Formation Outline for Candidates in Phase 2

1.0 Background

The four phases of Formation for Specified Ministry in the Uniting Church are designed to be integrated as a collective whole. This is clearly evidenced in the progression of Candidates into Phase 2 of Formation and their exit into Phase 3. From 2019 there will be a range of developments in the progression of Candidates through Phase 2. These developments underpin a new approach that seeks to provide the most robust and flexible formation pathway for Candidates. A fundamental aim is to ensure that Candidates engage in a high-quality formation pathway that meets Assembly standards to the highest degree. Essential in the provision of a high-quality formation pathway is an integrated approach to formation that involves:

- Academic Study in Theology and/or Ministry
- Non-accredited study involving Formation Units, Mission in Focus and Theological Reflection
- Ministry Practicums

Through this integrated approach Candidates are engaged in formation that specifically educates, trains and resources for the demands of Ordained ministry expressed in worship, witness and service across the life of the Church.

This Formation Outline has two elements:

1. A detailed overview of how a Candidate progresses through Phase 2 of Formation
2. Consideration of specific components of Phase 2 that are integral in the Formation of Candidates, namely:
   a. Formation Intensives and Days
   b. Ministry Practicums

2.0 The Progression through Phase 2

2.1 Initial Set up for Phase 2

The commencement of Phase 2 is marked by the Synod Selection Panel (SSP) approving an applicant for Formation as a Candidate. This approval can sometimes be made with certain conditions needing to be met. These conditions will be taken into consideration by the Formation Panel as it works with the Candidate during Phase 2. Following this approval, the SSP secretariat sends a letter to the Principal of Trinity College Queensland (TCQ) approving the applicant for Phase 2 of Formation.

Following advice from the Principal of receipt of the SSP letter, the Dean of Formation writes to the new Candidate welcoming them to Phase 2 and provides an outline of the initial steps (See **Attachment 1 – Welcome Letter**). Furthermore, the Dean will be required to contact the new Candidate and initiate a face to face meeting with the intent of:

- Welcoming the Candidate to Phase 2
- Clarifying the Formation Panel process and what is required for the initial Panel meeting. The documents required for the initial Formation Panel include:
  - A statement that articulates Candidate's personal call narrative (< one page)
  - An initial Report that allows the Candidate to reflect on their strengths/weaknesses, gifts and passions, and ministry experiences to date (< two pages)
  - Outline of the process and the documentation required if credit is being sought for either academic study or formation units (See **Attachment 2 – Request for Credit from previous academic study** and **Attachment 3 – Request for credit from Phase 2 Formation Units on the basis of Prior Learning/Experience)**. The Manager of Student Services at Trinity is to be contacted regarding credit for academic study. The request for credit for previous academic study will be forwarded to the Manager of Student Services.
- Discuss possible contexts for Ministry Practicums
- Ensure that the Candidate has, or is scheduled to undertake Safe Ministry with Children training, has a Blue Card and has, or plans to engage in Code of Ethics foundations or refresher course.

2.1.1 Initial Formation Panel

The initial Formation Panel meeting is an important step for setting the trajectory of the Candidates Foundational Stage. The Dean of Formation arranges the initial Formation Panel meeting which involves the following:

- Panel membership includes – Dean of Formation (Chair), Faculty member, Presbytery representative (approved by Presbytery PRC)
- Candidate can bring a support person to any Formation Panel meeting
- Initial Formation Panel meeting must be at least 3 weeks prior to the commencement of the Semester in which the Candidate will commence Phase 2 of Formation.
- Development of a Formation Plan (see **Attachment 4 – Candidate Formation Plan**)

Furthermore, the initial Formation Panel meeting will also determine whether the Candidate will progress along either:

- **Standard pathway** - which requires Candidates to commence and complete a Bachelor of Ministry or equivalent prior to exiting phase 2. Further articulation of the standard pathway requirements for academic study is available in the Formation Program.

- **Flexible pathway** - acknowledges that certain Candidates commence Phase 2 having already undertaken some or all of the required tertiary study in either theology or ministry. A Candidate who has partially completed undergraduate or postgraduate study in theology or ministry will be required to finish their Course through Trinity. The flexible pathway, takes into account all previous academic study but still requires Candidates to engage with Core Units if they have not done so as part of prior learning. The Phase 2 Core Units of academic study will consist of the following 8 Units:

Biblical Studies and Theology:

1. Introduction to New Testament
2. Introduction to Old Testament
3. Introduction to Christian Thought
4. Biblical Hermeneutics

Essential ministry subjects:

1. Preaching (Homiletics)
2. Introduction to Pastoral Care
3. Introduction to Christian Leadership
4. Evangelism, Conversion and the Mission of God

As part of the flexible pathway Candidates will have two options with respect to these units:

a) Undertake all relevant units as part of the ongoing completion of a course of study
b) The Formation Panel can direct Candidates to Audit all relevant units and provide a theological reflection of up to 3000 words on a specific aspect of learning. This theological reflection will be negotiated with the Unit Lecturer and will shape part of the Candidates report to the Formation Panel.

Flexible Pathway Scenario 1

Jack has partially completed a Bachelor of Ministry. As a Candidate he has a requirement set by his Formation Panel to complete his BMin. The Formation Panel has given Jack credit for the following Phase 2 Core Units:

1. Introduction to New Testament
2. Introduction to Old Testament

Jack needs to complete the following as part of his BMin:

1. Preaching (Homiletics)
2. Introduction to Pastoral Care
3. Introduction to Christian Thought
4. Biblical Hermeneutics

The following subjects will not be part of Jack's study plan for completing a BMin and therefore, will need to be undertaken as an Audit plus theological reflection in order for him to complete the required 8 Phase 2 Core Units:

1. Introduction to Christian Leadership
2. Evangelism, Conversion and the Mission of God

Flexible Pathway Scenario 2

Jill has completed a Master of Theology and has completed a Bachelor of Arts. In Jill's MTh none of the Phase 2 Core Units were completed. Therefore, the academic requirements for Jill during Phase 2 will include all 8 units.

Following the initial Formation Panel meeting the Candidate will contact the TCQ Manager of Student Services and enrol in the relevant course of study, ensuring that all relevant credits have been granted.

Furthermore, a Ministry Practicum is arranged by the Dean of Formation in consultation with the Candidate and relevant Presbytery representatives. The various parties involved in the Ministry Practicum will be furnished with a copy of the "Ministry Practicum Outline".

2.2 Foundational Stage of Phase 2

As the Candidate moves into the Foundational stage of Phase 2, they commence a strongly integrated formation pathway. Central to this integration are the **"Standards for Theological Education and Formation: Phase 2 for Ordained Ministers"** as set by the UCA Assembly. Each element of the foundational and transitional stages of Phase 2 formation is designed to integrate learning and capacity development that is specifically aimed at meeting the Assembly Standards. An outline of the various elements of the formation program can be considered at **Attachment 5 – Formation Framework**

2.2.2 Integrated Formation Framework

Delivering a high-quality formation pathway requires a strategic and intentional integration of the various elements incorporated in Phase 2. An integrated formation framework ensures that Assembly Standards for Phase 2 are met through high quality engagement with:

- Academic Study in Theology and/or Ministry
- Non-accredited study involving Formation Units, Mission in Focus and Theological Reflection
- Ministry Practicums

Furthermore, an integrated formation framework is also focused on blending the vision of Trinity College Queensland to develop mission ready graduates. These are ministry agents who can courageously yet sensitively lead a Christian community toward growth (in all aspects of the community's life) or facilitate new expressions of worship, witness and service.

The formation of Candidates as mission ready graduates is fundamentally informed by Ephesians 4 which suggests that:

> [11] The gifts he gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers, [12] to equip the saints for the work of ministry, for building up the body of Christ, [13] until all of us come to the unity of the faith and of the knowledge of the Son of God, to maturity, to the measure of the full stature of Christ. (NRSV)

In this passage, the author defines some of the key roles and functionalities required to equip God's people for the work of ministry, to promote unity within the faith and to help the church grow into a greater degree of mature Christ-likeness. This wider context is important to keep in mind. Numerous qualities (humility, gentleness and patience)[1] are required of those who are seeking to "maintain the unity of the Spirit in the bond of peace."[2] In this context grace is available and gifted to us.[3] One expression of this grace is ministry giftedness, provided for the ordering, building and fruitful operation of the church. Five categories of giftedness are listed: apostles, prophets, evangelists, pastors and teachers. If we recognise that these ministry descriptions represent not only gifted individuals within the church, but also essential ministry functions that we might expect to see within a vibrant, fruitful, Christian community, then we could identify the 'functions' of *leadership*, *spiritual discernment and obedience*, *proclamation (or faith sharing)*, *pastoral influence* and *equipping (or*

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[1] Ephesians 4:2
[2] Ephesians 4:3
[3] Ephesians 4:7

education) as key capacities we are seeking to develop in the mission-ready graduate.[4] Not that every ministry candidate is expected to be highly competent in all five areas.[5] However, a mission-ready graduate would be expected to demonstrate:

i) *basic competence* in *all* five domains,

ii) *particular giftedness* in *one or some* of the domains and

iii) an understanding of *the strategic importance* of each domain for the development of healthy, missional communities, so that these gifts can be identified and encouraged in others.

With this in mind, we might further describe the five ministry areas in the following terms:

Ephesians 4 Ministry	Description of Ministry Area
Leadership (Apostle)	The mission-ready graduate will demonstrate self-aware, initiating, innovating and replicating leadership.[6]
Spiritual Discernment and Obedience (Prophet)	The mission-ready graduate will create environments and paradigms that help people be attentive to the presence, will and action of God, developing a sense of relationship with, dependence on and obedience to the Trinitarian God: Father, Son and Holy Spirit.
Proclamation (Evangelist)	The mission-ready graduate will stand as a living bridge between the hermeneutical horizons and Scripture and culture and, through a Gospel lens, interpret one to the other, inviting all to participate in the life of God within and beyond the church.
Pastoral Influence (Pastor)	The mission-ready graduate will be attentive to the development of Christ-like character in their own life, in order to model and facilitate the development of communities of care where diversity, vulnerability and giftedness are equally celebrated.
Education/Equipping (Teacher)	The mission-ready graduate will be a vibrant communicator and effective educator whose biblical literacy and theological dexterity draws the

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[4] We believe that these categories, loosely based on Ephesians 5, are equally applicable to the Ministry of Deacon as to Ministry of the Word. The categories might be emphasised or prioritised differently in each, but they will all still be present to some degree.

[5] We emphasise, the author of Ephesians explicitly states, "the gifts he gave were that *some* would be . . ." Not everyone is expected to be highly competent in all five areas.

[6] It should be noted that throughout this document and within the formation processes of the College, Leadership is addressed with reference to the UCA Queensland Synod's Leadership Framework.

	people of God forward into living relationship with the living Word, equipping them for worship, witness and service; and helping them become, in turn, equippers of others.

An integrated formation framework ensures that the Assembly standards for Phase 2 are enmeshed within the mission ready descriptors as defined by Ephesians 4. **Therefore, an integrated formation framework focuses on the engagement of specific Phase 2 elements that form a high-quality formation pathway. The intent is to develop Candidates who are "mission ready" and "placement ready" for Ordained Ministry in the Uniting Church.** The reference to "placement ready" ensures there is a distinct focus on ministry capacity essentials for Ordained Minsters within the life of the Church.

The integrated formation framework can be considered at **Attachment 6 – Integrated Formation Framework Outline** as it relates to:

- Academic Study in Theology and/or Ministry
- Non-accredited study involving Formation Units and Mission in Focus

2.2.3 Assessing Candidate Progression

The Integrated Formation Framework provides a clear reference point for how the Assembly standards for Phase 2 Formation will be met. However, in the progression of Candidates through the Foundational Stage there will need to be significant measuring as to the ways in which these standards are being met. The Foundational Stage of Phase 2 provides the Candidate, Formation Panel, TCQ Faculty and Presbytery with the opportunity to assess and consider the progress of each Candidate in terms of academic capacity, engagement in Formation Intensives, presentations to Formation Panels and learning emerging from Ministry Practicums. The primary tool that will be utilised in considering the progress of the Candidate will be the **Formation Framework Assessment Matrix** which is outlined in **Attachment 7**

This matrix will be utilised by Formation Panels, Faculty and in the Ministry Practicum context. The high standards concerning the progression of Candidates ensures that this matrix will be crucial in determining whether there is movement from the Foundation Stage to the Transition Stage.

If, in the opinion of either the Formation Panel and/or Trinity Faculty, the progression of the Candidate is unsatisfactory then a recommendation can be made to the Presbytery that the candidature be terminated, as per UCA reg. 2.3.2.7. Therefore, the Foundational stage of Phase 2 is the suggested period in which any consideration for termination of candidature occur. Movement into the Transitional Stage of Phase 2 is done with an intentional view to exiting in accordance with the Candidates Formation Plan. Therefore, there would be no instance for terminating candidature during this stage except in the circumstances of a serious breach of the Code of Ethics.

2.2.4 Integrated role of Formation Panel

The integrated nature of the Phase 2 formation program ensures that the Formation Panel will be the primary intersection for considering the Candidates progression. During the Foundation Stage the meetings of the Formation Panel provide a significant interface for integrated reporting and conversation concerning the Candidates progress. The Formation Panel will be informed by:

- The Candidate's current Formation Plan developed prior to the commencement of the Semester
- The Integrated Formation Framework, particularly those areas being covered in the recently completed Semester.
- Candidates report from Ministry Practicum
- Mentors report from Ministry Practicum
- Dean of Formation report, which includes observations from Formation Intensives and any considerations emerging from Faculty following regular meetings to discuss Candidate progress

The output of the Formation Panel will include:

- Revised Formation Plan for the forthcoming Semester, including consideration being given to a Ministry Practicum context.
- Completed Formation Framework Assessment Matrix (See attached). This matrix allows the Formation Panel to make a considered assessment, based on all relevant presentations and reports, of the Candidates progress.

The integrated approach to Phase 2 also relates to the broader formation pathway of the Uniting Church. The specific integration of Phase 2 and Phase 3 is designed to ensure that Ordained Ministers are robustly formed for the rigours and fruitfulness of ministry in Phase 4. The role of the Formation Panel is crucial in this integrated approach. The *Trinity College Queensland Formation Program* outlines that "Formation Panels play the primary role of overseeing the formation of candidates for the specified ministries of Minister of the Word and Deacon, in Phase 2 (Core Phase) and in the first three years of Phase 3 (the First Placement)."

An integrated approach whereby the Formation Panel continues into phase 3 has numerous benefits especially with respect to continuity. This continuity primarily pertains to the knowledge of the Ministers call and the competencies that still need to be developed as they move through Phase 3. This relational base and deep knowledge of the person provides an excellent platform for strengthening ministry capacity across ongoing character and competency development.

2.2.5 Membership of the panel

A more integrated approach to Formation will involve consideration of Formation Panel membership, especially for the sake of continuity and clarity. The suggested Formation Panel membership is as follows:

- The minimum membership for Phase 2 will include:
  - Dean of Formation and Dispersed Learning (Chair of all panels)
  - One faculty member
  - One Presbytery member
- In extraordinary circumstances an extra member from the Presbytery or body related to the Candidate can be added if required. For instance, a Candidate from the Diaconate might have a chaplain from the Army or Uniting Care Qld be part of the panel if this is the ministry domain they have come from and is the direction they are going toward.

2.2.6 Timing of Formation Panels

Formation Panels require a significant amount of organisation and logistical management, especially if there is ongoing growth in the number of Candidates. As such the suggestion will be that Formation Panels are run immediately at the end of Semester 1 in June and at the end of Semester 2 in November. The June panel helps to plot the course for the second half of the year, whilst the November panel shapes the formation plan for the year ahead. Furthermore, running the panels at these times keeps them out of the peak assessment times during a semester.

2.2.7 The Formation Plan

The Formation Plan is the key document that gives all members of the Formation Panel, the Candidate/Minister, Mentors and all other stakeholders, a clear outline of the pathway that the Candidate or Minister is on. The Formation Plan directly correlates with the integrated formation framework which focuses on developing 'mission ready' and 'placement ready' Ministers.

3.0 Transitional Stage of Phase 2

3.1 Progression into Transitional Stage

The Transitional Stage is clearly focused on the Candidate progressing toward exiting Phase 2 of Formation. In this regard the exiting process from Phase 2 of Formation commences as soon as the Candidate progresses to the Transitional Stage.

The timing of the decision of the Formation Panel to progress a Candidate to the Transitional Stage will be associated with the commencement of the final year for the Candidate. Therefore, the meeting of the Formation Panel closest to the commencement of the Candidates final year will recommend to the BCF that the Candidate progress to the Transitional Stage. This approval will primarily be given on the clear evidence that the Candidate has been meeting the Assembly standards for Phase 2 Formation.

The Formation Panel will then work with the Candidate to undertake the following:

- Develop a Formation Plan that ensures all requirements for Phase 2 will be met within the remaining 12 month period. Specific consideration needs to be given to the integration of Formation Units specific to the Transitional Stage, namely:
    - Congregation Regeneration
    - Identity and Call
    - Leadership Framework
    - Funerals, loss and grief
    - Weddings and Marriage
    - Sacramental Practices
- Develop focused Ministry Practicum learning opportunities within the life of Trinity to ensure that faculty can view the Candidates readiness for Ordination. This does not need to be a heavy load for Candidates. It does mean that Candidates can continue in a ministry placement without the need to undertake a ministry practicum in that context.
- Commence the process of the Candidate developing a Ministry Leadership Profile

3.2 Exiting Process

The process of a Candidate exiting Phase 2 of Formation involves a range of different facets of the Church's life. The following is an outline of the progression of moving a Candidate through the exiting process during the Transition Stage;

1. The Dean of Formation and Dispersed Learning will advise the Secretary of the Placements Committee regarding the movement of a Candidate into the Transitional Stage. The Secretary will then seek to schedule a time for the Candidate to attend a Placements Committee meeting for discussion concerning their move to Phase 3. This meeting will be subject to the Candidates Ministry Leadership Profile being completed.
2. The Candidate will complete their Ministry Leadership Profile, in consultation with the Dean of Formation no later than 9 months prior to exiting Phase 2. The Dean will provide comments from TCQ on the profile, following consultation with faculty. The Ministry Leadership Profile will be sent to the Secretary of the Placements Committee in readiness for the Candidates meeting with the Placements Committee for viewing at its next meeting following the submission of the Profile.
3. The Candidate will meet with the Placements Committee and be invited to share:
    - their faith journey
    - their call to ministry
    - the emphases they hope to bring to ministry, and
    - any personal considerations they wish to share with the members of the committee.

4. The committee may engage in conversation with the candidate with the intent of discerning how the gifts and graces of the candidate can best be used by the church, taking account of the personal and family needs of the candidate.
5. Immediately following the meeting with the candidate, the Placements Committee will share in conversation about what they have heard in preparation for discerning potential matches with available placements.
6. Within the normal processes of the Placements Committee, the committee will consider suitable vacant placements for the candidate.
7. When the Placements Committee proposes an exit candidate, only that one name will be offered to the Placement.
8. As soon as convenient after the conclusion of the meeting, the Secretary of the Placements Committee or Chairperson will advise the exit student of the decision of the meeting and arrange for a Placement profile to be sent. The Secretary will then arrange for the exit student's profile to be sent to the Chair of the placement Joint Nominating Committee (JNC).
9. The chairperson of the placement JNC will contact the exit student within three days to provide further information and invite the exit student (and partner where appropriate) to visit the placement to meet with the JNC, in order that both the candidate and JNC may engage in a process of discerning the will and purpose of God. Both the exit student and the JNC shall treat the proposal of the Placements Committee as a call of the church.
10. When the JNC and the exit student are agreed that it is appropriate to proceed to issue a call, both the exit student and the JNC will advise the Secretary of the Placements Committee, and the JNC will also advise the Presbytery. The chair of the JNC will arrange for an opportunity for the congregation to express its mind on the proposal. In such circumstances the resolution of the congregation should be "to request the Placements Committee to issue a call to NN".
11. The Secretary of the Placements Committee will report the outcome of the congregational meeting to the Placements Committee and propose that the committee "issue a call to NN to serve in the AA placement from (date) subject to receipt of a certificate that the candidate has fulfilled the requirements of Phase 2" (Regulation 2.6.5 (a)).
12. The letter of call will be sent by the Secretary of the Placements Committee, and the exit student will respond within 14 days. Upon receipt of the response the Secretary will advise the placement, the placement's Presbytery and the exit student's Presbytery (if different from the placement Presbytery).
13. If the exit student is already in a placement, the Placements Committee will discern if it is appropriate that the exit student continues in that placement after ordination. In making this determination, the Placements Committee will be guided by the exit student's Presbytery. To guide the Placements Committee in its decision-making, the Presbytery will engage in conversation with the exit student, church council and any other people the Presbytery consider to be appropriate.
14. The Placements Committee will give consideration to:
    - the ongoing vitality of the exit student's call
    - the role of the exit student in the placement
    - the length of time the exit student has already served in the placement
    - any particular needs of the exit student, their family or the placement

- any stated or implied expectations that surrounded the initial appointment of the exit student.

15. If the Placements Committee discerns an ongoing call, it shall issue a new letter of call to the exit student. This new call will be backdated to the commencement of the placement (Regulation 2.6.6 (m)). In this instance there is no need for a congregational meeting to be held to request a call be issued.

16. The Secretary of the Placements Committee will arrange for a letter of call to be sent to the candidate. This letter will also be signed by a representative of the Presbytery and the placement. The exit student will respond within 14 days.

17. Upon receipt of the response, the Secretary of the Placements Committee will advise the placement, the placement's Presbytery and the candidate's Presbytery (if different from the placement Presbytery).

18. Independent of any JNC processes, the Candidate will engage with the Formation Panel in an Exit Interview. This meeting will be the final gathering of the Candidate and the Formation Panel for Phase 2. The Panel will determine from this meeting if the Candidate is ready to exit Phase 2. The Candidate will need to prepare the following for this meeting:

   - Devotion (<10 mins)
   - A theological reflection on Ordination and why they believe they are ready to be ordained. This needs to be a maximum of 1000 words
   - Complete a credit request for Formation Units required to be completed in Phase 3 (See **Attachment 8 - Request for credit from Phase 3 Formation Units based on Prior Learning/Experience**)

19. If the Panel determines that the Candidate will exit Phase 2 then the Dean of Formation notifies the Board of Christian Formation (BCF) when they believe the candidate is ready to exit having

   - Satisfactorily participated in the formation program
   - Completed sufficient academic studies to exit
   - Completed all required Formation Units
   - Satisfied their Formation Panel that they are ready to undertake ministry
   - Had the recommendation to exit approved by TCQ Faculty

20. The BCF then notifies the Assembly of the candidate's progress and requests an Exit Certificate

21. Following receipt of the Exit Certificate and in light of a placement being approved, the candidate meets with their Presbytery (usually the Pastoral Relations Committee) and a decision is made regarding ordination. If successful, the presbytery will arrange for the ordination to occur.

22. The Presbytery, Ministry Placement and newly Ordained Minister move into Phase 3 stage of Formation.

4.0 Specific Components of Phase 2

- **Formation Intensives and Days**
- **Ministry Practicums and Mentoring**

4.1 Formation Intensives and Days

The proposed shape of Formation Intensives and Sessions in 2019 onwards will bring about significant changes to the delivery of the various aspects of an integrated formation program.

A significant shift will be a move away from "Formation Days" as the delivery of Formation Units, Theological Reflection, gathered worship, mission in focus and community building. The move will be from 8 Formation Days to a combination of Formation Intensives and Days. The Formation intensives will be shaped as a 3 day program, conducted in February and July of each year. The Formation Days will be held in April and October

A general outline of each day will involve a **gathered time of worship** and **collective teaching sessions** as well as **specific sessions for each Phase**.

4.1.1 Gathered Worship

The broad shape of gathering together for worship during the Formation Intensives would involve the following aspects:

- Each day will begin with worship. The gathered time of worship will include Holy Communion, Preaching, Prayer and engaging Creative Arts in the exploration and expression of various worship styles.
- This gathered experience is crucial to the development of *ekklesia.* The culture of *ekklesia* will be developed around ever deepening relationships with God and one another. This culture will involve the competencies of people being shaped and strengthened as they contribute to the worship sessions. However, these times of worship will also be about participants deeply engaging in ascribing worth to God such that character is challenged and transformed.
- Developing the competencies of Candidates in these worship sessions is also an important aspect of gathering together. Candidates will work in cohorts to plan and lead the worship sessions in a certain style requested by the Dean of Formation. Worship styles in the UCA are many and varied. Therefore, the breadth of these styles would be experienced and expressed throughout the different worship sessions. This allows Candidates to have a broad exposure to preparing and leading styles of worship rather than just those expressions that they are familiar with. In leading these sessions Candidates will be given opportunities to preach and to co-lead Holy Communion alongside Ministers.
- A feedback mechanism will be provided for each group with respect to the worship sessions that they lead with the main focus being on continuous improvement of ministry practice in this regard.

4.1.2 Integrated elements of Formation

The integrated formation framework outlines the various Formation Units and Mission in Focus topics that need to be covered throughout the Formation Intensives and Days, which are as follows:

Formation Units Phase 2	Mission in Focus
1. Theological Reflection essentials 2. Mission Planning Essentials 3. Church Growth Essentials 4. Spiritual Disciplines for Growth in Ministry 5. Growing Thriving Teams essentials 6. Stewardship and Administration 7. Congregation Regeneration 8. Identity and Call 9. Leadership Framework 10. Funerals, loss and grief 11. Weddings and Marriage 12. Sacramental Practices	1. **Participation in meetings of the Presbytery and Synod** 2. Multicultural ministry 3. **Christian Leadership** 4. Ecumenical engagement 5. Faith sharing and Mission 6. Impact of Preaching the Gospel 7. **Deepening of prayer and prophetic practices** 8. **Walking on Country** 9. Healthy, collaborative relationships between Congregations, schools and/or agencies 10. Finishing Well – "Hearing stories of Retired Ministers" 11. **Rural Ministry Practices** 12. Spiritual Retreat **Note:** Courses and Events in bold are undertaken in Phase 2 and Phase 3.

Another facet of the Formation Intensives and Days will be sessions involving theological reflection. These sessions will involve Candidates engaging with theological content and then providing a written theological reflection (no more than 500 words) to the Dean of Formation. The theological content will involve written content and/or a theological presentation by a faculty member. For instance, this might involve faculty presenting a paper that has been previously given at a conference they were invited to speak at.

The typical outline of a full Formation session conducted at either an Intensive or a Formation Day can be seen at **Attachment 9 – Formation Intensive Program Example**

4.2 Ministry Practicums and Mentoring

The Ministry Practicum is an integral facet of Trinity College Queensland's Formation Program. It is a collaboratively developed practicum experience that is intentionally focused on the growth of Candidates in accordance with relevant formation standards. A fundamental intent of the Ministry Practicum is to ensure that there is a consistent development of Spiritual Disciplines and Ministry Practice throughout all phases of formation. As such there are considerable resonances in this approach with that of the Period of Discernment. Furthermore, the key components within the practicum approach will provide tools and learning for ministry that will be highly applicable in phase 3 and 4 of formation. The Ministry Practicum will replace what has been know as "Supervised Ministry Placement"

4.2.1 Key Components

The core aspects and tools for the Ministry Practicum are:
- Mentoring
- Formation Framework Overview
- Growth Plan
- Formation Framework Assessment Matrix
- Candidate Journal
- Candidate Report
- Mentor Report

4.2.2 Mentoring

In the context of a Formation program, which is primarily concerned with the growth of ministry capacity, it is essential to make points of distinction between Mentoring and Professional Supervision. The focus on character and competence as the core tenets of ministry capacity provide for a line of delineation. Mentoring needs to have a greater concern with competence and ministry practice. The fundamental concern of Professional Supervision is the character of the Ministry Practitioner. However, it is vital to hold that Mentoring should not excuse or ignore character in the same way that Professional Supervision must never discount ministry practice and competencies. Distinguishing Mentoring and Professional Supervision in this way acknowledges that both character and competence are dynamic aspects of ministry formation that need constant attention in the formation of ministry capacity.

The Ministry Practicum holds the following aims for Mentoring:

- To support the professional development of candidates in ways that will increase their effectiveness as future ministers, and therefore maintain or improve the quality of ministry in the UCA, Queensland Synod;
- To assist candidates in the application of knowledge and skills gained from studies in theology and ministry to professional practice;
- To develop effective spiritual disciplines and ministry practices
- To protect members of the congregation or agency clients during the learning process;
- To promote ethical and professional standards of conduct and service.

All Mentors will be expected to undertake training prior to engaging in a Ministry Practicum with Candidates

4.2.3 Formation Framework Overview

The Formation Framework provides a clear overview of the formation standards that need to be achieved, the academic study required, the formation units needing to be completed and the mission in focus topics being covered. The Formation Framework will be the primary source that informs the content and direction of the Growth Plan. This Framework can be utilised to blend current learning in other spheres of Formation with those that can be gained from the Ministry Practicum context. This will assist and direct both the Mentor and Candidate in giving shape to the Growth Plan. For instance, if the Candidate is undertaking certain academic units and/or Formation Units in a given Semester then the Mentor, Candidate and even the Formation Panel can collaborate in identifying what the best **focal areas** are for the growth plan.

Formation Framework

Formation Standards	BMin Course - Academic Units	Formation Units Phase 2	Mission in Focus (Core sessions and events for Phase 2 and 3)
1. An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually 2. Demonstrates the practice of Christian spiritual disciplines and embodying faith in Jesus Christ in their own lives 3. Acknowledges a call by God through the Church to give themselves to the Ministry for	MINS1101 Interpreting the Old Testament MINS1102 Interpreting the New Testament MINS3002 Biblical Hermeneutics MINS2111 Pentateuch	1. Theological Reflection essentials 2. Mission Planning Essentials 3. Church Growth Essentials 4. Spiritual Disciplines for Growth in Ministry 5. Growing Thriving Teams essentials 6. Stewardship and Administration	1. **Participation in meetings of the Presbytery and Synod** 2. Multicultural ministry 3. **Christian Leadership** 4. Ecumenical engagement 5. Faith sharing and Mission 6. Impact of Preaching the Gospel

which they are ordained, following Jesus' pattern of love and service 4. A mature knowledge of Christian tradition and the Biblical witness, and the ability to help the Church shape its future in the light of that tradition 5. Proven capacity to articulate Christian faith in contextually appropriate ways 6. Deeply understands and adheres to the *Basis of Union* 7. Demonstrates capacity to help the Church be faithful to its identity and lead the Church in mission in a rapidly changing and diverse cultural and social context 8. Commitment to the Covenant with the Uniting Aboriginal and Islander Christian Congress (1985) and working within the understandings expressed in the *Preamble to the Constitution* (2009) 9. Embodies the Church's declarations that *We Are a Multicultural Church* (1985), *Living with the Neighbour Who is Different* (2000), and *One Body Many Members, Living faith and life cross culturally* (2012) 10. Demonstrates a well-developed and reflective understanding of their identity as an ordained Minister within the UCA 11. Ability to engage the tasks of Ministry with critical imagination, courage, emotional maturity, theological judgment and self-reflection; and to exercise this Ministry within the ministry of the whole people of God	MINS TBA OT Text to Sermon: IMP MINS2110 Israel's Response to Exile MINS2219 Synoptic Gospels MINS2216 Pauline Letters MINS3218 John/Johannine Letters MINS2801 From NT Text to Sermon: IMP MINS1304 Introduction to Christian thought MINS1305 Reading Cultures MINS2318 Mission Then, Mission Now A MINS2321 Mission Then, Mission Now B MINS2314 Theology of Jesus Christ, Word and Saviour MINS3335 God the Trinity MINS1509 Introduction to Christian Leadership MINS2533 Homiletics MINS2536 Ministry of Pastoral Care MINS1601 Spirituality for 21st Century Disciples MINS1603 Beyond Sunday MINS2602 Youth and Young Adults MINS3336 Church Ministry and Sacraments	7. Congregation Regeneration 8. Identity and Call 9. Leadership Framework 10. Funerals, loss and grief 11. Weddings and Marriage 12. Sacramental Practices	**7. Deepening of prayer and prophetic practices** **8. Walking on Country** 9. Healthy, collaborative relationships between Congregations, schools and/or agencies 10. Finishing Well – "Hearing stories of Retired Ministers" **11. Rural Ministry Practices** **12. Spiritual Retreat** **Note:** Courses and Events in bold are undertaken in Phase 2 and Phase 3, with the exception of the Spiritual Retreat.

12. Readiness for the practice of day-to-day Ministry, and the quality of being and awareness which gives integrity to the exercise of this practice 13. Demonstrates the capacity for, and commitment to, intentional life-long learning 14. Demonstrates commitment to comply with the *Code of Ethics and Ministry Practice*	MINS2320 Evangelism, Conversion, and the Mission of God MINS TBA Church History A MINS TBA Church History B MINS TBA Christian Ethics in a Secular Age		

4.2.4 Growth Plan

The Growth Plan is the significant point of integration for the Ministry Practicum. It is the reference point for Candidates and Mentors that brings clarity to the direction and shape the Ministry Practicum needs to take. It is informed by the Candidates journaling, reading and theological reflections and the Mentors wisdom and ministry experience. A Growth Plan Template (Including outlines of each area) is as follows:

Growth Plan Template	
Candidate Name:	**Mentors Name:**
Candidate Email:	**Mentor Email:**
Candidate Phone:	**Mentor Phone:**
Ministry Practicum Location:	
Growth Plan Commencement date:	**Growth Plan Conclusion date:**
Formation Panel Report Submission date:	

Focal Area	Goal	Tasks	Resources	Outcomes
The Focal Area is informed by the Formation Standards. Only these standards should be used as the	Set a broad goal that is focused on a future desired outcome that is clearly measurable and attainable.	Identify the significant tasks that need to be undertaken in order to achieve this goal **Example:**	Consider and articulate what particular resources will inform the tasks being undertaken. **Example:**	Record what the learning outcomes have been. **Example:**

ministry area focus that then informs the goal, tasks and resources. Wherever possible, focal areas should be chosen because of the integration the Candidate will have with other learning opportunities during a Semester. **Example:** **The Candidate is undertaking the Academic Unit "Homiletics" and the Formation Unit "Church Growth essentials" therefore, a related Formation Standard that could be a focus is:** 1. **An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually**	**Example:** **"Share a testimony of the transforming impact on my life of faith in Jesus Christ with the Congregation during a Worship Service"**	• **Write down testimony in a considered and clear way** • **Work collaboratively to find an appropriate time and space in a Worship Service to share testimony** • **Write a journal reflection on the experience of articulating and sharing your testimony**	• **Research specific books that outline how to best share a testimony** • **Research various clips of people sharing their testimony in genuine and authentic ways** • **Write brief journal reflections on what you discovered in your research**	**Sharing my testimony allowed me to connect with the Congregation in a new and powerful way. It was a clear reminder that sharing the narrative of my life in Christ is an important means for proclaiming the good news of Jesus Christ.**

Signed:

Candidate: Mentor:

4.2.5 Formation Framework Assessment Matrix

The Candidate and Mentor will each be required to fill out and submit the Formation Framework Assessment Matrix. This Assessment Matrix allows the Formation Panel to be informed by both the Candidate and the Mentor as to the progression of ministry capacity as it applies to the formation standards. It is important to note that, as indicated in the template below, only those areas relating to the Growth Plan are to be filled in (see sections in bold in the template below, as they relate to the Growth Plan Template above).

Formation Framework Assessment Matrix Template

Name:

Demonstrated Capacity (Ephesians 4 Descriptors)	Beginning	Developing	Proficient	Excellent
	The Ministry Agent displays capacity in this area *minimally or inconsistently*	The Ministry Agent displays capacity in this area in a *generally consistent* way	The Ministry Agent displays capacity in this area with *significant proficiency*	The Ministry Agent displays *outstanding* capacity in this area
Leadership (Apostle)				
1. Demonstrates capacity to help the Church be faithful to its identity and lead the Church in mission in a rapidly changing and diverse cultural and social context				

#	Criteria				
2.	Deeply understands and adheres to the *Basis of Union*				
3.	Demonstrates a well-developed and reflective understanding of their identity as an ordained Minister within the UCA				
4.	Ability to engage the tasks of Ministry with critical imagination, courage, emotional maturity, theological judgment and self-reflection; and to exercise this Ministry within the ministry of the whole people of God				
5.	Demonstrates commitment to comply with the *Code of Ethics and Ministry Practice*				
Spiritual Discernment and Obedience (Prophet)					
1.	**An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually**				
2.	Demonstrates the practice of Christian spiritual disciplines and embodying faith in Jesus Christ in their own lives				
3.	Acknowledges a call by God through the Church to give themselves to the Ministry for which they are ordained, following Jesus' pattern of love and service				
Proclamation (Evangelist)					
1.	**An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually**				
2.	Demonstrates capacity to help the Church be faithful to its identity and lead the Church in mission in a rapidly changing and diverse cultural and social context				

3. Proven capacity to articulate Christian faith in contextually appropriate ways				
Pastoral Influence (Pastor)				
1. Commitment to the Covenant with the Uniting Aboriginal and Islander Christian Congress (1985) and working within the understandings expressed in the *Preamble to the Constitution* (2009)				
2. Ability to engage the tasks of Ministry with critical imagination, courage, emotional maturity, theological judgment and self-reflection; and to exercise this Ministry within the ministry of the whole people of God				
3. Embodies the Church's declarations that *We Are a Multicultural Church* (1985), *Living with the Neighbour Who is Different* (2000), and *One Body Many Members, Living faith and life cross culturally* (2012)				
4. Readiness for the practice of day-to-day Ministry, and the quality of being and awareness which gives integrity to the exercise of this practice				
Educate and Equip (Teacher)				
1. A mature knowledge of Christian tradition and the Biblical witness, and the ability to help the Church shape its future in the light of that tradition				
2. Demonstrates the capacity for, and commitment to, intentional life-long learning				

4.2.6 Candidate Journal

To develop consistent spiritual disciplines and ministry practices the approach to journaling would be the same as that commenced by Candidates when they participated in the Period of Discernment process.

The outline of this journaling process, as taken from the Period of Discernment "Go Wide" handbook is as follows:

Goal: To help people intentionally reflect on their Ministry Practicum experience, focusing on what have they learnt about themselves, God and where God might be leading them, plus tools and resources for doing this.

Some reflection questions for each month in journal:

1. Ministry experience
    a. Where have I encountered Jesus in this experience?
    *   Jesus crucified (suffering)
    *   Jesus incarnated (loving presence)
    *   Jesus resurrected (hope)
    b. What have I learnt about myself?
    *   What connects with my heart/passions?
    *   What leaves me cold? (why?)
    *   What gifts do I have that connect with this ministry?
    *   What type of character is necessary for this ministry? Is this something I have? why/why not?
    c. What have I learnt about what it means to follow Jesus through this experience?

2. Overall, what might God be saying to me this month?

4.2.7 Reporting

The Mentor and the Candidate will each be required to submit a report to the Formation Panel prior to each meeting.

Candidate Report will be no longer than 1500 words and will require the following:

*   Background – Brief outline of why the particular goal was chosen and what informed this choice. Furthermore, a brief reflection on the effectiveness of the tasks undertaken and resources utilised will provide the Formation Panel with an understanding of what informed the outcomes

- Discussion – The main section of the report outlines the actual outcomes generated from attaining the goal. Reflecting on what happened and why is critical in this section. Direct reference to journaling, readings and theological reflection is essential in informing the understanding and learning that emerged.
- Recommendations – In this section the Candidate needs to ensure that they recommend what Formation Standard is necessary to engage in next. This might include further engagement with the same Formation Standards as per the current Growth Plan.

Mentor Report will be no longer than 1000 words and will require the following:

- Background – Brief outline of why the particular goal was chosen and what informed this choice. Furthermore, a brief reflection on the effectiveness of the tasks undertaken and resources utilised will provide the Formation Panel with an understanding of what informed the outcomes
- Discussion – The main section of the report outlines the actual outcomes generated from attaining the goal. Reflecting on what happened and why is critical in this section. It is essential for the Mentor to reflect here on the Candidates capacity to apply learning, engage in journaling and theologically reflect. Furthermore, the Mentor should also provide reflections, as appropriate, regarding any concerns or affirmations they had about the Candidates character as various goals were pursued.
- Recommendations – In this section the Mentor needs to ensure that they recommend what Formation Standards are critical to engage in next. This will significantly assist the Formation Panel in its contribution to future Growth Plans

The reporting process will both develop the skill of reporting for the Candidate and provide the Formation Panel with a critical document that allows for an increased view of the Candidates progress within the Ministry Practicum and Formation Phase as a whole.

4.2.8 Mentor and Candidate meetings

Candidates and Mentors can meet as often as necessary. The minimum meeting time should be at least 3 times per Semester. If there are questions or concerns that the Mentor has concerning the competence or character of the Candidate then contact must be made with the Dean of Formation and Dispersed Learning.

Attachment 1 – Welcome letter to new Candidates

Date: NNN

Ms/Mrs/Mr NNN

Email:

Dear NNN,

I'm pleased to welcome you to Phase 2 of Formation for Ordained Ministry in the UCA.

Our aim at Trinity College Queensland is to provide you with a formation experience that deepens your relationship with God and your ministry capacity. Trinity offers a learning community which, we hope, will provide you with an excellent formation atmosphere as you share life with other students and faculty.

An initial step in entering the formation experience will involve catching up with me to go through the following key aspects of Formation:

1. The Formation Outline
2. Preparing for the initial Formation Panel
3. Considering what academic study needs to be undertaken
4. Outlining and discussing the Formation Intensives for 2019

I'll be in touch very soon to organise a time for us to meet.

In the meantime, there are some important things to note:

1. Formation Intensives – In 2019 we will be conducting two Formation Intensives. Each intensive will run for 3 days. **The first Formation Intensive will run from NNN.** The Intensive will be held at Trinity College Queensland.

2. Formation Panels – All Formation Panels for new Candidates will be run in the week commencing NNN. Some of the essential elements of the Formation Panels are:

- The purpose of your panel is to collaborate with you in developing a Formation Plan. The Formation Plan will provide a clear outline each Semester of what is required with respect to:
  - o Academic Study in Theology and/or Ministry
  - o Non-accredited study involving Formation Units and Mission in Focus
  - o Ministry Practicums
- Your Formation Panel will include myself, a delegated member of the Trinity faculty and a representative from your Presbytery. You are also welcome to bring a support person to any Formation Panel meeting.
- As a new candidate, you will need to prepare the following for your initial meeting with the Formation Panel:
  - o Prepare a statement that articulates your personal call narrative (< one page)
  - o Produce an initial Candidate's Report that identifies your strengths/weaknesses, gifts and passions, and ministry experiences to date (< two pages)
  - o Request for credit from previous academic study (Appendix A)
  - o Request for credit within Trinity's broader Formation Program based on Prior Learning/Experience (Appendix B)

I really hope you enjoy your time of Formation at Trinity College Queensland. If you have any questions about the process outlined here please don't hesitate to contact the me.

Kind regards,

Rev. Nigel Rogers

(Dean of Formation and Dispersed Learning)

Attachment 2 - Request for credit from previous academic study

The table below contains the units offered within the common academic component of the Formation Program, namely the Bachelor of Ministry (BMin). Not all candidates will be required to complete a BMin. We include it here to reflect the normal academic requirement of Trinity's Formation Program.

BMin unit	Prior unit of completed tertiary study for which candidate seeks credit	Agreed outcome determined by Trinity faculty
1. Interpreting the Old Testament		
2. Interpreting the New Testament		
3. Biblical Hermeneutics		
4. Pentateuch		
5. From OT Text to Sermon (IMP)		
6. Israel's response to exile		
7. Synoptic Gospels		
8. Pauline Letters		
9. John/Johannine Letters		
10. From NT Text to Sermon		
11. Introduction to Christian Thought		
12. Reading Cultures		
13. Mission Then, Mission Now A		
14. Mission Then, Mission Now B		
15. Theology of Jesus Christ, Word and Saviour		
16. God the Trinity		
17. Introduction to Christian Leadership		
18. Homiletics		
19. Ministry of Pastoral Care		
20. Spirituality for 21st Century Disciples		
21. Beyond Sunday		
22. Youth and Young Adults		
23. Church Ministry and Sacraments		

24. Evangelism, Conversion, and the Mission of God		

It is the Candidate's responsibility to consult the BMin unit descriptions in the Adelaide College of Divinity's (ACD) Higher Education Handbook. You can download a copy of this Handbook from the ACD website (www.acd.edu.au).

Attachment 3 - Request for credit from Phase 2 Formation Units based on Prior Learning/Experience

Formation Units	Prior Learning/Experience	Agreed outcome determined by Formation Panel
1. Theological Reflection essentials		
2. Mission Planning Essentials		
3. Church Growth Essentials		
4. Spiritual Disciplines for Growth in Ministry		
5. Growing Thriving Teams essentials		
6. Stewardship and Administration		
7. Congregation Regeneration		
8. Identity and Call		
9. Leadership Framework		
10. Funerals, loss and grief		
11. Weddings and Marriage		
12. Sacramental Practices		

Attachment 4 - Trinity College Queensland Candidate Formation Plan:

Candidate Formation Plan Template	
Candidate Name:	**Mentors Name:**
Candidate Email:	**Mentor Email:**
Candidate Phone:	**Mentor Phone:**
Candidate's Presbytery:	
Phase 2 Commencement date:	**Panel Meeting date:**
Formation Panel Members	

Formation Element	Participation Required Y/N	Details
Weekly Activities		
Principal's Hour Tuesday during term time 11.45am-1pm		
Formation Units		
1. Theological Reflection Essentials		
2. Mission Planning Essentials		
3. Church Growth Essentials		
4. Spiritual Disciplines for Growth in Ministry		
5. Growing Thriving Teams Essentials		
6. Funerals, Loss and Grief		
7. Wedding and Marriage		
8. Sacramental Practices		
9. Stewardship and Administration		
10. Leadership Framework		

11. Identity and Call		
12. Congregation Regeneration		
Mission in Focus		
13. Participation in meetings of the Presbytery and Synod		
14. Multicultural ministry		
15. Christian Leadership		
16. Ecumenical engagement		
17. Faith sharing and Mission		
18. Impact of Preaching the Gospel		
19. Deepening of prayer and prophetic practices		
20. Walking on Country		
21. Healthy, collaborative relationships between Congregations, schools and/or agencies		
22. Finishing Well – "Hearing stories of Retired Ministers"		
23. Rural Ministry Practices		
Other Requirements		
Code of Ethics Training (Presbytery Based)		
SMWC Training (Presbytery Based)		
Ministry Practicum		
Semester 1 2019		
Semester 2 2019		
Ministry Exposure Experience (only if needed)		
Academic Requirements		
Qualifications currently held:		
Qualifications currently being completed:		

Subjects needing to be completed:		
Agreed Actions:		

Signed:

Dean of Formation: Candidate:

Attachment 5 - Formation Framework

Formation Standards	BMin Course - Academic Units	Formation Units Phase 2	Mission in Focus
1. An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually 2. Demonstrates the practice of Christian spiritual disciplines and embodying faith in Jesus Christ in their own lives 3. Acknowledges a call by God through the Church to give themselves to the Ministry for which they are ordained, following Jesus' pattern of love and service 4. A mature knowledge of Christian tradition and the Biblical witness, and the ability to help the Church shape its future in the light of that tradition 5. Proven capacity to articulate Christian faith in contextually appropriate ways 6. Deeply understands and adheres to the *Basis of Union* 7. Demonstrates capacity to help the Church be faithful to its identity and lead the Church in mission in a rapidly changing and diverse cultural and social context 8. Commitment to the Covenant with the Uniting Aboriginal and Islander Christian Congress (1985) and working within the understandings expressed in the *Preamble to the Constitution* (2009)	MINS1101 Interpreting the Old Testament MINS1102 Interpreting the New Testament MINS3002 Biblical Hermeneutics MINS2111 Pentateuch MINS TBA OT Text to Sermon: IMP MINS2110 Israel's Response to Exile MINS2219 Synoptic Gospels MINS2216 Pauline Letters MINS3218 John/Johannine Letters MINS2801 From NT Text to Sermon: IMP MINS1304 Introduction to Christian thought MINS1305 Reading Cultures MINS2318 Mission Then, Mission Now A MINS2321 Mission Then, Mission Now B MINS2314 Theology of Jesus Christ, Word and Saviour MINS3335 God the Trinity	1. Theological Reflection essentials 2. Mission Planning Essentials 3. Church Growth Essentials 4. Spiritual Disciplines for Growth in Ministry 5. Growing Thriving Teams essentials 6. Stewardship and Administration 7. Congregation Regeneration 8. Identity and Call 9. Leadership Framework 10. Funerals, loss and grief 11. Weddings and Marriage 12. Sacramental Practices	1. **Participation in meetings of the Presbytery and Synod** 2. Multicultural ministry 3. **Christian Leadership** 4. Ecumenical engagement 5. Faith sharing and Mission 6. Impact of Preaching the Gospel 7. **Deepening of prayer and prophetic practices** 8. **Walking on Country** 9. Healthy, collaborative relationships between Congregations, schools and/or agencies 10. Finishing Well – "Hearing stories of Retired Ministers" 11. **Rural Ministry Practices** 12. **Spiritual Retreat** **Note:** Courses and Events in bold are undertaken in Phase 2 and Phase 3, with the exception of the Spiritual Retreat.

9. Embodies the Church's declarations that *We Are a Multicultural Church* (1985), *Living with the Neighbour Who is Different* (2000), and *One Body Many Members, Living faith and life cross culturally* (2012) 10. Demonstrates a well-developed and reflective understanding of their identity as an ordained Minister within the UCA 11. Ability to engage the tasks of Ministry with critical imagination, courage, emotional maturity, theological judgment and self-reflection; and to exercise this Ministry within the ministry of the whole people of God 12. Readiness for the practice of day-to-day Ministry, and the quality of being and awareness which gives integrity to the exercise of this practice 13. Demonstrates the capacity for, and commitment to, intentional life-long learning 14. Demonstrates commitment to comply with the *Code of Ethics and Ministry Practice*	MINS1509 Introduction to Christian Leadership MINS2533 Homiletics MINS2536 Ministry of Pastoral Care MINS1601 Spirituality for 21st Century Disciples MINS1603 Beyond Sunday MINS2602 Youth and Young Adults MINS3336 Church Ministry and Sacraments MINS2320 Evangelism, Conversion, and the Mission of God MINS TBA Church History A MINS TBA Church History B MINS TBA Christian Ethics in a Secular Age		

Attachment 6 - Integrated Formation Framework Outline

Demonstrated Capacity (Ephesians 4 Descriptors)	Academic Units	Formation Units Phase 2	Mission in Focus (Core sessions and events)
Leadership (Apostle)			
1. Demonstrates capacity to help the Church be faithful to its identity and lead the Church in mission in a rapidly changing and diverse cultural and social context	MINS1305 Reading Cultures MINS2318 Mission Then, Mission Now A MINS2321 Mission Then, Mission Now B MINS3336 Church Ministry and Sacraments	• Identity and Call • Mission Planning Essentials • Church Growth Essentials • Congregation Regeneration • Growing Thriving Teams essentials • Stewardship and Administration	• Participation in meetings of the Presbytery and Synod • Multicultural ministry • Christian Leadership • Ecumenical engagement • Rural Ministry Practices
2. Deeply understands and adheres to the *Basis of Union*	MINS3336 Church Ministry and Sacraments	• Identity and Call • Spiritual Disciplines for Growth in Ministry • Stewardship and Administration	• Participation in meetings of the Presbytery and Synod
3. Demonstrates a well-developed and reflective understanding of their identity as an ordained Minister within the UCA	MINS1601 Spirituality for 21st Century Disciples MINS3336 Church Ministry and Sacraments	• Theological Reflection essentials • Identity and Call • Spiritual Disciplines for Growth in Ministry • Stewardship and Administration	• Faith sharing and mission • Deepening of prayer and prophetic practices • Ecumenical engagement • Christian Leadership • Impact of preaching the Gospel

				• Finishing Well – "Hearing stories of Retired Ministers" • Rural Ministry Practices • Spiritual Retreat
4.	Ability to engage the tasks of Ministry with critical imagination, courage, emotional maturity, theological judgment and self-reflection; and to exercise this Ministry within the ministry of the whole people of God	MINS1304 Introduction to Christian thought MINS1305 Reading Cultures MINS1509 Introduction to Christian Leadership MINS2536 Ministry of Pastoral Care MINS TBA Christian Ethics in a Secular Age	• Spiritual Disciplines for Growth in Ministry • Growing Thriving Teams essentials • Leadership Framework • Funerals, loss and grief • Weddings and Marriage • Sacramental Practices • Stewardship and Administration	• Faith sharing and mission • Deepening of prayer and prophetic practices • Ecumenical engagement • Christian Leadership • Impact of preaching the Gospel • Rural Ministry Practices
5.	Demonstrates commitment to comply with the *Code of Ethics and Ministry Practice*	MINS2602 Youth and Young Adults	• Spiritual Disciplines for Growth in Ministry	• Participation in meetings of the Presbytery and Synod
Spiritual Discernment and Obedience (Prophet)				
1.	An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually	MINS2314 Theology of Jesus Christ, Word and Saviour MINS3335 God the Trinity MINS2533 Homiletics MINS1603 Beyond Sunday MINS2320 Evangelism, Conversion, and the Mission of God	• Identity and Call • Mission Planning essentials • Church Growth essentials • Spiritual Disciplines for Growth in Ministry	• Faith sharing and mission • Deepening of prayer and prophetic practices • Ecumenical engagement • Christian Leadership • Impact of preaching the Gospel • Rural Ministry Practices
2.	Demonstrates the practice of Christian spiritual disciplines and embodying faith in Jesus Christ in their own lives	MINS1601 Spirituality for 21st Century Disciples MINS1603 Beyond Sunday	• Spiritual Disciplines for Growth in Ministry	• Deepening of prayer and prophetic practices • Christian Leadership • Spiritual Retreat

3.	Acknowledges a call by God through the Church to give themselves to the Ministry for which they are ordained, following Jesus' pattern of love and service	MINS2314 Theology of Jesus Christ, Word and Saviour	- Identity and Call - Theological Reflection essentials - Mission Planning essentials - Church Growth essentials - Growing Thriving Teams essentials - Leadership Framework - Funerals, loss and grief - Weddings and Marriage - Sacramental Practices	- Christian Leadership - Spiritual Retreat
Proclamation (Evangelist)				
1.	An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually	MINS2314 Theology of Jesus Christ, Word and Saviour MINS3335 God the Trinity MINS2533 Homiletics MINS1603 Beyond Sunday MINS2320 Evangelism, Conversion, and the Mission of God	- Identity and Call - Mission Planning essentials - Church Growth essentials - Leadership Framework - Funerals, loss and grief - Weddings and Marriage - Sacramental Practices	- Faith sharing and mission - Deepening of prayer and prophetic practices - Ecumenical engagement - Christian Leadership - Impact of preaching the Gospel
2.	Demonstrates capacity to help the Church be faithful to its identity and lead the Church in mission in a rapidly changing and diverse cultural and social context	MINS1305 Reading Cultures MINS2318 Mission Then, Mission Now A MINS2321 Mission Then, Mission Now B MINS3336 Church Ministry and Sacraments	- Identity and Call - Mission Planning Essentials - Church Growth Essentials - Congregation Regeneration - Growing Thriving Teams essentials - Stewardship and Administration	- Participation in meetings of the Presbytery and Synod - Multicultural ministry - Christian Leadership - Discipline and accountability of the Church - Ecumenical engagement - Rural Ministry Practice
3.	Proven capacity to articulate Christian faith in contextually appropriate ways	MINS2314 Theology of Jesus Christ, Word and Saviour	- Church Growth essentials - Congregation Regeneration	Faith sharing and Mission

	MINS3335 God the Trinity MINS2533 Homiletics MINS1603 Beyond Sunday MINS2320 Evangelism, Conversion, and the Mission of God	• Funerals, loss and grief • Weddings and Marriage • Sacramental Practices	• Deepening of prayer and prophetic practices • Impact of Preaching the Gospel
Pastoral Influence (Pastor)			
1. Commitment to the Covenant with the Uniting Aboriginal and Islander Christian Congress (1985) and working within the understandings expressed in the *Preamble to the Constitution* (2009)		• Funerals, loss and grief • Weddings and Marriage • Sacramental Practices	• Walking on Country (Short exposure in Phase 2 and Long exposure in Phase 3)
2. Ability to engage the tasks of Ministry with critical imagination, courage, emotional maturity, theological judgment and self-reflection; and to exercise this Ministry within the ministry of the whole people of God	MINS1304 Introduction to Christian thought MINS1305 Reading Cultures MINS1509 Introduction to Christian Leadership MINS2536 Ministry of Pastoral Care MINS1601 Spirituality for 21st Century Disciples MINS TBA Christian Ethics in a Secular Age	• Spiritual Disciplines for Growth in Ministry • Growing Thriving Teams essentials • Leadership Framework • Funerals, loss and grief • Weddings and Marriage • Sacramental Practices • Stewardship and Administration	• Faith sharing and mission • Deepening of prayer and prophetic practices • Ecumenical engagement • Christian Leadership • Impact of preaching the Gospel • Rural Ministry Practice
3. Embodies the Church's declarations that *We Are a Multicultural Church* (1985), *Living with the Neighbour Who is Different* (2000), and *One Body Many Members, Living faith and life cross culturally* (2012)	MINS1305 Reading Cultures	• Growing Thriving Teams essentials • Sacramental Practices	• Multicultural Ministry
4. Readiness for the practice of day-to-day Ministry, and the quality of being and awareness which gives integrity to the exercise of this practice	MINS1509 Introduction to Christian Leadership MINS1601 Spirituality for 21st Century Disciples	• Leadership Framework • Identity and Call • Mission Planning Essentials • Church Growth Essentials	• Deepening of prayer and prophetic practices • Spiritual Retreat • Christian Leadership

	MINS3336 Church Ministry and Sacraments	• Growing Thriving Teams essentials • Stewardship and Administration	
Educate and Equip (Teacher)			
1. A mature knowledge of Christian tradition and the Biblical witness, and the ability to help the Church shape its future in the light of that tradition	MINS1101 Interpreting the Old Testament MINS1102 Interpreting the New Testament MINS3002 Biblical Hermeneutics MINS2111 Pentateuch MINS TBA OT Text to Sermon: IMP MINS2110 Israel's Response to Exile MINS2219 Synoptic Gospels MINS2216 Pauline Letters MINS3218 John/Johannine Letters MINS2801 From NT Text to Sermon: IMP MINS TBA Church History A MINS TBA Church History B	• Theological Reflection essentials • Sacramental Practices • Spiritual Disciplines for Growth in Ministry • Church Growth essentials • Congregation Regeneration	• Healthy, collaborative relationships between Congregations, schools and/or agencies • Ecumenical engagement • Impact of Preaching the Gospel • Rural Ministry Practices • Spiritual Retreat
2. Demonstrates the capacity for, and commitment to, intentional life-long learning	MINS1509 Introduction to Christian Leadership MINS1601 Spirituality for 21st Century Disciples	• Leadership Framework • Spiritual Disciplines for Growth in Ministry • Church Growth essentials	• Finishing Well – "Hearing stories of Retired Ministers" • Spiritual Retreat

Attachment 7 - Formation Framework Assessment Matrix Template

Name:

Demonstrated Capacity (Ephesians 4 Descriptors)	Beginning	Developing	Proficient	Excellent
	The Ministry Agent displays capacity in this area **minimally or inconsistently**	The Ministry Agent displays capacity in this area in a **generally consistent** way	The Ministry Agent displays capacity in this area with **significant proficiency**	The Ministry Agent displays **outstanding** capacity in this area
Leadership (Apostle)				
1. Demonstrates capacity to help the Church be faithful to its identity and lead the Church in mission in a rapidly changing and diverse cultural and social context				
2. **Deeply understands and adheres to the *Basis of Union***				
3. **Demonstrates a well-developed and reflective understanding of their identity as an ordained Minister within the UCA**				
4. Ability to engage the tasks of Ministry with critical imagination, courage, emotional maturity, theological judgment and self-reflection; and to exercise this Ministry within the ministry of the whole people of God				
5. Demonstrates commitment to comply with the *Code of Ethics and Ministry Practice*				
Spiritual Discernment and Obedience (Prophet)				

1. An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually				
2. Demonstrates the practice of Christian spiritual disciplines and embodying faith in Jesus Christ in their own lives				
3. Acknowledges a call by God through the Church to give themselves to the Ministry for which they are ordained, following Jesus' pattern of love and service				
Proclamation (Evangelist)				
1. An understanding of God, a personal faith in Jesus Christ as Saviour and Lord, and the capacity to articulate this contextually				
2. Demonstrates capacity to help the Church be faithful to its identity and lead the Church in mission in a rapidly changing and diverse cultural and social context				
3. Proven capacity to articulate Christian faith in contextually appropriate ways				
Pastoral Influence (Pastor)				
1. Commitment to the Covenant with the Uniting Aboriginal and Islander Christian Congress (1985) and working within the understandings expressed in the *Preamble to the Constitution* (2009)				
2. Ability to engage the tasks of Ministry with critical imagination, courage, emotional maturity, theological judgment and self-reflection; and to exercise this Ministry within the ministry of the whole people of God				
3. Embodies the Church's declarations that *We Are a Multicultural Church* (1985), *Living with the*				

Neighbour Who is Different (2000), and *One Body Many Members, Living faith and life cross culturally* (2012)				
4. Readiness for the practice of day-to-day Ministry, and the quality of being and awareness which gives integrity to the exercise of this practice				
Educate and Equip (Teacher)				
1. A mature knowledge of Christian tradition and the Biblical witness, and the ability to help the Church shape its future in the light of that tradition				
2. Demonstrates the capacity for, and commitment to, intentional life-long learning				

Attachment 8 - Request for credit from Phase 3 Formation Units based on Prior Learning/Experience

Formation Units	Prior Learning/Experience	Agreed outcome determined by Formation Panel
1. Ecumenism and Global Christianity (Overseas Exposure Experience)		
2. Integrated Mission Planning		
3. Ministry Multiplication and Discipleship		
4. Resilience in Ministry		
5. Integrated practice of Growing Thriving Teams		
6. Leadership and Management – Change Management and Conflict resolution		
7. Leadership and Management – Governance and Operations		
8. Ecumenism and Global Christianity (Overseas Exposure Experience)		
9. Integrated Mission Planning		
10. Ministry Multiplication and Discipleship		
11. Resilience in Ministry		
12. Integrated practice of Growing Thriving Teams		

Attachment 9 – Formation Intensive Program Example

Formation Intensive – Day 1

February 2019

Worship and Communion	9am-9.45am

- Worship Leader
- Preacher
- Presiders at Holy Communion

Preaching Workshop	9.45am-10.30am
Morning Tea	10.30am-11am
Mission in Focus	11am–12pm
Lunch	12pm-1pm
Formation Unit	1pm-2.30pm
Short Break	2.30pm-2.45pm
Formation Unit cont.	2.45pm – 4.15pm
Prayer and Conclude	4.30pm