

Lifelong Ministry Development Guidelines

(A report from Ministry Training and Development.)

Key points

- Ministry Training & Development (MT&D) is establishing a professional development process called Lifelong Ministry Development (LMD) to provide an intentional, self-directed and accountable approach to help ministers maintain their zeal and fervour in serving the Lord (Rom 12:11).
- LMD seeks to incorporate the key recommendations of two Standing Committee working groups, the Pastoral Supervision Working Group and the Rector Training Review Group.
- LMD seeks to promote 'well-being' in ministry as it leads to a healthy work engagement and reduces the risk of 'burnout'.
- Synod research indicates that many ministers do have some form of professional development. These LMD guidelines seek to enhance this development by providing an intentional structure to this development, more resources, and recognition through receiving an annual Certificate of Completion.

Purpose

1. By this report Standing Committee is notified of the Ministry Training & Development Lifelong Ministry Development Guidelines, a professional development program for clergy of the diocese, with a view to Standing Committee authorising a suitable form of the guidelines being provided to Synod.

Recommendations

2. That Synod receives this report as an explanation of the LMD proposal and requests that a suitable form of the report be provided to the 2017 Synod.

3. That the following motion be moved at the forthcoming session of Synod in 2017, "by request of Standing Committee" –

"Synod, noting the report Lifelong Ministry Development Guidelines –

- (a) thanks MT&D for their attention to this important area,
- (b) recognises the significance of last year's Synod survey research that –
 - (i) 42% of respondents do not believe that rectors are looked after in a way that gives them the best opportunity to improve and grow over time,
 - (ii) 8% of rectors do not believe that they are currently "well suited" to their position,
 - (iii) 30% of rectors report a low level of energy,
 - (iv) 21% of rectors significantly struggle with depression or anxiety,
- (c) encourages our clergy to participate in LMD being operated by MT&D,
- (d) urges parish councillors and lay Synod representatives to support their minister's commitment of time and resources to professional development and reflect this in their parish budget, and
- (e) asks the diocesan members of the Nomination Board, when considering a prospective rector, to discuss with the parish nominators the prospective rector's current engagement with LMD."

Background

4. MT&D exists to "recruit, select, train and develop Anglican ministers for the Diocese of Sydney". In recruiting, it works closely with Moore College and Youthworks College as well as visiting churches and talking with individuals considering ordination. In selection, it conducts interviews with those applying for ordination and oversees a two year discernment process making a recommendation to the Archbishop about a candidate's ordination as a deacon or presbyter. In training and development, it operates a three year Ministry Development (MD) program for all newly ordained assistant ministers seeking to further integrate the participant's theological understanding with their personal life and ministry practice, as well as providing other training events and meeting one to one with clergy to discuss their ministry development.

5. The Licensing of Incumbents Review Committee (LIRC) is an ad-hoc committee constituted by Standing Committee tasked with responding to a suite of Synod resolutions, of which the Director of MT&D, the Rev Gary O'Brien is a member. The LIRC noted the following possible recommendations in its interim report to the 2016 Synod –

- (a) that a professional development program be developed using the available resources and structures of MT&D and Moore College and that responsibility for developing materials and resources and the overall program be given to the Synod appointed committee looking at rector training; and
- (b) that an annual/regular 'mental health check-up and debrief' with a qualified counsellor or psychologist be required for all ministers as part of the professional development program.

6. At its meeting on 25 July 2016 the Standing Committee, reflecting the fact that professional development and reflective practice were being discussed by multiple working groups around the diocese, encouraged the LIRC to liaise with the Pastoral Supervision Working Party and the Rector Training Review Group.

7. At its session in October 2016, Synod (resolution 10/16) –

- (a) welcomed the interim report on "Licensing of incumbents"; and
- (b) encouraged the Committee to continue to meet and provide a final report with recommendations and proposed ordinances for consideration by the Synod in 2017.

8. Since Synod 2016 the LIRC has received a presentation from representatives of the Pastoral Supervision Working Party and reviewed its report to Standing Committee. The LIRC also received and evaluated a professional development proposal from the Rector Training Review group and co-opted Mr Peter Mayrick from the group to the LIRC. The LIRC has been in ongoing conversation with Mr O'Brien and the Archdeacon of Women's Ministry, the Venerable Kara Hartley, during the development of the LMD guidelines, both in reviewing and giving feedback.

Professional development as a common secular practice

9. Professional development is now common practice in many different professions and is required for people to continue to practise, for example NSW school teachers need to maintain their Proficient Teacher Accreditation, which includes doing 100 hours of professional development over five years. Through the Psychology Board of Australia, annual renewal of registration as a psychologist is dependent on completion of Continuing Professional Development (CPD) standards involving 30 hours of professional development each year. Through the Medical Board of Australia, medical practitioners with specialist registration must meet the requirements set out by their relevant college.

10. Most professional bodies will state that the purpose of their professional development programs are to safeguard the public, the employer, the professional and the profession itself.

11. Writing from the UK and focusing on human resources professionals, Margaret Mackay (2015) found that these individuals appreciate the impact of development in confidence, self-efficacy and resilience. She concludes that "professional development can sustain individual growth, sustain optimism and empower individuals to fulfil their potential in contributing to society".

12. Building a culture that supports increased professional development opportunities with nurses has been shown to affect nurse retention and satisfaction (Cooper, 2009).

13. Dr Paul Brock AM (2015), reporting on professional development of teachers in NSW and quoting New Zealand's Helen Timperley (2008), identifies that in order to sustainably improve student outcomes, teachers must develop professional, self-regulatory, inquiry skills, and that they must have organisational support to do this.

Benefits of professional development to clergy

14. Grant Bickerton et al (2013) have completed some important Australian research into "Well-being in Ministry". His research of 1018 people in Christian ministry focused on identifying the key factors that lead people to 'burnout' marked by exhaustion, cynicism and low personal accomplishment, as well as the key factors that lead people to 'work engagement' marked by vigour, dedication and absorption. Two of the key factors leading to 'work engagement' are development opportunities and supervisory support. Both of these are key components of the LMD proposal.

15. Elizabeth Jackson-Jordan (2015), reviewing the extant research on clergy burnout and resilience, recommends that clergy be supported by peer groups and mentors and that they participate in leadership development (including conflict resolution, interpersonal skills etc.) in order to promote clergy resilience.

16. NCLS data indicates that nearly 75% of clergy are near to burnout and 50% say they have experienced burnout. Pastoral supervision (a key component of the LMD process) has been proven to be preventative of burnout.

17. The take-up of the Clergy Assistance Program (CAP) and use of the Clergy Contact Persons (CCP) highlight that our clergy face significant challenges and sometimes need assistance. Following on from the Grant Bickerton research (mentioned above) the goal is that the LMD process will be a proactive way to help our clergy continue to develop and grow so that they maintain their vigour, dedication and absorption in gospel ministry and are less likely to need this assistance.

18. Through the Lifelong Ministry Development Guidelines, MT&D is seeking to create an intentional, self-directed and accountable approach to help ministers maintain their zeal and fervour in serving the Lord for the whole of their ministry so that they might stay fresh, find joy and be of great use to the people entrusted to their care. The guidelines are attached as Annexure 1.

19. These guidelines provide a mechanism by which Anglican ministers in the Diocese of Sydney can intentionally develop in conviction, character and competency throughout the course of their ministry.

20. The 2016 Synod survey, reported by the LIRC, highlighted that the majority of rectors had done some professional development in the previous 12 months. The Lifelong Ministry Development Guidelines seek to enhance this development by providing an intentional structure to this development, more resources and a recognition through receiving an annual Certificate of Completion.

21. The LMD provides a structure to incorporate some of the key recommendations of two diocesan groups, the Pastoral Supervision Working Group and the Rector Training Review Group by providing an approach to professional development that encourages:

- using good diagnostic tools
- accountability (mentor/coach/pastoral supervisor)
- creating a Ministry Development Plan (MDP)
- online journalling of progress.

For and on behalf of Ministry Training and Development

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Introduction

Never be lacking in zeal, but keep your spiritual fervour, serving the Lord (Romans 12:11).

Ministry Training & Development (MT&D) exists to recruit, select, train and develop Anglican ministers for the Diocese of Sydney. Through the use of these guidelines, MT&D aims to provide a mechanism by which Anglican ministers in the Diocese of Sydney can intentionally develop in conviction, character and competency throughout the course of their ministry.

MT&D hopes to create an intentional, self-directed and accountable approach to help ministers maintain their zeal and fervour in serving the Lord for the whole of their ministry so that they might stay fresh, find joy and be of great use to the people entrusted to their care.

These guidelines are designed to help ministers “finish well”: when they look back on their ministry to be able to say with the apostle Paul, *I have fought the good fight, I have finished the race, I have kept the faith (2 Tim 4:7).*

MT&D recognises that many ministers are proactive, take initiative and are fully committed to continue their ministry development. These Guidelines seek to provide an intentionality to that development by providing structure (using a Ministry Development Plan and assessment tools), accountability (through peer consultation) and self-reflection (using online journalling).

These guidelines are based on the now widespread practice of ‘self-directed learning’, where practitioners identify areas for development based on their ministry situation and personal circumstances.

Increasingly our communities expect that leaders will participate in some form of ‘professional development’ (Refer to Appendix A – Some Current NSW Professional Development Models). It is all the more incumbent on us as leaders of Christ’s Church, to fulfil the high standards expected of ordained leaders. In fact, it is sometimes the high expectations placed on clergy that demand that we find better ways of developing as people in ministry.

Lifelong Ministry Development (LMD) Guidelines

MT&D will recognise those ministers who are able to demonstrate their desire to actively develop in ministry; closely watching their life and doctrine. Each year, those ministers meeting three components of activity will be recognised for their commitment to Lifelong Ministry Development. These components include the following:

1. Ministry Development Plan - the minister identifies a focus area(s) for the year and activities for development towards their goal in this area.
2. 30 hours of LMD Activities - the minister participates in learning activities, including a minimum of 10 hours reflecting on their own ministry.
3. Journal entry for each hour of LMD - the minister documents how a LMD activity has contributed to their development and their focus area(s).

Ministers must register on the MT&D website in order to participate. The annual registration fee is minimal (approx. \$120).

1. Ministry Development Plan (MDP)

The purpose of the Ministry Development Plan (MDP) is to provide ministers with some structure to consider deliberately and prayerfully how they might develop and grow in God's service over the course of a year (or annual cycle).

For their MDP, ministers are asked to identify one or two focus areas to work on through the annual cycle. It is recommended that only one or two areas of focus are selected, as it is difficult to keep track of them in the busyness of ministry. These areas might be issues that need some development or they might be areas of strength that the minister would like to continue to grow in. Either way, they should relate to the type of ministry they will undertake in the near future. Ministers are asked to consider the domains of conviction, character and competence to determine what requires their attention.

Ministers might determine a focus area by gaining feedback and input from:

- the Bible (particularly considering character and conviction);
- those around them (through formal or informal questioning); and
- by accessing tools focused on their development (eg., psychometric assessment, 360- degree feedback or other surveys). Ideally this form of assessment will be completed once every three years.

The MDP should be created at the beginning of the cycle and reviewed towards the end of the cycle. It may be modified throughout the course of the cycle year. The review should include an assessment of progress and reflection on future development needs. It is recommended that the minister discuss the creation, modification and review of development needs with a peer or mentor as part of their 'Peer Consultation' development activity.

An MDP template and example is included in the MT&D LMD site*. See also Appendix B.

2. LMD Activity Types

MT&D recognises that a minimum of 30 hours of LMD activities each year represents a commitment to ministry development. To achieve recognition, a minimum of 10 of these 30 hours must be undertaken as 'Peer Consultation'. Activities and examples are outlined below.

2.1 'Peer Consultation' (minimum of 10 hours)

- ❖ The minister engages in activities to reflect critically on their own ministry and how God is working through them. Examples include:
 - Individual consultation with a peer, senior minister or other professional person (where this advances the focus area(s) identified in the MDP);
 - Pastoral Supervision, coaching or mentoring (where this advances the focus area(s) identified in the MDP);
 - Network group discussion (In this instance, only the time spent focused on the individual's ministry is counted), e.g., Focus on Ministry Retreat Group activity.

2.2 'Active Learning'

- ❖ The minister engages in active learning by participating in activities designed to engage them and enhance their development. Examples include:
 - Participating in postgraduate study, e.g., MA or DMin;
 - Participating in a Ministry-focused Workshop e.g., Youthworks, Centre for Ministry Development;
 - Participating in skills-based training, e.g., Cornhill, PeaceWise;
 - Visiting another ministry for consultation and learning;
 - Reading a structured series of articles, applying learnings to own ministry, and sharing this with a peer(s), e.g., Arrow Leadership.

This also includes activities that support others in ministry. Examples include:

- Giving a presentation to peers on a topic relating to ministry;
- Providing peer consultation for other ministers;
- Acting as a trainer to a ministry apprentice or student minister.

A wide range of activities are recognised by MT&D in fulfilling the requisite hours, providing that they develop the minister's convictions, character or competencies. Selection of activities should be based on the individual minister's focus area for development, as identified in their MDP.

Activities ministers participate in should enable them to keep up to date with ministry practice, e.g., theology, preaching skills, relational skills including leadership and team building, communication, conflict resolution, ethics and administration.

Ministers can choose the provider of activities that they undertake. MT&D will not certify providers or activities in advance. Some activities relevant to a minister's development needs, as per their MDP, might be offered by secular bodies or individuals. Each minister needs to make their own judgment about the relevance and quality of activities and document how each contributes to their development. See Appendix C for possible providers.

3. LMD Journal

Ministers are asked to keep a documented reflection of the content and relevance to their MDP of each LMD activity.

The MT&D website is currently being developed to allow journalling to be recorded online*.

LMD Recognition Process

4. Recording LMD Activities

A minister's MDP, LMD activities, hours spent, type and journalling can be recorded on the MT&D site. This will require registration on the site.

5. Recognising LMD

The MT&D LMD cycle will begin in November and end in October the following year. At the beginning of each cycle, MT&D staff will review each registrant's activities and formally recognise those who have met the LMD guidelines for the previous cycle.

6. Access and Confidentiality

Each registered minister will have access to their own LMD details, MDP, recorded activities and journal entries for each cycle. They will also be able to access certificates for each cycle of completed LMD should a minister wish to provide this information to others (eg., nominators).

MT&D staff will have access to run the end-of-cycle report providing information on registrants and those completing the LMD requirements. They will have view-only access to registrants' MDPs. They will not access journals unless first requesting written permission of the minister eg., in the case of conducting an audit.

Ministers can contact MT&D staff at any time if they would like to ask questions or discuss their Lifelong Ministry Development.

Appendix A: Current NSW professional development models

Through the **NSW Education Standards Authority (NESA)**, school teachers in NSW are required to maintain their Proficient Teacher Accreditation over a five year period for full time and seven years for part time or casual teachers. This involves continuing to demonstrate competent teaching practice, participating in at least 100 hours of professional development, meeting Standard Descriptors, paying fees, and submitting a report each cycle. Maintaining this accreditation is a condition of employment in any NSW school.

Through the **Psychology Board of Australia**, annual renewal of registration as a psychologist is dependent on completion of Continuing Professional Development (CPD) standards. These involve: a learning plan based on objective self-assessment; 30 hours of development activities including at least 10 hours in supervision or consultation focused on the psychologist's own practice; and maintenance of a CPD portfolio that includes the plan, activity log and reflection.

Through the **Medical Board of Australia**, medical practitioners with specialist registration must meet the requirements set out by their relevant college. Medical practitioners with general registration (who do not have specialist registration) must complete a minimum of 50 hours Continuing Professional Development per year.

04/04/17 www.nswteachers.nsw.edu.au/current-teachers/maintain-proficient-teacher-accreditation/how-it-works/

04/04/17 www.psychologyboard.gov.au/Standards-and-Guidelines/FAQ/CPD-resources.aspx

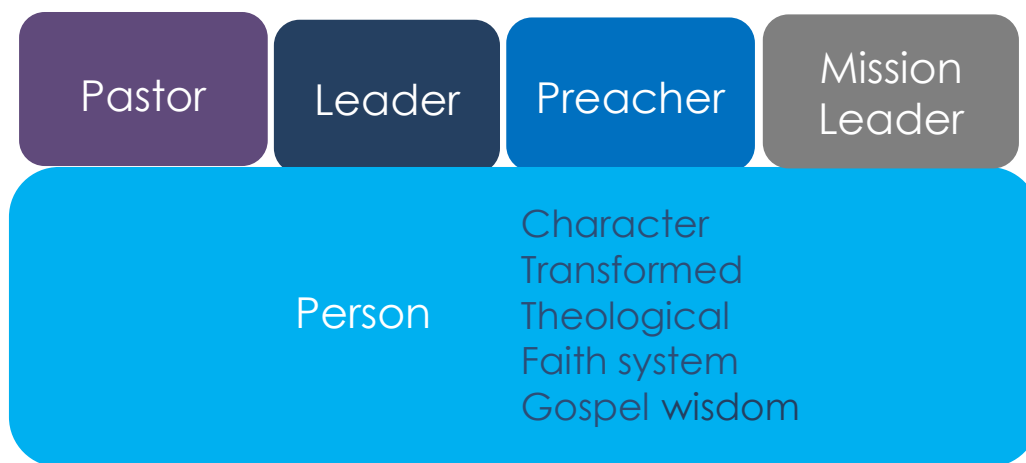
04/04/17 ama.com.au/careers/continuing-professional-development

Appendix B: Creating a Ministry Development Plan (MDP)

Creating a Ministry Development Plan consists of six steps:

1. Identify your priorities: Consider the domains of conviction, character and competence. Think about the ministry role you're now in – which competencies, skills, knowledge or behaviours are most important in that role. Is the role largely tactical, strategic or a bit of both? Is it largely one-on-one ministry, equipping others (staff or lay leaders), teaching large groups, or more behind the scenes?

It is important to consider different aspects of your role as well as your own growth as a Christian person. For example:



It's also worth thinking about where you might be in 2, 5 and 10 years' time.

2. Do some diagnostic work - collect some data: Once you've settled on a few priorities within your role, now assess yourself. There are several avenues you can go down.

- ❖ Areas you've been convicted of as you read the Bible
- ❖ Information from psychometric assessments – these are authenticated tools to help you understand yourself, your personal behavioural preferences and your predominant strengths and weaknesses
- ❖ Any 360-degree information you might have – could include a formal 360-degree tool (e.g., CMD online tool) or more informal approach (e.g., personal engagement / interview with people within your ministry environment)
- ❖ Church assessment (or audit) – conduct an assessment of the various ministries and functions of the church e.g., a minister assessed online survey (e.g., CMD church diagnostic survey), invite a number of church members (staff / lay) to conduct surveys, interview a number of people from church etc
- ❖ Ministry assessment (or audit) – if you have identified a specific ministry or activity to focus on why not conduct an assessment (formal or informal) to identify key opportunities, e.g., minister assessed online survey (e.g., CMD online ministry assessments), invite leaders or participants in ministry (staff / lay)

to conduct surveys or do a review, interview a number of people involved in the ministry, conduct a workshop on a specific ministry etc

- ❖ Informal feedback from your mentor(s), rector, teammates, congregation, friends and family.

3. Identify your strengths and areas for development: From the data, identify some of your strengths. Identify one or two key areas for development that relate back to your priorities. How can you use your strengths to build on your areas for development?

4. Complete your Ministry Development Plan: Fill in the table (example below) for your development area(s) with ideas for activities, dates for completion, and outcomes you expect to see when you've shown development in that area. Remember to keep it SMART: Specific, Measurable, Achievable, Realistic, Time-framed.

Example MDP

Development focus (diagnostic data)	Activities proposed to address focus	Proposed dates	Expected outcomes (measurement)
Competence Operational: management Data: psych tools; 360 feedback from parishioners; informal feedback from team	• Attend a time management workshop	By mid-June	Improvement in others' perceptions of my 'busyness': <ul style="list-style-type: none"> • congregation and team members feel comfortable to approach me without interrupting me (via 1:1 feedback)
	• Find and use a good "to do" app	By end Feb	
	• Schedule planning time in diary at beginning of week	Weekly	
	• Write my job description with wardens (or with rector if assistant minister)	By end March	Lower anxiety for me: <ul style="list-style-type: none"> • being on top of each term's events and not having to do things myself at last moment (achieve tasks & timeframes in Plan)
	• Prepare and use a project plan for the term incl. tasks, timeframes, responsibilities. Share with the team	By mid-April	

5. Reflection / evaluation of your Ministry Development Plan: Take the time to reflect on your MDP regularly, and particularly towards the end of each cycle – specifically:

- How far have you progressed towards your objective?
- How well have you done? (What went well? What could you have done better?) It is well established that taking time to reflect on our work helps us to learn and develop for the future.

6. Make sure you're accountable: With many demands on a minister's time, it is well understood that personal accountability greatly improves the likelihood of completion of tasks and personal evaluation. We encourage you to make yourself accountable to someone you trust to review your MDP from time to time (e.g., quarterly or six monthly). This person needs to be someone you trust with your personal goals and achievements (confidentiality) as well as being able and willing to hold you accountable for your commitments. Examples might include a coach, mentor, pastoral supervisor, bishop, lay leader, peer or other person.

Appendix C: Providers for LMD Activity

While each minister is required to make their own judgment about the relevance and quality of activities they undertake, the following is a list of some providers known to MT&D.

- **Arrow Leadership (<http://www.arrowleadership.org.au/>)**

Leadership programs for Emerging and Executive Christian leaders, with modules on leading teams, transforming organisations and character & integrity in the Christian leader.

- **Centre for Biblical Preaching (<http://www.cbp.org.au/>)**

Workshops, conferences, seminars and mentoring aimed at encouraging expository preaching and teaching for preachers at all levels of experience.

- **Centre for Ministry Development (<https://cmd.moore.edu.au/>)**

A Centre of Moore College providing workshops, conferences and personalised coaching aimed at the personal and ministry development of ministers, with modules including strategic planning, resilience, delegation and time management. CMD also provides a 360 review and psychometric testing.

- **City to City (<http://www.citytocityaustralia.org.au/>)**

A resource to support and encourage church planting and renewal in Australian cities, offering programs in gospel coaching, leadership, preaching and coach training.

- **Clergy Assistance Program (<https://www.anglicare.org.au/clergy-assistance-program>)**

Professional, confidential counselling for clergy licensed to a Sydney parish and their spouses, funded by the Synod.

- **Cornhill (<http://www.cornhillsydney.com.au/>)**

Training by experienced preachers in biblical teaching and preaching with lectures on biblical theology; principles of exposition; and genres of biblical literature, as well as a focus on the practice of speaking rather than the practice of writing sermons.

- **Ministry Training & Development (<http://www.mtd.org.au/home>)**

Includes a three year Ministry Development program to support ministers entering full-time ministry with 21 workshop topics including pastoral care, handling conflict, strategic planning and healthy sexuality in ministry. Ministry marriage courses, Prepare/Enrich training and staff teams conferences are also offered.

- **Moore Theological College (<https://www.moore.edu.au/>)**

Offers courses in postgraduate study as well as the Annual Moore College Lectures which deal with an aspect of the Reformed and Evangelical faith, and the annual School of Theology designed to resource those in ministry.

- **Oilstone (<http://www.oilstone.com.au/>)**

A residential leadership conference offering practical skills and tools to pastors in leadership, as well as coaching sessions and on the job mentoring.

- **PeaceWise (<http://peacewise.org.au/>)**

Training in practical and biblical conflict resolution strategies, with courses in personal peacemaking, conflict coaching, mediation, reconciling marital conflict and advanced mediation training.

• **Priscilla and Aquila Centre (<https://paa.moore.edu.au/>)**

Offers conferences, seminars and online resources to encourage the ministries of women, in partnership with men.

• **St Marks National Theological Centre, Canberra (<https://www.stmarks.edu.au/>)**

Delivers courses in theology, personal and relationship counselling, pastoral and clinical supervision, pastoral care, and Anglican ministry formation, with online and Sydney based teaching options.

• **Sydney Missionary and Bible College (<https://www.smbc.edu.au/>)**

Offers a range of postgraduate study options; preaching conferences and workshops; and intensives in Global Church planting, Cross Cultural Teaching and Learning, Ministry in a Multicultural context and Muslims and the Message: Bridging the Gap, which are particularly useful to church leaders ministering in multicultural Australian society.

• **Two Ways Ministries (<https://www.twowaysministries.com/>)**

Training in equipping pastors to evangelise and evangelists to pastor; church planting; and reaching different groups with the gospel.

• **Vinegrowers (<https://www.vinegrowers.com/>)**

Uses the theological vision of *The Trellis and the Vine* by Col Marshall to train and equip pastors to lead their churches through cultural change, and offers coaching and online resources to do this.

• **Youthworks (<https://www.youthworks.net/>)**

Aims at supporting and training children's and youth ministers by creating support networks, training events, coaching services and a consultancy process to assist leaders create a Personal Leadership Plan and Ministry Plan.

Please contact MT&D with further suggestions.