rites of Christian initiation |
| Marriage Ministry | A – Public ministry | Legal requirements for marriage; Leading a marriage; optional Prepare/Enrich accreditation (additional one day) | Develop skills and knowledge in planning, leading and preparing couples for marriage |

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| Holy Communion, Confession & Absolution | A – Public ministry | The liturgical roles of the Deacon and Priest in a service of Holy Communion; presiding at the Holy Communion; confession and absolution | Gain an appreciation of issues in the theology and praxis of Holy Communion in the Anglican tradition; the priest and the deacon in the liturgy; confession in the Anglican tradition |
| Deanery | D – Organisational awareness and collegiality | Attend meetings of the relevant Area Deanery as often as possible | Foster collegiality with peers; develop appreciation for diocesan structures and processes |
| Ministry Conference | D – Organisational awareness and collegiality | Attendance at the annual diocesan Ministry Conference | Enhanced opportunities for collegiality and developing relationships with peers; input and instruction varies, annual themes |
| Synod | D – Organisational awareness and collegiality | Attendance at the annual session of Synod | Taking up one's place in the life and councils of the Church |
| * Priest retreat and Ordination | G – Spirituality & Wellbeing | Guided silent retreat in preparation for ordination as Priest | Take up a public ministry as a Priest |

* For transitional Deacons recommended by the Review Panel for ordination as Priest

MDP 2

The Ministry Development Program 2 (MDP-2) runs every second year and is attended by Assistant Curates in their second and third year of ordained ministry.

| Module | Area | Content | Learning outcomes |
|-------------------------------------|--|--|--|
| Music in the life of the Church | A – Public ministry | Music and corporate singing in the life of the Church, traditional and contemporary; music as outreach | Understanding of the liturgical and missional nature of leading worship and of the role and place of music in the service |
| The media and the digital age | F – Evangelism, Mission & Discipleship | Dealing with the media; attracting and managing appropriate publicity; using technology missionally; the internet and social media | Gain an understanding of how the media works; appropriate strategies for media contact and publicity; using technology and social media in a missional way |
| Christianity in the public square | F – Evangelism, Mission & Discipleship | The social and cultural context of Christianity in the public sphere; commending the Gospel in a pluralistic age | Gain an understanding of the social and context in which the Christian faith is lived and proclaimed; enhanced strategies for commending Christian faith in public settings |
| Holiness of life and practise | G – Spirituality & Wellbeing | Guarding your prayer life; maintaining and developing personal spirituality; pastoral and professional boundaries; wellbeing | Practical strategies for maintaining personal and professional boundaries; knowledge of the standards of conduct and care in relation to holiness of life and practise; personal wellbeing |
| People skills for pastoral ministry | E – Pastoral Care | Dealing with difficult and needy people; pastoral contact with people suffering mental illness, boundaries and strategies | Develop skills and strategies for pastoral encounters with difficult and needy people |

MDP 3

The Ministry Development Program 3 (MDP-3) runs every second year and is attended by Assistant Curates in their second and third year of ordained ministry.

| Module | Area | Content | Learning outcomes |
|---|--|--|--|
| When the “buck stops with you” | C – Leadership | Leading an organisation and managing people; the parish governance act and canon law; meetings and corporate governance | Understand the nature of corporate governance; skills for reading legislation and canon law; strategies for dealing with employees and volunteers |
| Communicating effectively in public | B – Communication skills | Leading others in public settings; voice coaching and projection; microphone technique | Enhance and further develop skills and techniques in public speaking and proclamation |
| Making and Growing Disciples | F – Evangelism, Mission & Discipleship | Communicating the Gospel in 21 st Century Australia; discipleship resources; worship and the rites of passage as instruments of mission | Acquire strategies for personal and group evangelism and the making of disciples; practical skills and principles for reaching out through services of worship |
| Pastoral care in particular circumstances – grief, loss and bereavement | E – Pastoral Care | Christian ministry at the time of death; the grieving process; pastoral ministry in tragic circumstances; boundaries and limitations, referrals | Gain practical skills for ministering effectively to the bereaved and for the provision of pastoral ministry in tragic circumstances; knowing when and where to refer on |
| Social justice and mission | F – Evangelism, Mission & Discipleship | The role of Anglican agencies in the community; social justice as a missionary activity; local and overseas missions | Enhanced knowledge of and appreciation for the ministry and mission activity of Anglican agencies in the local and global spheres |

Participants in MDP-2 & MDP-3 also attend, in each year.

| Module | Area | Content | Learning outcomes |
|---------------------|---|--|--|
| Deanery | D – Organisational awareness and collegiality | Attend meetings of the relevant Area Deanery | Foster collegiality with peers; develop appreciation for diocesan structures and processes |
| Ministry Conference | D – Organisational awareness and collegiality | Attendance at the annual diocesan Ministry Conference | Enhanced opportunities for collegiality and developing relationships with peers; input and instruction varies, annual themes |
| Synod | D – Organisational awareness and collegiality | Attendance at the annual session of Synod | Taking up one's place in the life and councils of the Church |
| Retreat | G – Spirituality & Wellbeing | Undertake the annual diocesan retreat or another opportunity for retreat | Be refreshed and renewed spiritually |

3. The Leadership Development Program

In most organisations, professional development takes place in learning environments such as the classroom, group workshops and seminars, online, and / or in practical and applied ways. Leadership skills and principles can be taught through the imparting of cognitive knowledge, and may be applied in a practical way accompanied by a supervisor, coach or mentor. Knowledge and practical experience are, however, in themselves insufficient if the leader cannot demonstrate and exercise the ability to engage, connect and empathise with those who are being led.

Why Emotional Intelligence?

Emotions influence decisions, behaviour and performance, productively and unproductively. There is a direct link between the way people feel and the way people perform. In high performing organisations people feel significantly more engaged, cared for, valued, proud, and motivated than those in low performing organisations. Conversely, in low performing organisations people feel significantly more fearful, stressed, disempowered and uncertain. Leadership is fundamentally about getting others to perform, to do things effectively and efficiently. Leaders need to be skilled at identifying, understanding and managing emotions in themselves and others, to help drive the best decisions, behaviour and performance. Research has proven that a leader's emotional intelligence is key to their capacity to facilitate emotions in themselves and others that drive high performance and the engagement of others. Applied in leadership, emotional intelligence is about how intelligently you use emotions to achieve positive outcomes.

The Genos inventory

The diocesan Leadership Development Program will utilise the 'Genos 360° Emotionally Intelligent Leadership Feedback Report'. This instrument focuses on assessing performance in self-leadership, in leading others, and in leading others in complex environments and situations. This emphasis on assessing 'performance', as opposed to 'traits' or 'behaviours' (which also has a place) creates opportunities for meaningful learning in the context of ongoing coaching. Practical goals for personal emotional development, and for making a positive difference to others, can be readily identified and targeted with suitable initiatives by using this approach.

Implementation model

Assistant Curates in their second year from ordination will complete the Genos EI instrument.

Each participant will then have the benefit of a debrief session with a Genos-accredited coach. In this session, participants would be encouraged to develop both personal EI learning goals, and goals for ministry improvement and effectiveness. These goals can then form the basis for, and / or be incorporated into existing supervisory, mentoring and coaching programs.

Some possible areas of learning and goal setting may include, and be informed by, the use of EI skills in the following scenarios:

- How specifically can improved EI assist me in purposely developing my reputation as a person in Holy Orders?
- How do I develop and maintain an excellent working relationship with my Supervisor?
- What positive impact would I like to have in my ministry context and how do I accomplish this?
- How best to foster productive relationships in the context of the ministry improvement and effectiveness goals I have identified?
- How do I influence and engage others effectively in situations where I may not have actual authority?

Use of the Genos inventory, and the inclusion of emotional intelligence into the post ordination training program, is intended to enhance the development of the Assistant Curate as a person in ministry, rather than to impose a program seeking to develop practical skills and competencies in a cognitive and experiential way.

Key competencies measured

Self-Awareness: Self-Awareness is about being aware of the behaviour you demonstrate, your strengths and limitations, and the impact you have on others.

Awareness Of Others: Awareness of others is about noticing and acknowledging others, ensuring others feel valued and adjusting ones own style to best fit with others.

Authenticity: Authenticity is about openly and effectively expressing oneself, honouring commitments and encouraging this behaviour in others.

Emotional Reasoning: Emotional reasoning is about using the information in feelings (from oneself and others), and combining it with other facts and information when decision-making.

Self-Management: Self-Management is about managing one's own mood and emotions; time and behaviour; and continuously improving oneself.

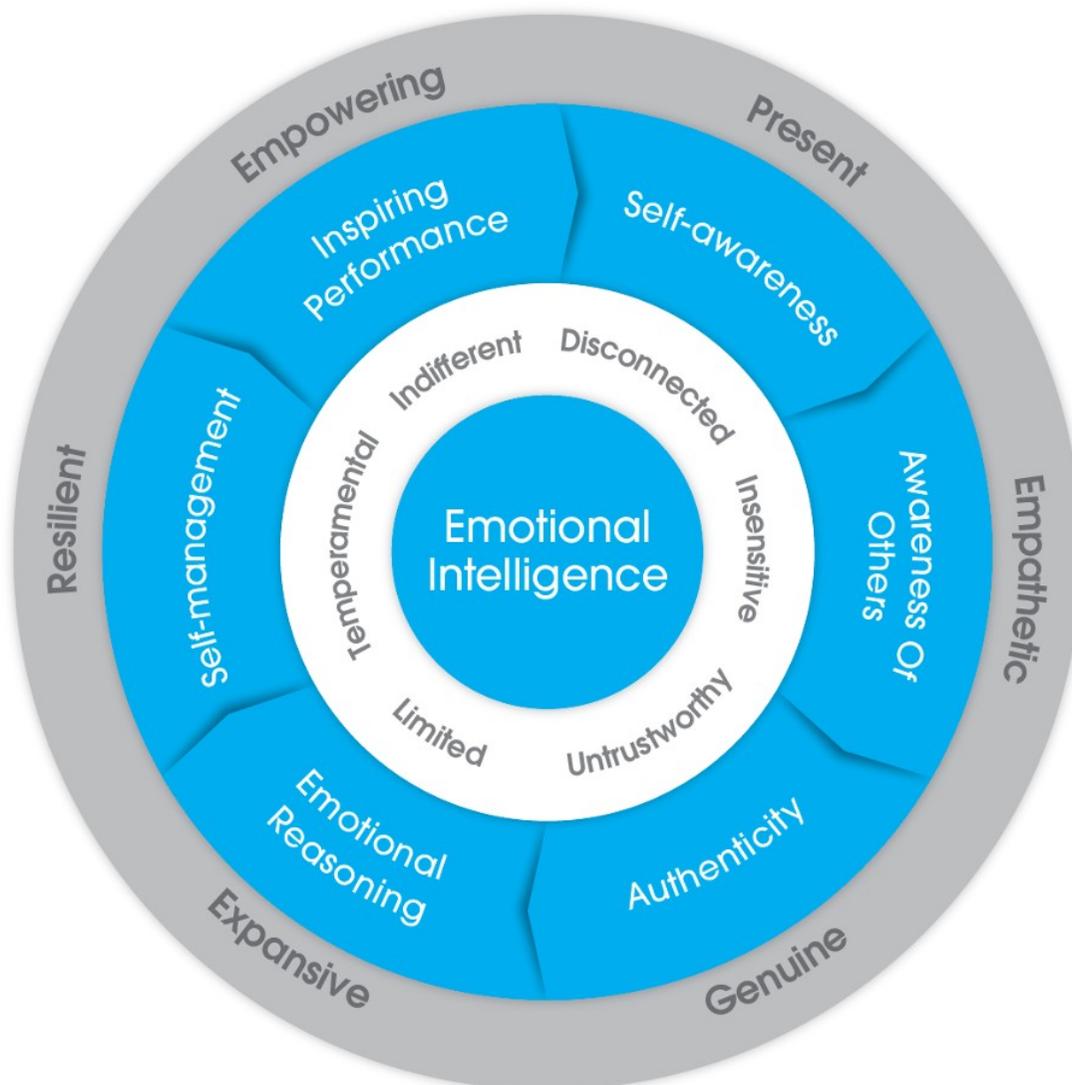
Inspiring Performance: Inspiring Performance is about facilitating high performance in others through problem solving, promoting, recognising and supporting others' work.

THE GENOS MODEL OF EMOTIONALLY INTELLIGENT LEADERSHIP COMPETENCIES

The questions in the Genos survey that measure competencies in emotional intelligence that reflect interactions with, and the leadership of, other people.

- Inner circle - unproductive leadership being states
- Outer circle - productive leadership being states

The competencies of the model help leaders “be” the productive being states on the outside of the model, as opposed to the unproductive being states, that we can all be at times, on the inside of the model.



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