Appendix D – Learning Outcomes for Ministry Leadership

Learning Outcomes for Ministry Leadership

Goal Areas
There are four goal areas. They are:
1. Spiritual, Vocational, and Personal Formation
2. Teach and Facilitate Learning in and of the Christian Faith
3. Cultural and Contextual Sensitivities and Analyses
4. Leadership within the Faith Community and Wider Community

These four goal areas are consistent with the four areas in which the Association of Theological Schools (ATS) articulates the need to educate M.Div. students. It is against the outcomes of these educational endeavours that ATS evaluates individual M.Div. programs and schools (see Section Eight of the ATS "Handbook of Accreditation"). These goal areas are also consistent with the approach to theological education used in the First Nations and Diaconal schools in the United Church educational network. The goal areas were affirmed during the development of the Learning Outcomes by those consulted.

It is intended that the Spiritual, Vocational, and Personal Formation Outcome be the foundation around which the other outcomes are woven. Essential to this Outcome, but also relevant to the others, is the underlying importance of vocational formation into the Order of Ministry and its two expressions: the Diaconal Ministry of Education, Service, and Pastoral Care and the Ordained Ministry of Word, Sacrament, and Pastoral Care. In addition to Learning Outcomes (detailed below in the table) that are specific to vocational formation, it is intended that the Learning Outcomes be assessed in light of the particularities of each of the two expressions of Ordered Ministry in the United Church.

General Learning Outcome
The General Learning Outcome offers a summary statement of what the student is expected to know, and be able to demonstrate minimal proficiency in, within a particular goal area.

Learning Outcome Elements
In the Learning Outcomes Framework table below, the left hand column entitled Learning Outcome Elements represents the broad outcomes statements that are be used to guide the development of learning goals. There is a progression from personal development through community development.

Examples for the Implementation of the Learning Outcome Elements
The right hand column, Examples for the Implementation of the Learning Outcome Elements, offers descriptions of how the learning goals can be demonstrated. It should be emphasized that these are descriptions and not prescriptions of the expected outcome. Each outcome consists of an action verb and a learning statement.

Note: In organizing the Learning Outcome Element and Examples for Implementation of the Learning Outcome Elements the table begins with individual learning and moves towards

working with others. This does not imply an ordering of how people learn but is simply a way of organizing the learning elements and examples. One needs to look at all the elements together and not assume that each example can represent the whole learning.

GOAL AREA 1.   SPIRITUAL, VOCATIONAL, AND PERSONAL FORMATION

General Learning Outcome: At the appropriate stages of assessment, the candidate of The United Church of Canada will be able to demonstrate their personal faith and vocational identity and to display emotional maturity and moral integrity in themselves and in relation to others. It is understood that personal faith is inherently relational as one interacts with the Divine and others (both human and the cosmos).

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
1.1.a Discern one's own process of spiritual health and growth (use of spiritual direction, spiritual formation, discipline, prayer life, and a sense of vocation)	• *Be clear about one's sense of call and be able continually to discern and to articulate it.* • *Know and have experience with diverse forms of prayer and spiritual practice.* • *Develop practices of regular spiritual discipline.* • *Know the works of the main spiritual disciplines.* • *Develop personal habits that support mental, physical, emotional, sexual, financial, and spiritual health.* • *Understand the implications for ministry of one's own race, class, age, sexual orientation, gender, culture, language, and religion.* • *Acknowledge one's own strengths and weaknesses.* • *Be rooted/grounded in faith community*
1.1. b Nurture personal and professional relationships	• *Intentionally develop and maintain personal relationships that are supportive to one's emotional, physical, mental, and spiritual health and growth.* • *Develop supportive professional relationships with ministry personnel and others.* • *Develop skills for critical analysis.* • *Monitor time to ensure balance of work, recreation, spiritual discipline, family, and friends.*
1.1.c Risk Authenticity	• *Identify and accept one's own personal and role privilege, power, and vulnerability.* • *Develop confidence in one's own personhood (self-differentiate) in order to be authentic and open to difference in others.*
1.1.d Articulate clearly the role of God, Jesus Christ, and the Spirit in one's spiritual life and	• *Demonstrate a comprehensive understanding of Christian Trinitarian theologies and discern how they are integrated into one's faith.* • *Describe the experience of the Spirit in one's life and in*

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
the lives of others	*others.* • *Reflect on the lives of those who exemplify a faith-filled life.*
1.1.e Actively participate in the life of the faith community	• *Participate in activities within a faith community or other ministry settings.* • *Encourage and facilitate the faith community's activities.* • *Theologically reflect on and participate in community activities outside of the faith community.* • *Encourage opportunities for the faith community to connect to the wider United Church.* • *Participate in and understand the life functions of the presbytery, Conference, and General Council.*

GOAL AREA 2.   TEACH AND FACILITATE LEARNING IN AND OF THE CHRISTIAN FAITH

General Learning Outcome: At the appropriate stages of assessment, the candidate of The United Church of Canada will be able to articulate the faith traditions of the Church, to work with the faith community to establish a learning community and to enable its growth in the understanding of personal and collective faith, and to implement a continuous learning plan.

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
2.1. a Teach the heritage of the Christian traditions and The United Church of Canada tradition in particular in the context of world ecumenism	• *Articulate the faith traditions of The United Church of Canada.* • *Know and teach the significance of historic documents, policy statements, and actions of The United Church of Canada.* • *Demonstrate a basic understanding and respect for other major world religions.* • *Demonstrate a basic understanding of the historic documents and debates of the Christian faith.* • *Understand the importance and implication of mission history.*
2.1. b Interpret the Christian heritage and make it accessible to the community	• *Articulate the core historical doctrines of the Christian Church.* • *Develop an ability to identify operative doctrine of the Church in current and historical situations – e.g. the wide consensus and declaration about apartheid being a heresy.* • *Articulate his/her relationship to the historical and current doctrines of the Church and identify what*

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
	influences that relationship. • *Appreciate that the heritage of the Christian church and its practice is continually in flux.* • *Appreciate Judaism as another development of the biblical tradition.* • *Empower the faith community to develop its own theology within its current socio-ecological context (social, political, economic, and ecological) within United Church ethos.* • *Recognize that increased diversity brings a variety of faith traditions into The United Church of Canada, which has the potential to enrich and renew the Church.*
2.1. c Respect and appreciate traditions of non-Christian faiths and practices	• *Comprehend the essential tenets of the major faith traditions of the world.* • *Recognize the interconnections of all major faith traditions.* • *Encourage the faith community in the study of other faith traditions.* • *Dialogue with the significant faith traditions within the faith community's context.*
2.2. a Be committed to the learning of the faith community	• *Assess the learning needs and goals of one's faith community.* • *Provide a variety of learning opportunities.* • *Practice a process for establishing personal and community learning covenants.* • *Integrate diaconal conviction to empower, through education, the whole community of ministry.*
2.2. b. Interpret the Bible and make it accessible to the community	• *Model significant, relevant, and thorough ways to engage the Bible.* • *Present the Bible as the foundational text for Christian engagement with God.* • *Apply interpretive methodologies to the biblical witness.* • *Contrast and compare various historical interpretations and structures of the Bible.* • *Demonstrate a theology of respect for Creator and creation.*
2.2.c. Provide training and support for leadership and participation in church governance	• *Know The United Church of Canada structures and communicate their relationship to the mission and ministry of the Church.* • *Understand and communicate the significance of actions taken by the courts of the Church.* • *Utilize current United Church of Canada study documents and resources in educational ministry.*

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Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
2.3.a Appreciate one's own learning style and commitment to lifelong learning	• *Integrate one's learning through various learning methods and styles of research.* • *Use the knowledge of one's own learning style to develop a plan for personal growth and continuing education.* • *Approach learning and leadership as a co-learner with others.* • *Facilitate one's own learning using a variety of formal and informal methods.* • *Practice a variety of methods of self-directed study.* • *Incorporate scholarly activity into one's practice of ministry.*

GOAL AREA 3.   CULTURAL AND CONTEXTUAL KNOWLEDGE

General Learning Outcome: At the appropriate stages of assessment, the candidate will be able to understand and relate to the cultural and systemic realities of the environment in which The United Church of Canada lives and carries out its mission. This includes an awareness of contemporary social culture and the development of a global multicultural and intercultural knowledge.

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
3.1.a Ability to do contextual/critical analysis to inform/guide participation in God's mission in the world	• *Model effective observation and analytical skills when interacting with others.* • *Demonstrate an ability to discern current reality of one's faith community.* • *Demonstrate an ability to articulate a clear understanding of the vision and mission of a community of faith.* • *Demonstrate an ability to help a faith community live out its vision and find the needed resources.* • *Integrate theological belief which addresses systems of injustice and exclusion, such as sexism, racism, hierarchy, and heterosexism.* • *Understand social analysis and facilitate others in doing social analysis.*
3.1.b Provide theological insight, guidance, and wisdom to the community of faith with respect to its call to participate in God's mission in the world	• *Educate and empower committees and boards to see all of their work within the context of the community.* • *Articulate theological issues that impact upon or arise from the decision-making process from a cultural-contextual perspective.* • *Know the policies of the United Church of Canada regarding current theological, social, and economic issues and advise accordingly.*

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
3.1. c Engage the community with a gospel vision to recognize and respond to needs beyond their own	• *Enable the development and pursuit of social justice, advocacy, and outreach programs consistent with the United Church ethos.* • *Identify and pursue eco-sustainable ways of living a life of faith.* • *Facilitate lay participation and leadership in developing and articulating its vision.* • *Be committed to social ministry as an essential part of diaconal ministry.*
3.1. d Engage with the Church and the broader ecumenical and inter-faith community	• *Participate in ecumenical and inter-faith activities for one's own spiritual development and the development of the community.* • *Demonstrate an ability to engage in respectful dialogue with other faith traditions.* • *Be familiar with diaconal networks denominationally, regionally, and internationally.*

GOAL AREA 4.   LEADERSHIP WITHIN THE FAITH COMMUNITY AND WIDER COMMUNITY

General Learning Outcome: At the appropriate stages of assessment, the candidate will be able to demonstrate vocational identity, practice faithful ministry, and provide responsible leadership in both ecclesial and public contexts. Learning Outcome Elements 4.1-4.4 refer to all ministry leadership while Elements in 4.5 refer to specific ministries.

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
Testimony 4.1. a Bear witness of one's faith for the encouragement of others	• *Be open about one's own faith journey and ongoing discernment.* • *Share faith stories that inspire and challenge.* • *Preach and teach with passion, compassion, sensitivity, insight, and with biblical, prophetic, and contextual relevance.* • *Seek feedback from those with whom one witnesses.* • *Understand sacramental responsibility exercised on behalf of the whole community.*
4.1. b Encourage discernment of the role of God, Jesus Christ, and the Spirit in the life of the community	• *Listen to the faith stories of others.* • *Describe how the teachings and presence of Jesus and the Holy Spirit influence his/her life.* • *Recognize, respect, and articulate the different understandings of Jesus in the faith community.* • *Enable the faith community to articulate the roles of God, Jesus Christ, and the Spirit in their lives.*

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
	• *Encourage the emergence of faith stories.*
Ethics 4.2. a. Articulate and apply an ethical framework to personal decision making and action	• *Achieve a level of self-awareness that enables working for the greater good of others.* • *Be intentional about one's accountability to self, God, and the Church.* • *Identify conflicts of interest or biases, real or perceived.* • *Behave with personal integrity that seeks to act within the law.* • *Know, understand, and respect personal boundaries.* • *Know, understand, and respect the role of professionals and professional boundaries.* • *Be aware of the consequences to self, church, and community of any action(s) that contravenes or appears to contravene the law.* • *Acknowledge one's own limitations and skills.* • *Know and practice the Exercise of Discipline of Ministry Personnel within The United Church of Canada.*
4.2. b Enable the faith community to design and apply an ethical decision making process to community issues	• *Facilitate theological reflection and exploration of ethical frameworks to current issues.* • *Discern and make connections between sociological issues that impact and arise from ethical decision making.* • *Empower the community to design ethical decision-making processes/practices for the life of the community.* • *Articulate one's own understanding of the impact of the gospel on daily life and engage the community in examining current issues in light of the gospel.* • *Discern in the community when leadership requires prophetic action and risk.*
4.2. c Participate in the ethical decision making of the wider community	• *Demonstrate an awareness of and sensitivity to a variety of ethical, decision-making frameworks.* • *Articulate a faith-based understanding of justice and how it relates to the wider community.*
Communications 4.3. a Communicate effectively	• *Use a variety of communication methods, including silence, with competence.* • *Listen actively.* • *Speak clearly and concisely.* • *Reframe comments to elicit meaning.* • *Write with clarity for a variety of purposes.* • *Comprehend and interpret complex theological ideas.*
4.3. b Demonstrate cultural and intercultural	• *Use United Church of Canada guidelines on inclusivity to insure communication that is culturally sensitive and avoids*

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
sensitivity	*ageism, heterosexism, sexism, racism, classism, and religious discrimination.* • *Demonstrate the intercultural and cross-cultural skills to offer effective ministry in the ethnically and racially diverse Canadian context.* • *Demonstrate an understanding of the social, theological, and pastoral dimensions of racial justice.*
Transformative Leadership 4.4. a Lead worship consistent with traditions and guidelines of The United Church of Canada	• *Integrate the history, liturgy, sacraments, and preaching of the Church into worship.* • *Use United Church of Canada and other appropriate worship resources.* • *Describe the role of ministry personnel in enabling the conduct of worship.* • *Appreciate the responsibility, power, and authority of sacramental leadership.* • *Design worship that is sensitive, responsive, and contextual.* • *Facilitate the faith community's efforts to identify and shape worship that is faithful and meaningful for their context.* • *Create appropriate prayers and liturgical elements.* • *Encourage and support lay participation and leadership in worship.* • *Design worship that is creative and will engage the passion and creativity of the participants (facilitates the encounter with God).*
Specific Ministries 4.5.a Embody the call to a Diaconal Ministry of Education, Service, and Pastoral Care OR an Ordained Ministry of Word, Sacrament, and Pastoral Care	• *Identify and articulate one's own role and identity in diaconal ministry and within the diaconal tradition.* • *Understand and be committed to diaconal perspectives on ministry OR* • *Understand and value the history of ordained ministry as it informs one's own practice of ministry.* • *Understand oneself as an Ordained/Diaconal minister and relate to others within that role.*
4.5. b Design and facilitate processes for on-going pastoral care	• *Provide and receive pastoral care.* • *Engage the faith community in identifying the components of pastoral care required by the community.* • *Enable and support the faith community to be a community of pastoral care.* • *Facilitate lay involvement in receiving and offering pastoral care.*
4.5. c Seek justice and equity in all relationships	• *Understand issues of discrimination and inequity theoretically and theologically.* • *Represent one's skills, knowledge, and abilities truthfully and accurately to others.*

Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
	• *Be clear and transparent about the nature of relationships.* • *Self-disclose appropriately.* • *Be aware of the needs and vulnerabilities of others.* • *Seek to provide ministry to all regardless of personal bias and know when to refer to other professionals.*
4.5. d Encourage an openness to the leading of the spirit towards the transformation of the community	• *Model ongoing spiritual growth and transformation within oneself.* • *Respond appropriately to the spiritual needs of others.* • *Encourage spiritual growth in others.*
<u>Leadership</u> 4.6. a Model effective leadership	• *Demonstrate an ability to offer leadership that is visionary, prophetic, and pastoral.* • *Assess and apply appropriate leadership theories.* • *Delegate appropriately.* • *Facilitate and lead, where appropriate, an effective meeting.* • *Build relationships of respect with other ministry personnel and members/adherents of the faith community.* • *Demonstrate an integrated understanding of the call to ordered ministry.* • *Respect the call and placement of other ministry personnel.* • *Manage time effectively including time for self-care.* • *Behave ethically according to the standards of The United Church of Canada.*
b Evaluate and enable the leadership gifts in the faith community	• *Nurture a healthy ministry of the whole people of God.* • *Work with the faith community to identify its leadership needs.* • *Facilitate a process for developing leadership in the faith community.* • *Encourage and enable the leadership gifts of the laity.* • *Examine the relationship of ministry personnel and lay leadership.* • *Demonstrate an awareness of clericalism and conduct ministry that empowers others.*
4.6. c Work in and with teams effectively	• *Work effectively and appropriately with volunteer boards.* • *Give and receive feedback respectfully.* • *See ministry leadership as a shared experience among all the leaders and participants.* • *Develop, articulate, and practice effective methodologies for teams.* • *Work in a collegial way with other ministry personnel.*
4.6.d Respond to and manage conflict constructively	• *Identify one's own preferred response(s) to conflict and how that may impact a situation.* • *Understand conflict as an engaged process that can lead to*

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Learning Outcome Elements	*Examples for the Implementation of the Learning Outcome Elements*
	effective change. • *Be prepared to name conflict and model that working with conflict is a necessary part of the leadership.* • *Understand and have the ability to practice various methods of dealing with conflict and reconciliation.*
4.6.e Carry out administrative responsibilities	• *Describe and accept the legal responsibilities of ministry personnel in both the secular and church context.* • *Understand the role and responsibilities of the Courts of the Church.* • *Understand the role and responsibilities of officers of the Courts (Chair, secretary, etc.).* • *Describe and locate required legal documents.* • *Complete and file documentation in a timely manner.* • *Demonstrate understanding in how to develop and implement process and committee structures where gaps exist.* • *Be able to read and interpret financial statements and budgets, and relate them to the mission of the Church.*