

SOUTH WEST MINISTRY TRAINING COURSE

RDM II Assignment Package

2010-2011

AMORY BUILDING UNIVERSITY OF EXETER RENNES DRIVE EXETER EX4 4RJ
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Below are listed the hand-in dates for the RDM II assignments and Level 1 certificate in Theology. They have been arranged so as to avoid direct clashes, but there will be times during the year when the workload is greater than at other times.

12th November – Level 1 Doctrine I Formative

20th November – RDM II Worship & Liturgy assignment

26th November – Level 1 Doctrine I Summative

10th December - Level 1 Doctrine I Final assignment
(this can be handed in 15th January)

15th January – Final hand in date for Doctrine I final assignment

6th February – RDM II Mission assignment

11th February – Level 1 Doctrine II Formative

4th March – Level 1 Doctrine II Summative

18th March - Level 1 Doctrine II Final assignment
(this can be handed in 31st July)

15th April – RDM II Long Placement Report

14th May – RDM II Journal & Self-assessment

27th May – Level 1 Ethics Formative

17th June – Level 1 Ethics Summative

30th June - Level 1 Ethics Final assignment
(this can be handed in 31st July)

30th June – RDM I Observation Placement Report

31st July – Final Hand-in date for Doctrine II Final assignment & Ethics final assignment

**SWMTC Reader Training
Reader Development Module II**

**Worship and Liturgy
(1,000 words - hand-in: as by year group briefing)**

Hand-in: 20th November 2010

As this year explores the areas of prayer and worship and liturgy we would like you to write a short assignment on the nature and significance of worship. To do this in a bit a different and creative way, which might resonate with your parish context and engage you with a possibility and opportunity for ministry, we have set you this **assignment task**:

- **Write an article for your parish magazine inviting people to a study activity to deepen their understanding of prayer, worship and liturgy as set out in the scenario below.**

Scenario:

You have been asked by the incumbent to lead (with others) two sessions on the understanding of worship and liturgy in your parish, with the particular aim to spark greater participation in and ownership of our common worship as God's people. For this you have been given a particular brief:

a) In a first 1 ½ hour session people are encouraged to explore together what worship means to them personally/individually, as a congregation in your home church, and in the wider context of being part of the Body of Christ throughout the world and throughout the ages.

b) In a second 1 ½ hour session people are thinking more deeply about one of the services regularly used in your church (**using Common Worship Holy Communion or Common Worship Service of the Word** - your choice, choose **one** only for your deliberations); looking at the shape of its liturgy, the theology behind certain aspects of it, the use of scripture, prayer and music, etc, the impact it has on the life of the individual as a Christian and on the congregation as a community of worshippers who are called to grow, reach out, share the Good News, witness and heal.

Assignment structure:

1. **Introduction:** The task, leading a group, your approach (50-80 words)
2. Set out some of **your thoughts** about worship as participation, and the opportunities and challenges of the provision through **Common Worship**, using some of the literature provided. (300-350 words)
3. Write the **article for your parish magazine**, which invites people to this study activity; setting out some of the aims, drawing out the opportunities and challenges of the **Common Worship** provision as something to be explored further, and indicating the importance of growing further and growing together in our worshipping life.

Obviously, make it attractive, but also informative (without using up precious words worrying about date, time and venue, I'll take that as read!!) (450-550 words)

4. **Conclusion** (50-80 words)

Useful literature:

Common Worship (2000): Services and Prayers for the Church of England, London: Church House Publishing.

New Patterns for Worship (2002), London: Church House Publishing.

Hand-out RDM session on Worship.

Burns, Stephen (2006): SCM Study Guide to Liturgy, London: SCM Press, especially the Introduction and chapters 1; 4; 5.

Earey, Mark and Myers, Gilly (ed) (2001): Common Worship Today. An illustrated guide to Common Worship, London: Harper Collins.

Earey, Mark, Gay, Perran and Horton, Anne (2001): Understanding Worship. A Praxis Study Guide, London and New York: Mowbray

Please remember to include a **coversheet** and **page numbers**, and to use font **Arial 12** and **double line spacing**.

Every essay/assignment/report needs a **bibliography**, i.e. the books from which you might want to quote or from which you might want to paraphrase an idea or thought, and books you have consulted in wider reading of the subject matter. Please do not forget to reference 'The Bible' (and the version you have used), a hand-out and your journal, where appropriate.

Dated: J.T. 2010

SWMTC Reader Training
Reader Development Module II
Mission assignment

1,000 words – **hand-in by 5th February 2011**

‘We looked for a mission-shaped church but what we found was a church-shaped mission’ (John M. Hull)

Using your home parish or mission community as an example, do you consider mission to be an activity that shapes the church or is shaped by the church?

This assignment is a focused exercise that seeks to clarify your theological understanding of mission by applying theory to practice by engaging with specific examples in your home parish or mission community.

A suggested structure:

In an **Introduction** outline how you will be engaging with the question in structure and content. (80-150 words)

In the **main body** discuss the question looking to offer a theological position influenced by scripture and the church’s writing on the subject. You might want to consider:

- The Anglican communion’s 5 marks of mission
- The USPG mission statement
- Mission-shaped church

In your discussion you should refer to specific examples from your parish or mission community showing how they support and/or contradict your theological position. This could be worship; teaching; outreach; pastoral work; sector ministry. (600-750 words)

In a **Conclusion** summarise your own position, your reasons for it. (150-250 words)

You should make use of the module handouts which include a selective bibliography.

Please remember to include a coversheet and page numbers, and to use font Arial 12 and double line spacing.

Every essay/assignment/report needs a bibliography, i.e. the books from which you might want to quote or from which you might want to paraphrase an idea or thought, and books you have consulted in wider reading of the subject matter. Please do not forget to reference 'The Bible' (and the version you have used), a hand-out and your journal, where appropriate.

J.T. Sept. 2010

SWMTC Reader Training Reader Development Module II

A Protocol for the long placement

Introduction

The long placement provides an opportunity for Readers in Training to learn from experienced ministers about the planning and practice of liturgical, educational and pastoral tasks. However, the placement is not simply about *doing* things (which may already have been done in the home church context), but about integrating skills with understanding, and developing skills of collaboration. The placement seeks to build on the skills of observation and analysis developed in the first year - this is the more important given that these skills are to be exercised while participating in the system being observed.

The SWMTC training team will review possibilities for placements. A facilitator or the Director of Reader Training will then propose an appropriate location. The duration of the placement will vary, but it should be complete within the time span indicated, and the report written and handed in four weeks after completion of the placement or as indicated in the year's briefing .

Placement between: January 2011 and March 2011
Final Hand-in: April 15, 2011

The minimum time commitment is 30 hours over a suggested duration of five weeks.

The primary aims:

- that Readers in Training apply past experience, and insights and skills gained during training, in a new context, normally a church
- that they combine with observation and analysis the experience of taking up, under supervision, some of the roles of the public minister, and then reflect on this orally and in written form.

Objectives:

The placement should aim to give Readers in Training the opportunity:

- to preach
- lead an or part of an act of main Sunday worship
- to lead an informal act of worship **or** an informal meeting for study and discussion, and to collaborate with other people in the preparation
- to reflect on how mission is understood in the placement church, and how the faith is learned by different sorts of people
- to reflect on the nature and effectiveness of different sorts of pastoral visiting, in which they will participate as invited by the placement incumbent.

Learning Outcomes: the assessed work of Readers in Training will permit assessment of the degree to which:

- the Reader in Training has been able to prepare an effective sermon for a new context, and to consider the experience of preaching and leading worship in that context (also the feedback received)
- the Reader in Training has been able to prepare and lead an informal act of worship *or* meeting for study and discussion, reflect on a collaborative approach to the preparation and consider the possibilities for learning in that setting
- the Reader in Training understands something of the opportunities for and challenges of mission in the placement church's context, and the appropriateness (or not) of the church's mission strategy
- the Reader in Training makes connections between his/her theological understandings, the context of the placement, and the realities of ministerial work.

Revised: JT Sept 2010

EXPECTATIONS OF THE READER IN TRAINING ON LONG PLACEMENT

1. To meet with the placement incumbent to set a schedule of activities consistent with the time available. The total time given to the placement should not be less than 30 hours¹. The activities scheduled should include:-
 - preaching at one Sunday service and receiving brief feedback from the congregation (5 hours - *illustrative timings based on a 30-hour placement, these are suggestions only!*)
 - leading one or part of one main Sunday service and receiving brief feedback (3 hours)
 - planning and leading an act of worship **or** preparing and leading one informal meeting for study or discussion (in collaboration with other people) (5 hours)
 - accompanying the placement incumbent on different types of visiting, eg general pastoral care, pre and post funeral visits, visiting the housebound or the sick (6 hours)
 - undertaking some general visiting unaccompanied and discussing this with the placement incumbent (4 hours)
2. To keep a log (not for assessment) of activities carried out, observations made, and initial connections made with prior learning, this to form the basis of the report discussed below (3 hours)
3. To review progress with the placement incumbent at the half-way point in the placement and at the end point (2 hour)
4. To draft a 2000-word report on the placement (dead-line as year's briefing) which indicates what activities have been carried out, and indicates what has been learned in the following categories of assessed learning outcome:

the degree to which:

- the Reader in Training has been able to prepare an effective sermon for a new context, and to consider the experience of preaching and leading worship in that context (also the feedback received)
- the Reader in Training has been able to prepare and lead an informal act of worship **or** meeting for study, and consider the possibilities for learning in that setting
- the Reader in Training understands something of the opportunities for and challenges of mission in the placement church's context, and the appropriateness (or not) of the church's mission strategy
- the Reader in Training makes connections between his/her theological understandings, the context of the placement, and the realities of ministerial work.

If it is considered helpful, the Reader in Training and/or the Incumbent may request a three-way meeting with a facilitator (chosen by the course)

¹ The period during which the placement is carried out will vary very much according to the Reader in Training's circumstances and negotiation. In the case of a Reader in Training undertaking a short, intensive placement, there should be some contact with the church before the placement so that there is a period of at least three weeks during which the student has contact with the church and its context.

present. If there are serious concerns about the student's conduct of the placement, the Director of Reader Training should be contacted.

A suggested structure for the placement report:

1. Introduction to the Placement to include description of and a reflection on the context of the placement parish. (450-550 words)

2. A series of reflections on

- the feedback received on the preaching and on leading an act of or part of an act of worship in a new context (250-300 words)
- preparation and leading of informal act of worship **or** meeting for study and discussion, with particular focus on the collaboration with others (300-350 words)
- opportunities for and challenges of mission in the placement church's context, and the appropriateness (or not) of the church's mission strategy (400-450 words)
- the pastoral visiting which you have undertaken in your placement parish and the realities of ministerial work and its effectiveness you have concluded (300-350 words)

3. Conclusion (150-250 words)

Some general points for essay writing:

For every RDM essay you write, i.e. essays which are set through the Reader Training Team, please produce a coversheet including the following information:

SWMTC Reader Training

RDM year 1/2/3

title of the essay/assignment/report

hand-in deadline

total word count

name and address.

Please include page numbers and use Arial 12 and double line spacing.

Every essay/assignment/report needs a **bibliography**, i.e. the books from which you might want to quote or from which you might want to paraphrase an idea or thought, and books you have consulted in wider reading of the subject matter. Please do not forget to reference 'The Bible' (and the version you have used) and your journal, where appropriate.

Please remember your pastoral encounters and some of the other work in the placement parish are personal and confidential. As you reflect on them, change names and situations as necessary to retain that confidentiality!!!

Please arrange for one of your meetings with your journal tutor to focus on a reflection on your placement. You may want to send them a copy of your log or even a draft of your placement report.

Please do not give a copy of your placement report to your placement incumbent, until the work has been marked.

EXPECTATIONS OF THE PLACEMENT INCUMBENT

1. To meet with the Reader in Training to set a schedule of activities consistent with the time available. The total time given to the placement should not be less than 30 hours². The activities that are scheduled should include the Reader in Training:-
 - preaching at one Sunday service
 - leading one or part of one main Sunday worship[
 - preparing and leading one informal act of worship *or* one informal meeting for Bible study or discussion in collaboration with other people
 - accompanying the placement minister on different types of visiting, eg general pastoral care, pre and post funeral visits, visiting the housebound or the sick
 - undertaking some general visiting unaccompanied and discussing this with the placement minister

2.To review progress with the Reader in Training informally at the half-way point in the placement and formally when the above activities have been completed.

If it is considered helpful, the incumbent and/or the Reader in Training may request a three-way meeting with a facilitator (chosen by the course) present. If there are serious concerns about the student's conduct of the placement, the Reader Training co-ordinator should be contacted directly.

3.To write a report on the placement, on a proforma provided. The report will include specific responses as to activities carried out, and general impressions as to the student's ministerial effectiveness. This report will be seen by the Reader Training Team and core staff only.

² The period during which the placement is carried out will vary very much according to the Reader's in Training circumstances and negotiation. In the case of a Reader in Training undertaking a short, intensive placement, there should be some contact with the church before the placement so that there is a period of at least three weeks during which the student has contact with the church and its context.

SOUTH WEST MINISTRY TRAINING COURSE: READER TRAINING
Self-assessment

Training is a complex process which involves many areas of learning, development, growth, challenge and change. The course you are undertaking integrates your theological learning and development, your spiritual and ministerial formation and your practical preparation for Reader Ministry

- to develop your own sense of vocation further
- to grow through a process of 'formation' into the person God calls you to be
- to learn to reflect theologically on your experiences
- to commit to integrating your studies into your own faith journey and future ministry.

The questions below should help you reflect on some areas in which you should have a growing awareness and understanding of this process, including a growing ability to recognise, interpret and work with your growth, strengths and weaknesses. In some questions you may feel you have little to say, or that you believe little or no growth has taken place: it is important to recognise this and to try and give the reasons for it. This is not an easy exercise, and will take some thought and prayer, but it is another step on the journey to which God has called you.

Hand-in for complete journal and self-assessment *pro forma*: May 14, 2011.

Theological learning and development

Are you growing in your own knowledge of Scripture and Christian tradition? For example, you might want to consider the following: How have you found the university modules and the RDM days? What have you found stimulating or challenging? How have you responded to stimulation or challenge?

Spiritual and Ministerial formation

Are you deepening your personal commitment to Christ and your pattern of prayer and worship? Does this find a reflection in your own attitudes and dispositions towards God, the world and others?

Is your understanding growing of the church in your own particular context and tradition and of the diversity of other contexts and traditions within the Church of England? You might want to comment how conversations with others and, if applicable, placement experiences have shaped you and your thinking about difference, diversity and our call to unity in Christ?

Practical preparation for Reader ministry

Are you growing in skill and confidence in your preaching and leading of worship? What opportunities have you had? What feed-back/support do you get?

Are there any other comments you would like to make?

This self assessment is confidential to the individual Reader in Training and the members of the Reader Training Team. The self assessment will help in the writing of the end of year report and to assist the Reader Training Team in testing out their observations and perceptions, but it will not be quoted directly and forms only one part of the evidence that goes to make up the end of year report.

J.T. Sept. 2010