

Diocese of Cyprus and the Gulf

Information about Placements

2012

1. To Placement Supervisors

Introduction

Thank you for agreeing to have a trainee minister from the diocese on placement. We greatly value your willingness to undertake this task and to share on behalf of the diocese in the continuing development of ministers, both lay and ordained. The part you have to play in their formation is vitally important and the example you give of Christian ministry can profoundly influence them. We hope that the experience will be enriching for you as well as the student and that their energy and lively questioning will aid you in your own learning and development.

Purpose of Placements

The primary purpose of the placement is twofold:

To enable the student to observe and to practise Christian ministry so that they may have experience on which to reflect theologically.

To enable the student to observe how theological reflection (in action and more distanced) is practiced by an experienced Christian minister.

In order to fulfil this purpose it is important that the placement is not simply observational in character but experiential. In other words, students should be able to practice some of the skills of ministry, to reflect on that experience with you and to receive constructive feedback from you. We see both elements as important to the goal of training for ministry; the opportunity to experience Christian ministry and the opportunity to form habits of theological reflection. Different contexts will offer different opportunities, but hopefully these principles will remain constant.

Supervision

As an experienced minister, you will have a profound understanding of the joys and sorrows of Christian ministry as well as the particular opportunities and limitations of your own context. We anticipate that you will set aside time with your student to reflect with them on your experience of ministry and their emerging practice and development. Your in-sight and over-sight can be invaluable in guiding the student into deeper reflective practice and a clearer view of the demands of ministry.

A sermon evaluation form and Placement Report form are attached as appendices to this document.

Principles of Assessment

Reports of your student's learning and development are a highly important part of report for the Bishop. In drawing up reports the following general principles should be kept in mind. Reports and assessments should:

be a stimulus to lifelong learning and ministerial development

be supported by regular meetings with the student to give feedback, identify issues that need to be worked on and review progress in the light of goals set previously.

have a structured and well understood process with a clear timetable.

be based upon views gained from a range of sources

reflect the nature of the evidence available about candidates.

not have major surprises for the student – major issues should be raised with the students as early as possible and not be left until the report writing stage.

include a declaration at the end 'I have read and discussed the above report with a member of diocesan staff.'

allow students to add a comment of their own after the report.

Finally....

Finally, very many thanks for agreeing to take on this demanding task. Your work is much appreciated

Archdeacon John Holdsworth

2. To the Student

I hope you are looking forward to this part of your training. Hopefully it will be enjoyable and stimulating and help to 'earth' other more formal study. It will also give opportunity to experience ministry in a very different setting from that in which you may have been nurtured personally. Ministers ordained in this diocese often go on to minister in other parts of the Anglican Communion, and need to have as rounded a picture of ministry as possible, so that

they can minister confidently in other contexts. This short document should answer some questions and make sure that you have a clear idea of what is expected.

You may already have had sight of 'learning outcomes' statements.

In general, on completion of the placement requirements, students will be able to:

Describe the church you have been placed in: what is it like, what are its particular characteristics, etc.

Relate aspects of the Christian tradition to the lives of people within that particular setting. That means both the congregation and at least some of those who live in the parish, whether they attend church or not.

Be able to describe what worship, mission, pastoral care and leadership mean in the life of a particular chaplaincy.

Be able to describe what worship, mission, pastoral care and leadership mean in the life of a placement supervisor

Demonstrate the ability to preach and to listen as part of Christian ministry.

The placement will provide many opportunities for gaining experience and for theological reflection. Some form of record of the experiences and recording of your theological reflections should be included in a portfolio or diary. Your placement supervisor can provide support and help in achieving this. Do ask them for advice, reflection and feedback.

In addition you are encouraged to seek feedback from others you meet on the placement.

Remember:

DO be publically supportive at all times to your placement supervisor and her/his team. If you want to reflect negatively find an appropriate moment with the minister or staff team to do this.

DO affirm the work of the team and the church.

It is easy to stand back as an outsider and be critical. Get involved and enjoy being a part of the household of that particular church for a while.

Do enjoy the privilege of being alongside a particular community of faith for a short while.

Practical Matters

Before starting the placement, please make sure with your placement supervisor that the following practical matters have been attended to.

- The dates of the placement
- Arrangements for transport
- Agreements about expenses: who will pay for what; how will claims be processed and what evidence is required.

- Accommodation
- Agreement about time off, and appropriate working time
- Facilities for study / writing
- Any child protection requirements
- Any robes etc that you are expected to bring

If you have any problems or concerns that you feel unable to share with your placement supervisor, please do feel free to get in touch with your DDO at any time.

**Appendix 1.
Sermon Evaluation Form**

Name of Student:

Date:

Name of Church:

Type of Service:

Tutor's / Supervisor's comments

1. How would you describe the genre of the sermon? What sort of sermon was this (e.g. teaching, expository, thematic, meditation, challenging, evangelistic, all-age worship talk)? Not every sermon can do

everything, and there are quite different approaches to preaching: the purpose of this question is to enable the sermon to be judged on its own terms.

2. What was the aim of the sermon?
3. How did the sermon engage with the text?
4. What use was made of other theological resources, such as experience, tradition and reason?
5. How did the sermon engage with the congregation and/or the wider context?
6. Please comment on the structure and flow of the sermon, including the beginning and ending.
7. What use was made of illustration, and how effective was this?
8. Please comment on the delivery of the sermon.
9. What were the 2 strongest points of the content of the sermon?
10. What were the 2 strongest points of the delivery of the sermon?
11. What aspects could be developed further?

Signed (Supervisor) Date

Student's Comments

Comment on your learning as a result of preaching this sermon and suggests ways in which you could (a) further improve on your communication skills and (b) further develop the theological focus of the sermon

Signed

Date

**Appendix 2.
Placement Report Form**

Student.....Course.....Year of Course.....
Dates of Placement
Placement Venue
Placement Supervisor

SECTION I – To be completed by the student

1a Work Undertaken/Experienced. A brief descriptive list of the different activities shared and undertaken by the student during the placement:

Ib Yet-to-be Experienced. A note of specific work events not yet experienced which are needed to complete the student's practical preparation for ministry:

SECTION II. CHECK-LIST – To be completed by the Supervisor:

Please use the following check list as indicated, and then add your own free responses, as appropriate, in the latter part of the report, to give a fuller picture of the student's time with you and your assessment of him/her.

Please circle the relevant figure against the competencies below. 1 is a low score, 5 is a high score. If a particular question is not relevant to the activity, circle 'NA'.

How far does the student.....

A. Communicating and Engaging

1. Develop good working relationships with colleagues 1 2 3 4 5 NA
2. Develop good working relationships with adults 1 2 3 4 5 NA
3. Develop good relationships with children/young people 1 2 3 4 5 NA
4. Communicate ideas clearly and appropriately 1 2 3 4 5 NA
5. Maintain appropriate confidentiality 1 2 3 4 5 NA
6. Evidence appropriate listening skills 1 2 3 4 5 NA

B. Enabling and Promoting

1. Work collaboratively 1 2 3 4 5 NA
2. Create opportunities for others to use their gifts 1 2 3 4 5 NA
3. Provide information for others to take an active role 1 2 3 4 5 NA
4. Promote the activity without taking inappropriate control 1 2 3 4 5 NA

C. Assessing and Planning

1. Gather and record information about the activity 1 2 3 4 5 NA
2. Manage time effectively 1 2 3 4 5 NA
3. Plan ahead and prioritise work 1 2 3 4 5 NA
4. Assess and review their own work realistically 1 2 3 4 5 NA

D. Intervening and Contributing

1. Intervene in a positive way in situations and relationships 1 2 3 4 5 NA
2. Sustain and encourage others in their faith journey 1 2 3 4 5 NA
3. 3. Teach and proclaim the gospel effectively 1 2 3 4 5 NA

SECTION III Open Response : To be completed by the Supervisor

Particular Strengths and Aptitudes of the Student

Issues to be Addressed in Future

Supervisor's signature and date

Student comments, signature and date.

for Completing the Report Form

Section II

Please use N/A for any questions in this check-list that don't apply.

Note that (1) is a low score and (5) a high score. If the check-list raises issues that need further comment or omits matters where comment is needed, please be sure to add these in Section III of the Report.

Section III 1 and 2

Particular strengths and aptitudes of the student, or issues that need to be addressed in future training should include comments on matters such as:

The student's relationships with you and other Church leaders, and with others in the wider community and his/her commitment and ability to work collaboratively;

The student's ability to reflect theologically on events and everyday life in the church and local community;

The student's ability to communicate effectively, with different age groups and genders, in formal and informal situations, and when leading worship;

Self-awareness and readiness to modify behaviour when necessary;

Punctuality, reliability, ability to prioritise, organise, prepare

You may also wish to comment on the student's readiness to

Respond to new situations and ideas and maximise learning opportunities

Discuss strengths and weaknesses; ask for help when needed, respond to criticism

Manage conflict appropriately

Relate theory to practice

Relate prayer worship and reflection to pastoral practice

Or/and on practical matters such as voice production, participation in meetings and events, audibility, commitment

Section III 3 – Additional Notes

Please add any thoughts or comments arising from the student's placement with you that don't seem to fit in elsewhere.

(Note – your comments on his/her preaching ability are recorded on the sermon assessment form, and don't need to be added here)

Section III 4 – Overall Impression

Signatures and Student's Comments

Please be sure to allow time to discuss this report with your student **before** the end of the placement, and to give him/her the opportunity to add comments. As soon as the form has been completed, discussed and signed, **please return it straight away to the diocesan office.**

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Appendix 3

The following , from the College of Preachers, may help those, apart from your supervisor, who evaluate your sermons.

Questions for sermon listeners:

What did you hear as the central message in the sermon? How did that message reach you – through a story, an image, or a persuasive piece of argument?

In what ways did God speak to you through this sermon? Did the sermon help you to understand the passage(s) of scripture afresh?

How did the sermon unfold? Did it keep your interest? In what ways?

How did the sermon lead you to explore new connections with scripture and the world?

What feelings did the sermon stir within you, and what was it that sparked them off?

What did the preacher reveal about his/her personality in the sermon, and how did their Christian experience come through?

If the preacher were to preach this sermon again, where could it be improved?

What will you take from this sermon into the future?