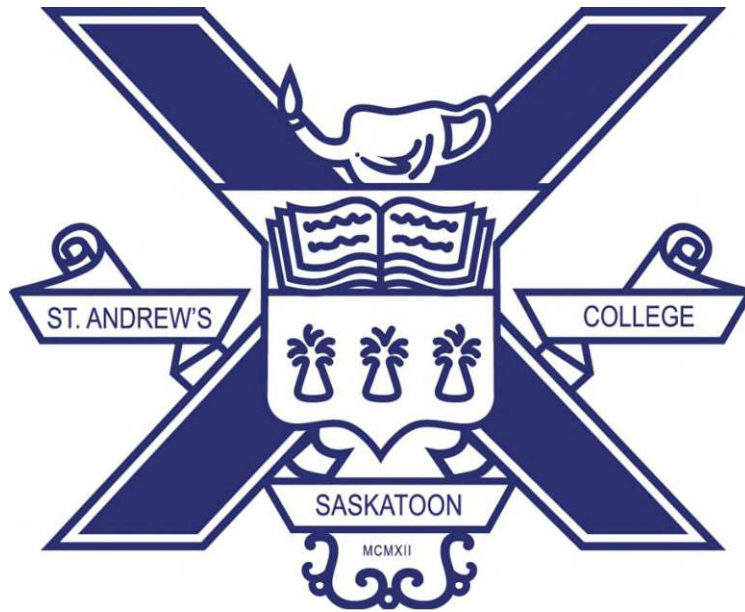


St. Andrew's College



Master of Divinity Ministry Residency Guidelines 2021



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Welcome to the Ministry Residency Model at St. Andrew's College

Earning a Master of Divinity and testamur for ordination in The United Church of Canada at St. Andrew's College provides a unique opportunity to integrate theological education with the practice of ministry.

As a student, the Ministry Residency provides you a twenty month ministry appointment (during years three and four of the M.Div. program) in a community of faith or pastoral care setting while continuing your academic study and peer learning completed in your first and second year of study. The Ministry Residency includes your Ministry Practicum in the learning site, and 5 Learning Circles with student colleagues and faculty; 4 of which are normally held on site at St. Andrew's College, and 1 which takes place in Indigenous ministry settings. The Practicum and Learning Circles will be your opportunity to focus on your own learning goals for ministry and to meet the competencies required as a Candidate for Ministry in the United Church of Canada. Your Ministry Residency is designed to be an exciting and rewarding part of your theological education. You will have the opportunity to serve church and community, gain pastoral experience, experience more than one church year in ministry, earn income and benefits, and share the journey with colleagues and faculty in reflection and study. Once you are approved as a Candidate for Ministry and pass the 'Readiness for Supervised Ministry Education (SME)' interview with the Candidacy Board, you will gain access to 'Church Hub' and be able to apply to different SME sites based on your needs and desires.

As a member of the Ministry Residency SME Site, as a member of the community of faith, Lay Supervision Team or Board, you play an integral part in the preparation of people for ministry and in supporting students during their educational journey. Equally, you will receive the talents, enthusiasm and gifts for ministry that the St. Andrew's Ministry Resident will bring. St. Andrew's College and our students are deeply grateful for the opportunity you provide.

As a member of our wider Church, as an Educational Supervisor, as a member of a Regional Council, or of a Candidacy Board, you serve with the College in a true partnership that seeks to provide the best possible educational experience for those who prepare for leadership in our Church and communities. Your willingness to be a part of this partnership is a gift to our students and to the Church of tomorrow.

Together, by participating in the Ministry Residency Model at St. Andrew's, we are sharing in providing a model of theological education and preparation for ministry for the entire United Church of Canada. We seek God's blessing and wisdom as we journey together and as we seek a justice driven education for Christian leadership.

Any questions you may have about the Ministry Residency Model can be directed to the Registrar at St. Andrew's College, 1121 College Drive, Saskatoon, SK S7N 0W3, standrews.registrar@usask.ca, 306-966-5244.

Richard Manley-Tannis

Principal, St. Andrew's College

THEOLOGICAL EDUCATION – PREPARATION FOR MINISTRY

Working Assumptions

Theological education endeavors to prepare the candidate for a ministry that nurtures and equips the “community of believers”, so that these believers may in turn exercise their ministry in everyday work and relationships in the world. Hence, ministry personnel need to be highly skillful and knowledgeable in the ways of the world and the ways of the Church.

Theological education needs to prepare strong, competent persons for ministry. These persons must engage in an ongoing process of involvement in the tasks, issues, and pressures of community and church, while at the same time, have the ability for theological reflection on these involvements.

Theological education involves mutual learning and interaction among the student, other students, lay persons in the Church, ministry personnel, supervisors, and faculty members. St. Andrew’s College looks to communities of faith/learning sites, Educational Supervisors, members of the Lay Supervision Teams, and congregations as colleagues in the educational process that will accept the discipline, evaluation, and accountability required for such a process.

Theological education is a task of the Church and the College together. As we share this task, we hope students will learn to enlighten and enable the Word of God as participants in the community of faith. We believe that ministry personnel need, among other things, courage, resilience, motivation, knowledge, skill, and faith. They need to be able to discern the working of the Spirit and of the principalities and powers of evil in the world.

St. Andrew’s College puts special emphasis on how the Gospel addresses the culture in which a people live and work. Consequently, careful consideration is given to a social analysis of the historical, economic, sociological, political, and religious roots from which students emerge, and where they will be doing ministry. St. Andrew’s College prepares and supports students to engage in contextual theological reflection wherever they are located for a learning site in their Ministry Residency.

The Three Parts of the St. Andrew’s College Master of Divinity Program

1. **Year 1** consists of ten introductory courses (thirty credit hours) covering the various theological disciplines. These credit hours may be taken:

- Intramurally through St. Andrew’s College and Saskatoon Theological Union courses
- At a distance through St. Andrew’s College courses, through internet and intensive one week options
- Through equivalent courses (intramural or distance) offered by other Colleges
- Any combination of these that meet the requirements

Year 1 also includes a unit of Clinical Pastoral education (CPE) which can be taken in Saskatoon or at any other place in North America with a CPE program. CPE may be taken during Year 2 as well.

2. Year 2 consists of required academic study resident in the St. Andrew's College community. The goals of Year 2 are to enable a community of face to face learners to engage in integration of academic disciplines, to strengthen vocational and denominational formation for ministry and to develop skills in self-directed learning in the context of ecumenical study. A social placement during this year fulfills the United Church of Canada requirement for social ministry education. During Year 2, students require 30 credit hours, normally full time (i.e. 15 credit hours per semester, but if part time, at least 9 credit hours per semester). Two intramural semesters, one in fall, one winter, are required.

3. Ministry Residency and Learning Circles

Ministry Residency consists of a half-time supervised practicum while resident at one learning site for twenty months, concurrent with half time study in five learning circles and other academic work. Normally, the supervised ministry education will begin September 1 and continue to the end of April of the final year. Ministry Residency learning will be directed by a learning covenant which will employ skills acquired in Years 1 and 2. The learning covenant will be developed in consultation with the St. Andrew's College Faculty Advisor, the student's Candidacy Board, the Educational Supervisor, and the Lay Supervision Team. Informed by feedback provided by St. Andrew's faculty based on work with the student during Years 1 and 2 of the MDiv, the student will consult with their Candidacy Board to identify learning goals prior to their application for appointment to a learning site. The formal learning covenant based on these goals will normally be finalized by October of the first year of the twenty month Ministry Residency period.

The work in the community of faith together with the learning circles and course work comprises a full time workload. The Ministry Residency placement may be three quarter time if approved by the faculty of St. Andrew's College faculty and if such a learning site can be found.

The twenty month Ministry Practicum is worth 15 credit hours, the five learning circles are worth 15 credit hours. The total for the two years in which the twenty month Ministry Residency takes place is 30 credit hours, which completes, together with Years 1 and 2, the 90 credit hours required for the Master of Divinity degree.

The Ministry Residency will be the equivalent of half time, although the student will be present at the community of faith/learning site most of the time and away at academic components of the program some of the time. Half time does not mean twenty hours of pastoral work each week, nor presence for all Sundays of the twenty months; over the period of twenty months approximately half of the student's time will be spent on pastoral work. In the Ministry Residency portion of the St. Andrew's College Master of Divinity program, students meet the requirements for supervised ministry education (SME) as agreed with the United Church of Canada. Educational Supervisors with appropriate training and Lay Supervision Teams will be in place in each pastoral charge/SME site.

Learning Principles

Learning takes place through the academic study of the disciplines of theology and their relation to our culture and through supervised experience in the practice of ministry. The primary learning method of the Ministry Residency is intentional and structured reflection on the practice and theology of ministry through supervision, journal writing, learning circles and academic courses, deeply integrated with the work of ministry on the learning site.

Students in theological education are adult learners. They bring a variety of life and church experience to their preparation for ministry. Some students come directly from university, some come from other careers, some have long experience as active lay persons in the United Church of Canada and some are new to church and Christian faith. This range of experience means learning goals of Ministry Residents vary considerably.

Supervision for Learning

Ministry in the church is Christ's ministry. The Ministry Resident, the Educational Supervisor and the Lay Supervision Team are engaged together in this ministry. Supervisee and supervisors are involved in mutual learning, though there are differences in experience and background. All are maturing in the exercise of ministry with a community of believers and within a context of many persons engaged in mission and ministry for Christ.

Development of empathy, trust and respect is crucial in the supervisory relationship. The Ministry Resident needs to be acknowledged as a whole person capable of directing their own life and learning, able to reflect on complex experiences and interactions and able to benefit from supervisory feedback, both positive and constructively critical. Educational Supervisors and Ministry Residents together need to demonstrate readiness to explore new possibilities and to learn from the experience.

Educational Supervisors, order of ministry or lay in the United Church of Canada are required to have training in the ministry of supervision. The Office of Vocation Minister of the Regional Council the Supervised Ministry Education site is located in will assign an Educational Supervisor to who best meets the learning goals of the Ministry Resident. Lay Supervision Team members are provided with training by the Office of Vocation Minister in their Regional Council. This training offers preparation for supervision, but also provide valuable time to develop open, honest relationships among the participants in the Ministry Residency.

The supervision process can enrich life as a person, a believer and a theologian.

RESPONSIBILITIES OF GROUPS AND PERSONS INVOLVED IN THE MINISTRY RESIDENCY

Responsibilities of St. Andrew's College St. Andrew's College has been given, by the Church, the task of preparing its candidates for ministry i.e. theological education. It is accountable to the General Council and oversight is staffed by the Executive Minister for Theological Leadership. The college maintains close contact and consults with the Office of Vocation ministers and Pastoral Relations ministers. The College initiates the Ministry Residency as part of its overall curriculum in preparation for ministry. A twenty month half time Ministry Practicum is required as part of the St. Andrew's College Master of Divinity degree.

The College enters into a cooperative partnership with the Office of Vocation and Candidacy Boards for the supervision of ministry residents.

Learning sites are approved by the Regional Council. MDiv students gain access to 'Church Hub' once they are deemed ready for their SME. The candidate will use 'Church Hub' to find a learning site and submit an application to the community of faith. The community of faith will interview the Candidate and hire the Candidate for the half-time Supervised Ministry Education appointment.

With the Registrar, Faculty leads and plans Ministry Residency preparation events for students. The Registrar and faculty advisors facilitate good communication within Ministry Residencies, check in regularly with the Ministry Residents and communicate the specifics of the Ministry Residency program in the Church and the College. In the case of a Ministry Resident facing a crisis or conflict that impacts the Ministry Residency student, the student will contact their Faculty Advisor and/or College Registrar for advice and support regarding appropriate processes in the College and/or church.

The Faculty of St. Andrew's College is involved in the Ministry Residency program and acts as Faculty Advisors to Ministry Residents during Ministry Residency. The Faculty Advisor reads the journal or critical incident reflections written by the Ministry Resident every two months at a minimum, and comments on the practice and theory of ministry, useful resources and strategies. For the comments to be useful educationally, it is important that the Ministry Resident send the material to their Faculty Advisor regularly and promptly. This process of reflection and feedback throughout the practicum component of the Ministry Residency is guided by the students' learning goals and is an important way to integrate immediate experiences of ministry with theological, biblical, pastoral, historical and socio-ethical reflection.

Prior to the Ministry Residency, each student consults with their Faculty Advisor regarding learning goals for the twenty month experience. The Faculty Advisor may provide input into any or all of the four formal evaluations in the form of a letter. The Faculty Advisor and/or the Registrar may attend the evaluation meetings.

During the Ministry Residency, the Faculty Advisor maintains contact with the Ministry

Resident and is available to the Educational Supervisor and Lay Supervision Team. The Faculty Advisor keeps the Registrar informed about the Ministry Residency. Because the Faculty Advisor knows the activities and reflections of the Ministry Resident through the journal or reflection pages, they might suggest intervention if they believe it's helpful or necessary to the College's goals for the Ministry Residency.

Students completing the work of their Ministry Practicum are appointment to positions in ministry that will require of them and those who support their learning process as students (Supervisors, Supervision Teams, Candidacy Boards, Office of Vocation Ministers, Circle of Accompaniment, and Faculty Advisors) to pay careful attention to the priority of their learning. There can be a very real pull to focus on the work of ministry guided by the calls on their time and reflection in the same ways as their colleagues in ministry who are not students. Congregations and communities may expect this of them without the full awareness of the demands of the other components of the student's Ministry Residency (Learning Circles and other academic work). It will be important to address this openly throughout the Residency.

Based on the reports submitted from evaluations of the SME, and the student's submission of journals and critical incident reports, the faculty determines whether the Ministry practicum of each student has met the requirements for the Master of Divinity degree of St. Andrew's College. Each Ministry Resident's Faculty Advisor is the instructor of record and submits a grade to the Faculty for approval.

The Faculty Advisor writes the annual Theological School Report to the Ministry Resident's Candidacy Board.

The Academic Committee of the College sets policy and guidelines for Ministry Residency and receives information from the Faculty regarding the successful completion of Ministry Residences. The College has a Memorandum of Understanding with the Office of Vocation in the United Church of Canada with regard to ensuring that the MDiv program including this Ministry Residency is congruent with the SME requirements of the United Church of Canada.

Ministry Residents are required to be Candidates for Ministry and thus are eligible for the salary, pension and housing benefits according to the guidelines of the United Church of Canada. Refer to the national web site of the United Church of Canada for current salary schedules. Ministry Residents are eligible for seven and one half weeks paid vacation leave (including Sundays) and five weeks paid continuing education leave (including Sundays) during the twenty month Ministry Residency. Vacation leave and continuing education leave are pro-rated for part time; half of the vacation and study time is on the Ministry Resident's own time and the other half is leave. Ministry Residents are required to use their paid continuing education leave to attend St. Andrew's College learning circles and may use their continuing education allowance for travel and accommodation.

Responsibilities of the Regional Council of the Candidate's Home Region

The Regional Council, through the Pastoral Relations Commission or equivalent, declares an open position, having received a completed community of faith profile. The Regional Council Liaison works with the Pastoral Charge on the community of faith profile, and discusses and assesses whether the community of faith meets the criteria for a SME (learning) site. The community of faith will then indicate that they are a SME site on the Church Hub posting so that Candidates can apply for the posting.

The Regional Council will support and develop learning sites. The Regional Council cannot guarantee appropriate SME sites will be available in a given year since they are dependent on communities of faith/learning sites to volunteer to take on the oversight and partial cost of supervised ministry education.

The Pastoral Relations minister and the Office of Vocation minister are asked to give support and understanding to the community of faith and the Educational Supervisor who assume heavy demands on their time and energy when involved in the theological education of a Ministry Resident.

When a student is originally named a Candidate by the Candidacy Board, the Regional Council celebrates new candidates at their annual meeting (this may vary by Region). The Regional Council is informed of new candidates by the Office of Vocation.

The Pastoral Relations Commission, or equivalent, endorses the appointment when the Resident has been matched with a community of faith/learning site.

The Regional Council ordains at a celebration of ministries service based on receipt of confirmation for ordination from the candidate's Candidacy Board, and confirmation that a covenant relationship is in place with a community of faith or offer of employment to a paid accountable/recognized ministry, as determined by the regional council.

By agreement with the General Council Office, the Ministry Resident is afforded all the benefits of a Candidate appointment, including salary, pension and housing according to the United Church of Canada guidelines. Refer to the national web site of the United Church of Canada for current salary schedules. The Ministry Resident is eligible for five weeks paid Continuing Education leave (including Sundays) and seven and one half weeks paid Vacation leave (including Sundays) for the twenty months of the Ministry Residency. Vacation leave and Continuing Education leave are prorated for part time; half of the vacation and study time is the Ministry Resident's own time and the other half is leave. Ministry Residents are required to use their paid Continuing Education leave to attend St. Andrew's College Learning Circles, and may use their Continuing Education allowance for travel and accommodation.

The Regional Council is responsible to send the completed forms to the General Council Office.

The community of faith is responsible for applying for any grants, but the Regional Council should inform the community of faith of the salary support grant and the moving grant available for SME sites.

Office of Vocation Minister of the Ministry Resident's Home Region

The Office of Vocation Minister of the Ministry Resident's home region receives for approval the Ministry Resident's application for SME and arranges for a 'Readiness for SME' interview. When a 'Readiness for SME' interview is completed, any recommendations that the candidacy board make have been discussed with the candidate. These recommendations are included in the letter that confirms the successful completion or not of the 'Readiness for SME' interview. At this interview, learning goals will have been discussed, which the candidate would then include in their learning covenant with the community of faith they are appointed to. The Office of Vocation minister may share a copy of the 'Readiness for SME' interview completion letter with the candidate's permission or the candidate may be asked to share the letter directly with the school.

When the student is approved as a candidate, the Office of Vocation will notify the regional council in which the candidate is a corresponding member. The regional council celebrates new candidates at their annual meeting (may vary by Region)

The Office of Vocation will also confirm 'Readiness for Ordination' with the Regional Council, after receiving notice from the Candidacy Board.

The Candidacy Board to which the candidate is accountable will interview the candidate for 'Readiness for Ordination' after the successful completion of the Ministry Residency period. The Candidacy Board shares the outcome with the Office of Vocation minister. At this time, the Candidate will be recommended to their regional council for ordination.

Office of Vocation Ministers are encouraged to keep in touch with their students during Ministry Residency. Often Ministry Residency is a time of vocational testing, and knowledge of the Region's continued interest is a valuable support to the Ministry Resident. The pastoral care of appointed candidates during a time of conflict is the responsibility of the Pastoral Relations minister. During a time of conflict, the Office of Vocation minister should be notified. This individual ensures that pastoral care is available to all parties involved. The Office of Vocation minister will be working closely with the Pastoral Relations minister during any times that the candidate has a conflict.

Responsibilities of the Candidacy Board

The Candidacy Board is responsible for the oversight of students in supervised ministry education programs established by The United Church of Canada within their respective regions to ensure effective learning experiences. Prior to the Ministry Residency, the Candidacy Board determines the number of interviews to be conducted with the applicant (Promise, Suitability, and Readiness for SME). For the remainder of the Ministry Residency, the Candidacy board walks with the candidate to assess growth, readiness, and effectiveness for ministry leadership and to ensure that all of the requirements are fulfilled. The Candidacy Board can meet with a candidate at any time during the process to check in, address concerns, and provide guidance and support.

Each Candidacy Board enters into a partnership with St. Andrew's College for the supervision of Ministry Residencies within its area of jurisdiction. The Candidacy Board cooperates with the Office of Vocation Minister, and the College in maintaining high standards of supervision in the oversight of the Ministry Residency, especially being alert for possible breakdowns in the relationships of the parties involved, and taking corrective action.

The Candidacy Board receives formal evaluations during the Ministry Practicum from the Candidate, Educational Supervisor, Lay Supervision Teams, and Faculty Advisors after the first, second, third and final evaluations. Once all requirements are nearly complete – typically, at least 4 months before the anticipated ordination date, the 'Readiness for Ordination' interview is scheduled with the Candidacy Board. The Candidacy Board shares the outcome of the interview with the Office of Vocation. The Office of Vocation will share the news with the student's Regional Council.

Providing oversight of the process is a key part of the Candidacy Board's role. Effective oversight ensures that there is continuity, transparency, and encouragement for the candidate. The Candidacy Board must refer to certain measures to assess a candidate. These can be found in the Candidacy Board Resources handbook: https://www.united-church.ca/sites/default/files/candidacy-pathway_candidacy-board.pdf

Checklist for the Community of Faith/Learning Site

The Community of Faith/Learning Site must be willing and able to:

- Commit to providing an educational experience for the Ministry Resident, including a wide range of real ministry work
- Direct questions to the Registrar of St. Andrew's College or the Office of Vocation Minister
- Complete a Community of Faith profile to declare an open position.
- Be approved as a SME site by the Regional Council.
- Meet with the Resident, if desired, before the Ministry Residency begins, to determine if the match of Resident to pastoral charge is workable?
- Confirm the match by completing the paperwork and sending it to the Pastoral Relations Minister/uploading it on Church Hub.
- Arrange to pay the Resident through ADP according to the guidelines of the UCC for Candidates, prorated for halftime, and for travel while engaged in pastoral charge work
- Ensure the Resident receives benefits including continuing education leave and allowance as well as vacation leave
- Provide appropriate furnished housing. If there is no manse, a housing allowance is paid, prorated for halftime
- Complete grant applications for Salary Support Grant and Moving Grant (if interested)
- Appoint a Lay Supervision Team (LST) of three to seven people who are representative of the pastoral charge demographic with regard to ages, genders, life experiences, etc.
- Support the LST to function separately from Ministry and Personnel Committee
- Understand that the Educational Supervisor is not a member of the LST
- Join with the LST to assist the Resident to become familiar with the community(ies) and the congregation(s)
- Consult with the Resident, the Educational Supervisor, LST, the OV Minister and Pastoral Relations Minister to ensure that a covenanting ceremony takes place

Checklist for the Lay Supervision Team (LST)

The LST must be willing and able to:

- Assist the Ministry Resident to discern the meaning of ministry
- Share their own concepts of ministry
- Enter into in-depth dialogue with the Ministry Resident
- Negotiate with the Resident appropriate learning goals for the Resident, to develop a learning covenant
- Form and share personal and joint goals to work on during the Ministry Residency, as part of the learning covenant
- Engage actively in learning and growing opportunities during the Residency
- Give helpful feedback, and challenge or confront the Resident if needed
- Assist the Resident to gather feedback from the congregation(s), study groups, committees, and others with whom the Resident works
- Meet with the Resident once a month and keep notes on the discussions held
- In addition, meet to prepare a written statement for each of the four evaluations of the Resident's progress
- Remember that at any other time, it is inappropriate to meet to discuss the Resident without the Resident being present
- Meet each evaluation period to discuss the evaluations with the Resident, and Educational Supervisor.
- File a copy of the final drafts of all completed evaluations written by the Resident, Educational Supervisor and LST as well as the Faculty Advisor's statements.

Checklist for the Educational Supervisor

The Educational Supervisor:

- Has completed the mandatory training in supervision offered by the UCC
- Has applied to and been approved by the Office of Vocation minister.
- Agrees to attend orientation and/or training events arranged by the Office of Vocation Minister
- In consultation with the Resident, the LST and the Candidacy Board will negotiate a learning covenant
- Will develop and share personal learning goals to work on during the Residency, as part of the learning covenant
- Will meet with the Resident every two weeks, except when the Resident attends learning circles and other classes
- During these supervisory sessions, will assist the Resident to engage in theological reflection on the meaning of ministry and on their own developing identity in ministry
- To stimulate learning, will challenge the Resident if necessary and may require written work, such as verbatim records of home or hospital visits, critical incident or project reports, orders of service, copies or tapes of sermons in preparation for the supervisory sessions
- If functioning as an onsite Educational Supervisor, may meet with the Resident to plan for the work of the pastoral charge, in addition to the supervisory sessions
- Understands that the Educational Supervisor is not part of the LST
- Will inform the Candidacy Board/Office of Vocation Minister of any need to be absent for some time; the OV Minister will arrange interim support and supervision for the Resident
- Will meet with the Resident as desired
- Will prepare a written statement for each of the four evaluations of the Resident to discuss with the Resident and LST.
- Will file a copy of the final drafts of all evaluations written by the Resident, Educational Supervisor and LST as well as the Faculty Advisor's statements.

Checklist for the Ministry Resident

The Ministry Resident will:

- LI Have completed the first and second years of the St. Andrew's College Master of Divinity program
- LI Have completed the application form for Readiness for SME (sent by OV Minister) and the Upcoming Residency Questionnaire (sent by SAC Registrar)
- LI Have been confirmed as a candidate for ministry and passed the Readiness for SME interview in the United Church of Canada by January of the year in which the Ministry Residency is to begin
- LI Consult with St. Andrew's Faculty Advisor before beginning the Ministry Residency to identify areas for growth that indicate learning goals
- LI Have discussed their learning goals with their Candidacy Board
- LI Adjust their learning goals as part of a learning covenant with the LST and Educational Supervisor
- LI Provide a copy of the learning covenant to the Faculty Advisor as soon as possible, preferably by the end of October
- LI Seek to engage in a wide range of real ministry work in a community of believers
- LI Need opportunity to explore and develop her/his own ministerial identity and the meaning and implications of ministry
- LI Devote half of her/his work time to ministry with the learning site, including submitting a written reflection or critical incident to the Faculty Advisor as agreed
- LI Devote half time of their work time to study associated with the five learning circles and other academic work
- LI Meet every two weeks to reflect theologically with the Educational Supervisor
- LI Be prepared to provide verbatim records, critical incident or project reports, orders of service, tapes or print copies of sermons, as requested by the Educational Supervisor
- LI Meet every month with the Lay Supervision Team (LST) and actively seek feedback
- LI Actively engage in five learning circles with Faculty and fellow Ministry Residents
- LI Seek and provide support with fellow Ministry Residents between learning circles
- LI Prepare a written statement for each of the four evaluation periods and attach a copy of the learning covenant
- LI Ensure that copies of the evaluation statements written by him/herself, the Educational Supervisor, the LST and the Faculty Advisor are shared with all involved, at least three days before the meeting
- LI Arrange for the evaluation meeting(s) at least a month in advance
- LI Send copies of the final drafts of all the evaluation statements to all involved, plus the Registrar and the Candidacy Board.

Role of the Non-supervising Ministry Personnel (NSMP)

Some Ministry Residents may be supervised by an onsite or offsite lay person, by an offsite ministry personnel, or by one in a team of ministry personnel. This means that there may be non-supervising ministry personnel working with the Ministry Resident on a regular basis.

Soon after the Orientation provided by the **Office of Vocation minister**, there should be an initial meeting of all those involved in the Ministry Residency. The purpose of this initial meeting is to clarify roles. This meeting may be initiated by any of the Ministry Resident, Non-supervising Ministry Personnel (NSMP), Lay Supervision Team (LST), Educational Supervisor, the church board/council or other church staff.

As part of development of a learning covenant, the NSMP needs to have input into whether, or how, the tasks chosen to accomplish the learning goals can be accomplished on the pastoral charge. The learning covenant should also describe how the NSMP will provide feedback to the Resident and input into the evaluation process for the Resident and Educational Supervisor. The Ministry Resident will share the final draft of the learning covenant with the NSMP, Educational Supervisor, LST, Registrar and Faculty Advisor.

The Resident and the NSMP will meet regularly, probably weekly, to plan the work of the pastoral charge. These meetings are not supervisory, but rather collegial conversations, and may include theological discussion and informal feedback.

The Resident and the NSMP need to agree upon the format to be used for sharing feedback information. For example, the format could be informal written or verbal comments, the Resident and Educational Supervisor may invite the NSMP to join them at the end of a supervisory session every four to six weeks or the NSMP could occasionally submit a written report to the Resident and Educational Supervisor.

The NSMP does not usually participate in the evaluation meetings nor prepare a written report for the evaluations, unless invited by the Consultant after consultation with the Resident, Educational Supervisor, LST and NSMP.

EVALUATION: ASSESSMENT AND REPORTING

St. Andrew's College students will complete the United Church of Canada required SME evaluations.

Some of the details below can also be found here:

https://united-church.ca/sites/default/files/candidacy-pathway_sme.pdf

Evaluation is a key component of Supervised Ministry Education. It is used by the Candidacy Board to assess a candidate's proficiency in the Learning Outcomes for Ministry Leadership and determine completion of Supervised Ministry Education.

Evaluation reports are submitted to the candidate's Candidacy Board. The timing of reports depends on the type of SME the candidate is undertaking. Typically, there is a "check-in" report within the first four to six months of the SME. A fuller report is submitted halfway through, and a final report submitted at the end. The parties involved in the SME follow the direction provided by the Office of Vocation minister in relation to the number and timing of evaluations.

Programs at theological schools that incorporate the SME requirement may require additional evaluation and reporting processes: when the completed forms are distributed by the St. Andrew's College student to the Lay Supervision Team and Educational Supervisor prior to meeting, the student's faculty advisor should also receive a copy of the evaluations. The faculty advisor may choose to send feedback to the evaluation meeting.

The evaluation takes time to complete. Time should be allotted during the SME experience. The final evaluation must be complete before the candidate leaves the learning site.

The Lay Supervision Team, supervisor, and candidate are required to read one another's comments and indicate that they have read the evaluation. No new information or surprises should be presented in the evaluations. If in sharing the comments there is disagreement about wording or an observation, the contentious point may be changed by mutual agreement, or a comment can be added to indicate the disagreement.

PROCEDURES IF BREAKDOWN OCCURS:

Resolution of Conflicts in a St. Andrew's College Ministry Residency

Refer to *Learning Covenant: A Resource for Supervised Ministry Education*

https://www.united-church.ca/sites/default/files/handbook_sme-learning-covenant.pdf

The Learning Covenant should spell out a process for resolving grievances and differences that cannot be resolved by those involved.

As in all human relationships, tensions or disagreements may arise. It is hoped that these are dealt with face to face and resolved as soon as possible. However, sometimes difficulties arise that two people cannot work out themselves. In these cases, sometimes a third party is asked to assist in the process.

A grievance or conflict procedure is like a spare tire on a car—you hope you will never have to use it, but you are glad to have it when you need it. The supervisee, supervisor, and Lay Supervision Team should discuss the procedures to follow should a conflict arise and at what point the third party, as named in the covenant, will be called upon.

The Office of Vocation Minister is available to discuss any concerns or problems.

Please note that The United Church of Canada has guidelines to follow in cases of sexual misconduct. These guidelines (Sexual Misconduct Prevention and Response Policy and Procedures) are available at www.united-church.ca/handbooks and from your Office of Vocation Minister. Each regional council has trained consultants who deal with cases of sexual harassment. Their names are listed in a PDF on www.united-church.ca/leadership/supportingministry/sexual-misconduct-prevention-training.

Steps in Dealing with Conflict in a Ministry Residency

Stage 1: The candidate, supervisor, and Lay Supervision Team will meet to try and resolve any issues. Depending on the nature of the conflict, the issues discussed in the meeting and a plan of action to resolve them are put in writing and given to all three parties.

Stage 1: If the issues are not resolve as a result of the first meeting and a followup, a second meeting is called and the Office of Vocation minister or the third-party consultant named in the Learning Covenant is invited to attend.

Note: This meeting may be called by any one of the three parties to the Learning Covenant. The Office of Vocation Minister must be informed that this meeting is taking place.

Stage 2: If the issues are not resolved as a result of the second meeting, a third meeting is called with the Office of Vocation Minister.

There are times when the difficulties encountered in the Supervised Ministry Education experience lead to a decision to dissolve the Learning Covenant and end the education experience. Please refer to the [*Candidacy Pathway: Supervised Ministry Education*](#) for guidelines related to terminating a SME (www.united-church.ca/handbooks).

Process for Terminating SME

In the event that the candidate displays inappropriate behaviour during the SME, their Candidacy Board is to be notified. The Candidacy Board determines the course of action for the candidate's formation for ministry. If the candidate is not able to change the inappropriate behavior, the points outlined below may be followed to terminate the SME.

There are also times when the difficulties encountered in a Supervised Ministry Education experience lead to a decision to dissolve the Learning Covenant and end the experience. All possible action should be taken to avoid terminating the experience.

In the case of conflict arising between members of the covenant relationship, please refer to the Learning Covenant resource, which outlines a process for dealing with conflict during the SME (also found on the previous page). Steps should be taken to seek to resolve conflicts before considering terminating the SME.

During a time of conflict, the Office of Vocation minister should be notified. This individual ensures that pastoral care is available to all parties involved. The candidate may contact their Candidacy Board at any time and is strongly encouraged to draw upon the support of their Circle of Accompaniment. Candidates are also eligible for the United Church's Employee Family Assistance Program. They may want to make use of this valuable resource during a time of conflict or crisis.

Terminating an SME

If the conflict cannot be resolved, the following action will be taken:

- The Candidacy Board makes a decision about continuing or terminating the SME. The Candidacy Board determines the end date of the SME in consultation with the learning site and any other administrative details or conditions.
- The decision of the Candidacy Board is communicated to all parties involved.
- If the SME is taking place within the context of a pastoral charge appointment, the regional council is consulted. Appropriate pastoral relations processes are followed to terminate the appointment.
- The three parties to the Learning Covenant (supervisor, Lay Supervision Team and candidate) each write a report based on the experiences to date.

In the case of students in a distance learning program who are withdrawn, suspended, or terminated from the academic program, the school must notify the candidate's Candidacy Board. In some circumstances, candidates who withdraw from the academic program while under appointment may be eligible to continue in their appointment at the discretion of the Candidacy Board and the regional council.

APPENDICES

1. SAMPLE LEARNING GOALS FOR MINISTRY RESIDENCY
see **United Church of Canada handbook for more detailed examples**
<https://www.united-church.ca/sites/default/files/resources/learning-outcomes-ministry-leadership.pdf>

Sample Learning Goal 1

[This is a goal and objectives written by a prior student, used by permission; activities and assessment written for the purposes of this sample]

Goal: To gain increased maturity and competence in relating to others.

Learning Objectives:

- (a) Achieving an increased **understanding of self**—one’s abilities and needs and how these influence relations with others, and achieving a sense of self-esteem and self-worth.
- (b) An increased capacity for **relating creatively with others**—those who are friendly, open, and responsive; those who are suspicious, prejudiced, and antagonistic.
- (c) Developing a capacity to **cope constructively with criticism**, opposition, conflict, problems, and long-term goals.
- (d) Learning the importance of **being able to receive** ministry and of being ministered to.
- (e) An ability to **discern between** the value of clarifying issues and the value of supporting persons, and which needs priority at a given moment.
- (f) Achieving a **balance** between work and leisure, involvement and relaxation, seriousness and humor.
- (g) Increasing in **spiritual maturity** through assimilation of the Church’s spiritual heritage in private devotion, public worship, and study of Scripture.

Activities:

I will:

- (a) Journal weekly
- (b) Reflect periodically during supervision sessions on incidents, especially those pertaining to coping with criticism and conflict
- (c) Reflect periodically with the LST on the value of receiving ministry
- (d) Keep a task journal
- (e) Complete Learning Circle 1, including a project on conflict resolution
- (f) Complete Learning Circle 3, in which I will reflect on being and learning in a different cultural context
- (g) Complete Learning Circle 5, in which I will undertake a project related to this goal
- (h) Submit at least two bi-monthly journals/critical incidents to my faculty advisor that deal specifically with this goal
- (i) Undertake a project of spiritual discipline, and share my journey with the LST

Assessment:

- (a) Feedback from supervisor (formal evaluations as well as supervision sessions), referring to specific examples of behavior
- (b) Feedback from LST (formal evaluations as well as regular meetings), referring to specific incidents and behaviors
- (c) Feedback from faculty advisor in response to journals/critical incidents
- (d) Faculty assessment of work in LC 1, 3, 5
- (e) Periodic self-evaluation of task journal
- (f) Self-evaluation at regular intervals while preparing evaluation forms

Sample Learning Goal 2

[This is a goal, activities and assessment written by a prior student, used by permission. It has been modified slightly.]

<p>Goal: Grow in my own faith and deepen my witness as a disciple of Jesus Christ.</p>	<p>Activities: I will:</p> <ul style="list-style-type: none">- include prayer in supervision meetings and LST meetings- continue regular personal prayer and devotional practice- continue to discern my call to ministry through prayer, Bible study, reflection on my experience of ministry, and feedback from others- journal- seek feedback from and share reflections with Supervisor and LST, and apply insights gained from these discussions- share reflections with Faculty Advisor through regular journal submissions	<p>Assessment: Self:</p> <ul style="list-style-type: none">- What has been my experience of God's presence in my prayer, Bible study, worship, ministry, course-work and other activities?- What are important themes in my relationship with God, and my discipleship of Jesus Christ at this point? <p>Supervisor, LST, Faculty Advisor:</p> <ul style="list-style-type: none">- What have you observed in my words and/or actions that suggests that I am or am not entering authentically into my relationship with God, and into my discipleship of Jesus Christ?
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Sample Learning Goal 3

[This is a goal, activities and assessment written by a prior student, used by permission. It has been modified slightly.]

<p>Goal: Increase my understanding of the unique needs of ministry to persons on the margins of society, and increase my ability to respond pastorally to those needs.</p>	<p>Actions: I will:</p> <ul style="list-style-type: none"> - Through research and active involvement, observe community dynamics, social and economic needs, and available programs in [Town], and how those are evident in or impact on [Congregation] - In consultation with LST, Supervisor, and others as appropriate, note issues of concern to people in [Congregation], and possible areas for dialogue or ministry with people on the margins, in particular, possible programs related to relationships with Aboriginal peoples - Seek ways in which I can apply my prior experience in social ministry to inform my ministry in [Town] - Participate in and integrate learning from Learning Circle 3 into reflection and experience in [Town] - Journal - Share some reflections with Faculty Advisor through journal submissions - Seek feedback from and share reflections with Supervisor and LST, and apply insights gained from these discussions 	<p>Evaluation: Self:</p> <ul style="list-style-type: none"> - What observations and experience, or feedback received from LST, Supervisor, or others suggests that I have or have not been developing an understanding of ministry to persons on the margins in [Congregation] and [Town], and an ability to respond pastorally to those needs in my role as Ministry Resident at [Congregation]?? - (This includes ability to describe social issues in [Town], to identify similarities and differences between social issues in [Prior Large City] compared to [Town], and to begin to connect social issues to the mission of [Congregation] and the UCC) - What do I think I need to do for further growth and learning in this area? <p>Supervisor, LST, Faculty Advisor:</p> <ul style="list-style-type: none"> - What experiences, observation or feedback from members of the congregation indicate that I have or have not been developing my understanding of and pastoral response to needs of persons on the margins? - What suggestions do you have for further growth and learning in this area?
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