

Leadership Development Council 2008 Report to the Presbytery and Synod of South Australia

Executive Summary

The Leadership Development Council is a new body within the Presbytery of SA. Its mandate is:

To develop effective leaders for a healthy, missional Church, who are:

- Passionate
- Christ-centred
- Highly skilled
- Mission-oriented practitioners

This report describes the Council's origins, structure and activities. The report also provides a detailed description of the first major undertaking of the Council: a new initiative in the way ordination candidates are prepared for ministry.

EMC Review

The Educational Ministries Commission was reviewed during 2007/2008. The final report of the review committee was presented to the April meeting of the Standing Committee. The review found that:

- Over time the EMC mandate had proven to be too broad to be adequately fulfilled, with some of its roles being taken up by other units within the Presbytery or Synod better placed to take responsibility for them and others not being fulfilled at all. This was specifically the case in relation to church schools, Lincoln College, public education and chaplaincies.
- Some of the EMC's roles had been rendered redundant by the move to a single Presbytery including its coordinating role in relation to Continuing Education and the Period of Discernment.
- The central responsibilities of the EMC – those related to ministerial and lay education – were in process of being reassigned to the Leadership Development Council which the November 2007 meeting of the Presbytery and Synod had resolved to establish.
- The creation and regulation of the new Leadership Development Council calls for a different, more flexible approach to the formulation of by-laws than had been used in establishing the EMC.

The Standing Committee agreed that all EMC responsibilities except those concerning church schools, Lincoln College, public education and chaplaincies would be transferred to the Leadership Development Council. It also agreed that the Leadership Development Council would have a specific responsibility for recruitment of church members for ministry and leadership. (SC08.81-90)

The June Standing Committee agreed to by-laws establishing the Leadership Development Council (SC08140-143) and thanked and discharged the Educational Ministries Commission (SC08.142).

Establishment of the Leadership Development Council

The Leadership Development Council has been established under the following by-law.

14.1 LEADERSHIP DEVELOPMENT COUNCIL

14.1.1 The Presbytery and Synod shall establish a Leadership Development Council.

MANDATE

14.1.2 To develop effective leaders for a healthy, missional Church, who are:

- Passionate
- Christ-centred
- Highly skilled
- Mission-oriented practitioners

OUTCOMES

14.1.3 a. A shared vision for ministry and leadership development consistent with the missional context of the Church in the 21st century in South Australia is articulated and promoted.

b. Members of the Church with a heart for mission are encouraged and equipped for their particular calling.

c. Ministers, leaders and faith communities are equipped to encourage members of the Church to discern and respond to God's call to discipleship and ministry; including God's call to any of the Church's specified ministries.

d. Members of the Church are receiving high quality, relevant education and training for lay and ordained ministries within the Uniting Church and for Christian leadership in the wider South Australian community.

e. Ministers and leaders are fully engaged in appropriate continuing education and professional development.

f. A centre for leadership development is established as the primary instrument through which the Leadership Development Council works to achieve these outcomes.

g. The centre for leadership development is recognized by the Assembly as an approved centre for training for ministry (reg. 2.2.18) and provides high quality theological leadership and resources to the Church.

h. The responsibilities of a Ministerial Education Board are fulfilled (reg. 2.2.19-27).

OPERATION

14.1.4 The Leadership Development Council is empowered to establish any committees, task groups, consultancies or other instruments by which it may most effectively fulfil its mandate.

MEMBERSHIP

14.1.5 a. The membership of the Leadership Development Council shall comprise up to fourteen (14) members:

- i. Executive Chairperson appointed by the Presbytery Standing Committee.
- ii. Four (4) members elected by the Presbytery and Synod
- iii. Principal of Parkin-Wesley College.
- iv. CEO/General Secretary of the Presbytery and Synod or his/her nominee.
- v. Executive Officer, Mission Resourcing Network or his/her nominee.
- vi. Executive Officer, Pastoral Relations or his/her nominee.
- vii. Three (3) teachers elected by the faculty, and at least one (1) shall be a man and one (1) shall be a woman.

b. The electing bodies shall note that the preferred composition of the Council includes at least four (4) women and at least four (4) men.

c. In addition, up to two (2) members may be co-opted by the Council.

d. Terms of elected members shall be three (3) years. Elected members may be re-elected for not more than two (2) consecutive terms and will subsequently be eligible for election again after two (2) years.

The current members of the Leadership Development Council are

Rev Dr Dean Brookes (Executive Chairperson)
Rev Dr Jenny Byrnes (Elected by Synod, November 2007)
Mr Matt Sarre (Elected by Synod, November 2007)
Rev Dr Andrew Dutney (Principal and Executive Officer)
Rev Dr Graham Humphris (CEO/General Secretary of the Presbytery and Synod)
Rev Dr Ian Price (MRN Executive Officer)
Rev David Buxton (Pastoral Relations Executive Officer)
Rev Dr Anna Grant-Henderson (Teacher)
Mr Craig Mitchell (Teacher)
Ms Beatrice Panne (Teacher)

Two vacancies exist for members elected by the Synod. Nominations will be received and an election held at this meeting of the Presbytery and Synod.

The Leadership Development Council has met eight (8) times, including an initial visioning day held on May 5 this year. It has begun to identify core responsibilities that will be assigned to specific task groups, and to put in place a faculty reflecting the decisions of the Presbytery and Synod meeting in November 2007.

Its most substantial piece of work in the first five months of its life has been to develop a new model for the Core Phase of theological education for candidates for the ministry of the Word and the ministry of Deacon. This course is described below. Time will be given to discussion of this course at this Meeting of the Presbytery and Synod and for members of the Presbytery and Synod to give feedback to the Leadership Development Council.

Education through “Reflection in Action”: A New Ordinand Course (Core Phase)

EXECUTIVE SUMMARY

The Leadership Development Council has designed a new model of education for candidates for the ministry of the Word or ministry of Deacon. The key features of this course are as follow.

- The course is oriented to the formation of effective leaders for a healthy, missional church, who are passionate, Christ-centred, highly skilled, mission-oriented practitioners.
- It will be designed with a focus on each candidate's particular passion, call and gifts together with an awareness of the needs and call of the church.
- It is comprised of roughly equal parts of (1) Ministry Practice (2) Formation for Ministry, and (3) Theological Study.
- Each candidate will be in a ministry placement for the duration of the Core Phase course – appropriate to his or her particular passion and gifts, the need of the church for missional leaders, and the candidate's specific formational needs.
- A Formation Panel comprised with a majority of effective ministry practitioners will have oversight of each candidate's course.
- The course will be two to four years in duration, depending on the candidate's relevant prior learning and capacity for ministry.
- The Theological Study component of the course will be planned as the first stage of a life-long process of continuing education and professional development – with up to one third of the Bachelor of Theology degree to be completed after ordination. Each candidate/minister will enter into a learning agreement with the Presbytery and will be held accountable for that commitment to the church.

The new model will be phased in from the beginning of 2009, initially involving new candidates beginning the Core Phase at that time and some current candidates who are particularly suited to the new model.

KEY PRINCIPLES

Applied Theological Principles

- Effective missional leadership is at the heart of authentic ministry in the current context – leadership of local congregations, leadership of faith communities, leadership within UCA agencies and schools, and leadership in church planting, evangelism, and public theology.
- Because effective missional leadership is at the heart of authentic ministry in the current context, the church is confident that God is calling members of the church, men and women, to missional leadership now.
- God is also calling some people to quite specific expressions of the ministry of the Word or ministry of Deacon and, through appropriate education and placement the church should equip and release them for those specific ministries – commissioning them by ordination.
- The church works with individual members to discern whether God is calling a person to the ministry of the Word or the ministry of Deacon and what that person needs to do, experience or learn to be equipped to respond to that call. It is a collective discernment focussed on an individual member.

Educational Principles

- Education and formation for the ministry of the Word or ministry of Deacon – effective missional leadership – is a lifelong process.
- The Core Phase aims to initiate the candidate into a lifelong pattern of leadership development.
- The Core Phase aims to encourage the candidate's ability to discern and to think creatively and theologically, to be reflective practitioners, as much as it aims to transmit specific knowledge and skills.
- The Core Phase will be aligned with the candidate's passion and gifts for ministry, enabling the development of a learning process tailored to that person's passion and gifts in relation to the need of the church for missional leadership.
- This will require significant flexibility in the way candidate's courses are designed.
- The Core Phase will be organized in a reflection-in-action model – centred on a placement in which the candidate exercises ministry and leadership consistent with his or her passion, gifts and capacity.

Leadership Principles

- Leadership can be learned.
- Leaders engage in an intentional discipline of learning to lead.
- Leaders learn from mentors – other, more experienced and more effective leaders.
- Leaders learn from their peers – other leaders of similar capacity.
- Leaders learn from observation of the practice of others and from reflection on their own practice.
- Leaders willingly place themselves in accountability relationships.
- Leaders identify and build into other emerging leaders.

THE FORMATION PANEL

- A **Formation Panel** (3-5 experienced, effective missional leaders, the college academic advisor, and one person with specialist knowledge and proven skill in adult education) oversees the progress of candidates through the Core Phase. On the basis of the Selection Panel's report and the candidate's own account of their call to ministry, the Formation Panel discerns with the candidate the pathway to placement and ordination.
- It asks, "What does this person need to do or experience to begin ministry as an effective missional leader?" It returns to that question at regular intervals during the candidate's Core Phase.
- It designs a course comprised of roughly equal parts of Ministry Practice, Formation, and Theological Study. The course will be 2-4 years in length, based on the Relevant Prior Learning of the candidate and the discernment of the Formation Panel.
- A candidate's course will be designed with a focus on his or her particular passion and gifts together with an awareness of the needs of the church.
- The Formation Panel will strive for a flexibility that ensures that the course is made to fit the candidate rather than the reverse.
- The Formation Panel will engage in on-going discernment with the candidate to endure that the course meets his or her formational needs.
- One Formation Panel could be expected to oversee the courses of 4-6 candidates at one time. As the implementation of the new model progresses, several Formation Panels will be needed.

SUPERVISED FIELD EDUCATION (15 hours per week, 48 weeks per year)

- Each candidate will be assigned a **Ministry Placement** in a congregation, faith community, agency or school appropriate to his or her passion and gifts for ministry. The candidate's role in that placement will be appropriate to his or her current capacity for ministry and leadership, on a continuum from "observer" to "primary leader". The candidate's role will be expanded as his or her capacity increases.
- A personal **Supervising Coach** will be appointed for the candidate.
- The candidate will also be assigned to an appropriate **Coaching Group**. The coaching group will be comprised of people of similar experience and capacity, including other candidates or ordained ministers. It is expected that the candidate will continue to relate to that coaching group throughout their Core Phase and for an indefinite period after that.

FORMATION (12 hours per week, 48 weeks per year)

The formation program will be overseen by the Formation Panel and delivered and/or coordinated by the faculty. It could include:

- Training in the spiritual disciplines
- Clinical Pastoral Education
- Cross-cultural exposure (with partner churches and/or UAICC)
- Training in pastoral care
- Personal development for ministry and leadership
- Training in worship leading
- Training in leading sacramental celebrations
- Training in preaching
- Leadership clinics
- Training in the heritage, theology and polity of the UCA
- National Diaconal Presessional (for candidates for the ministry of Deacon)

THEOLOGICAL STUDIES (12 hours per week including contact and study, 48 weeks per year)

The Flinders University's Bachelor of Theology course is being reviewed to ensure that Uniting Church students who complete the course can be expected to have:

1. a grasp of the fullness of the catholic faith and its evangelical expression in the reformed tradition,
2. the capacity to read a missional context and to reflect theologically upon it in a way that is consistent with 1, and
3. an enhanced confidence in the coherence and cogency of the Gospel and a passion for communicating that message and its values in the communities and systems in which they participate.

An ecumenical covenant on theological education, including teaching protocols, is being negotiated by the Uniting, Anglican and Catholic faculties involved in the delivering the Flinders University course with those UCA goals in view.

- Ordination candidates will complete 18 units of the 108-unit Bachelor of Theology each year of the Core Phase of theological education. That is, 36, 54 or 72 units depending on whether the particular candidate's course is 2, 3 or 4 years in duration. Remaining units will be completed within six years of completing the Core Phase.

- A course plan will be developed for each new candidate that includes the credit units of study required to complete the Core Phase and also a program to complete whatever remains of the 108 units needed to qualify for a Flinders University BTh. For example, a candidate with no previous study in theology might have a course plan for 72 + 36 units, perhaps spread over 7 years, which would recognize that he or she would be ready for placement after 4 years. Or a candidate who had completed 36 units before candidating could have a course plan for 36 + 36 units.
- Every ordained minister will engage in ongoing education and training for ministry including appropriate conferences, courses and higher degrees.
- Each candidate/minister will enter into a learning agreement with the Presbytery and will be held accountable for that commitment to the church.

WHAT'S DIFFERENT?

New Model	Familiar Model
Forming focussed missional practitioners	Forming general practitioners
Learning context – placement in congregation, faith community, agency or school	Learning context – college community
Learning mode – reflection on ministry practice	Learning mode – academic
Learning focus – the person's passion, gifts and potential capacity	Learning focus – the college course
SFE – the centre of the course, 15 hours per week for 3 years	SFE – the climax of the course (7 months full time)
Formation – overseen and delivered by practitioners with support from college faculty	Formation – overseen and delivered by college faculty with support from practitioners
Theological Studies – 36-72 units in Core Phase – initial part of an integrated continuing education plan	Theological Studies – 108 units in core phase – not reliant on continuing education

A Centre for Leadership Development

The Presbytery and Synod meeting in November 2007 agreed to establish a centre for leadership development which integrates both a reformed Parkin-Wesley College and the proposed Leadership Institute as a single activity with a common faculty. The process of developing this centre has been progressing under the oversight of the Leadership Development Council.

Coolamon College

The Assembly Standing Committee decision to close Coolamon College was followed by negotiations with Parkin-Wesley College about accepting responsibility for the distance education program of the Adelaide College of Divinity, including a commitment to improve and expand this activity into the future. In the agreement all the resources of Coolamon College have been transferred to Parkin-Wesley College which will expand its activities in distance education to serve the church nationally.

Ecumenical Relationships

After a series of heads of churches meetings it was agreed to review the Adelaide College of Divinity and establish a new ecumenical covenant on theological education that more closely reflects the priorities of the Anglican, Catholic and Uniting churches in South Australia. Part of this review includes a complete review of the Flinders University BTh – its structure and syllabus – in the light of the missional needs and priorities of the three churches.

Students

Lay people enrolled in VET sector courses	69
Lay people enrolled in degree courses	23
Postgraduate students supervised by PWC faculty	31
Candidates	25
Total	148

Especially as the new centre for leadership development takes shape we anticipate larger numbers of church members and ministers engaged in programs other than formal courses. For example, in partnership with the Mission Resourcing Network, the centre hosted two intensive courses taught by David Augsburg – Professor of Pastoral Care and Counseling at Fuller Seminary. The first, “Managing Conflict”, involved 59 participants and the second, “The Call to Soul Making and Soul Mending”, involved 58 participants. Some of these were enrolled in the MMin or DMin programs but most were not.

Candidates

Ten (10) new candidates were accepted by the Selection Panel in 2007, two (2) for the ministry of Lay Pastor, one (1) for the ministry of Deacon, and seven (7) for the ministry of the Word. Two (2) candidates for the ministry of

the Word have been accepted by the first Selection Panel in 2008 to this time. Two further Selection weekends are scheduled for 2008 to interview six (6) further applicants.

The numbers of candidates in SA at September 30 2008 were as follows:

Ordination candidates in Phase 3 = 8 (5M 3F, 2MoD, 6 MoW)

Ordination candidates in Phase 2 = 15 (10M 5F, 1 MoD, 14 MoW)

Average age of Phase 2 candidates = 37.1

<30 = 3

30-35 = 5

36-40 = 3

41-49 = 2

>50 = 2

Rev Dr Andrew Dutney
Executive Officer, Leadership Development Council