

SESSIONS RELATED TO EDUCATIONAL MINISTRY THEME YEAR

As indicated in the introduction to the mentoring process, while we have suggested an order for these sessions, please determine what approach will work most effectively in your context. From time to time, you may want to focus on a particular session that addresses an issue that has emerged in the field placement. Re-arranging the order of the sessions will not be detrimental to the process. Please do not feel limited by the resources; they are offered to support the mentoring process.

Session 1: Sharing Learning Goals

- Discuss the student's goals for the field placement. (These will have been determined in consultation with the Learning Facilitator for the placement.)
- Work together to determine your goals, as student and mentor, for the mentoring process. The guidelines for writing a learning plan (provided by the Centre for Christian Studies) may be helpful in this work. The goals for the mentor need to be related to the role of the mentor and to fostering the mentoring relationship. The mentor may have some learning goals of her/his own related to the theme year that may be appropriate to share with the student.
- Talk together about the student's overall goals for the ministry preparation program.
- Explore more thoroughly the student's hopes and fears related to this year's field placement.

Session 2: Faith Life Journey Related to Educational Ministry

You will need to do some preparation for this session. You may want to:

- draw a graph
- create a map
- select various symbols
- bring pictures of your life experience in relation to a variety of educational ministry experiences.
- Try to create an atmosphere that is relaxed and comfortable. Allow a generous amount of time for each of you to tell the story of your faith from an educational ministry perspective.
 - When you think of education and educational ministry, what images come to mind?
 - What experiences of education and educational ministry have you had?
 - How have they affected you?
 - In what ways has your faith been influenced by education and educational ministry over the years?
 - What images of God have been shaped your understanding of education and educational ministry at different points in your life?
- Share these experiences and identify the gifts and dilemmas these stories present for you.
- Continue to explore how your perspective, your educational vision, and your faith have been influenced by your experiences. What are your feelings as you approach this year?
- Consider the implications for ministry of a commitment to educational ministry being a key element of vocational identity.

Session 3: Exploration of Gifts for Educational Ministry

- Before the session read a commentary on the passage: Deuteronomy 6:1-9.
- One of you read aloud Deuteronomy 6:1-9.
 - What stands out for you in this reading?
- The other one read aloud the same passage.
 - Name some of your gifts for educational ministry.
 - Identify experiences that have helped you to recognize your gifts for educational ministry.
 - How do you see your gifts enabling you in the work of educational ministry?

- Read the passage in unison a third time.
 - Begin to identify some of the gifts and skills needed for effective educational ministry.
 - Explore together the practical and theological aspects of educational ministry.
 - In what ways does educational ministry require gifts in areas in which you do not feel confident?
 - How might you grow in areas of educational ministry for which you need to enhance your gifts and develop/strengthen skills?

Session 4: Diaconal Relationship to Worship and Preaching

- Using the framework of session 2 discuss your histories and ideas related to liturgical ministry.
- Share your experience with regards to worship leadership and preaching.
- Reflect on the impact that worship and preaching has had on your faith and ministry.
- Analyze the role and place of worship and preaching in the church and images of ministry.
- Consider the role and place of worship and preaching for diaconal ministry.
- Discuss the role and place worship and preaching will have in your ministry.

Session 5: Exploration of Gifts for Liturgical Ministry

- Before the session read a commentary on the passage: Isaiah 6: 1-8.
- One of you read aloud Isaiah 6: 1-8.
 - What stands out for you in this reading?
- The other one read aloud the same passage.
 - Name some of your gifts for liturgical ministry.
 - Identify experiences that have helped you to recognize your gifts for liturgical ministry.
 - How do you see your gifts enabling you in the work of liturgical ministry?
- Read the passage in unison a third time.
 - Begin to identify some of the gifts and skills needed for effective liturgical ministry.
 - Explore together the practical and theological aspects of liturgical ministry.
 - In what ways does liturgical ministry require gifts in areas in which you do not feel confident?
 - How might you grow in areas of liturgical ministry for which you need to enhance your gifts and develop/strengthen skills?
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Session 6: Diaconal History: Biblical Background

- Before the session read:
 - Walter Deller. "Learning about Servant Ministry: The Formation of Christian Communities for *Diakonia*"
- Use the discussion questions at the end of the paper to guide your reflection.

Session 7: Diaconal History: Early Church

- Before the session read:
 - Deborah Deavu. "Conclusion: Summary of Results" in *No Menial Tasks: An Historical Examination of Accompaniment Ministries in the Early Christian Church*"
- Identify the marks of the early church that Deavu discusses in her thesis.
- Deavu identifies a number of "areas of potential application." Where might you further be able to weave hospitality and accompaniment into your ministry?

Session 8: Diaconal History: Middle Ages

- Before the session check out a number of the websites about:
 - The Beguines, for example:
 - <http://www.users.csbsju.edu/~eknuth/xpax/beguines.html>
 - <http://phi.kenyon.edu/Projects/Margin/beguines.htm>
 - <http://userwww.sfsu.edu/~epf/1995/beguine.html>
 - Francis and Clare of Assisi, for example:
 - http://www.osfphila.org/sp/francis_clare/index.html
 - http://www.osfphila.org/sp/francis_clare/index.html
 - <http://www.fmdm.org.au/about/francis.html>
 - **Calvin's Geneva**, for example:
 - http://www.covenantseminary.edu/worldwide/en/CH523/CH523_SG_22.pdf
 - <http://www.pcusa.org/theologyandworship/issues/unplumin.pdf>
 - <http://www.christianitytoday.com/history/special/131christians/calvin.html>

• **Discuss:**

- What are the aspects of this history that stand out for you?
- In what ways is this history *diaconal* history?
- In what ways do these historical understandings and expressions of ministry stretch or confirm your understanding of diaconal ministry?
- In what ways are the elements of lifestyle and mission of:
 - the Beguines
 - Francis and Clare
 - Calvin's Genevan deacons
 affirming for your ministry?
- ...challenging for your ministry?

Final session of closure for the year

This session might be a part of the previous session or could be a special session of sharing time together over a meal as you debrief from the year's experience together as mentor and student.