

SWMTC Reader Training, year 2

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 core staff will review possibilities for placements. A facilitator (The Revd Sue Sheppard, suesheppard@supanet.com) or the Reader Training Co-ordinator (The Revd James Theodosius readertraining@swmtc.org.uk) will then propose an appropriate location. The duration of the placement will vary, but it should be complete within the time span from beginning of January to Mid March, and the report written and handed in by 31 March.

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.

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 31 March) 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) present. If there are serious concerns about the student's conduct of the placement, the Reader Training co-ordinator should be contacted directly.

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.

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 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.