

Learning Circle Resources

Notes:

- Some forms and resources are also available on the CCS website at <http://ccsonline.ca/resources/student-resources/student-kit/>

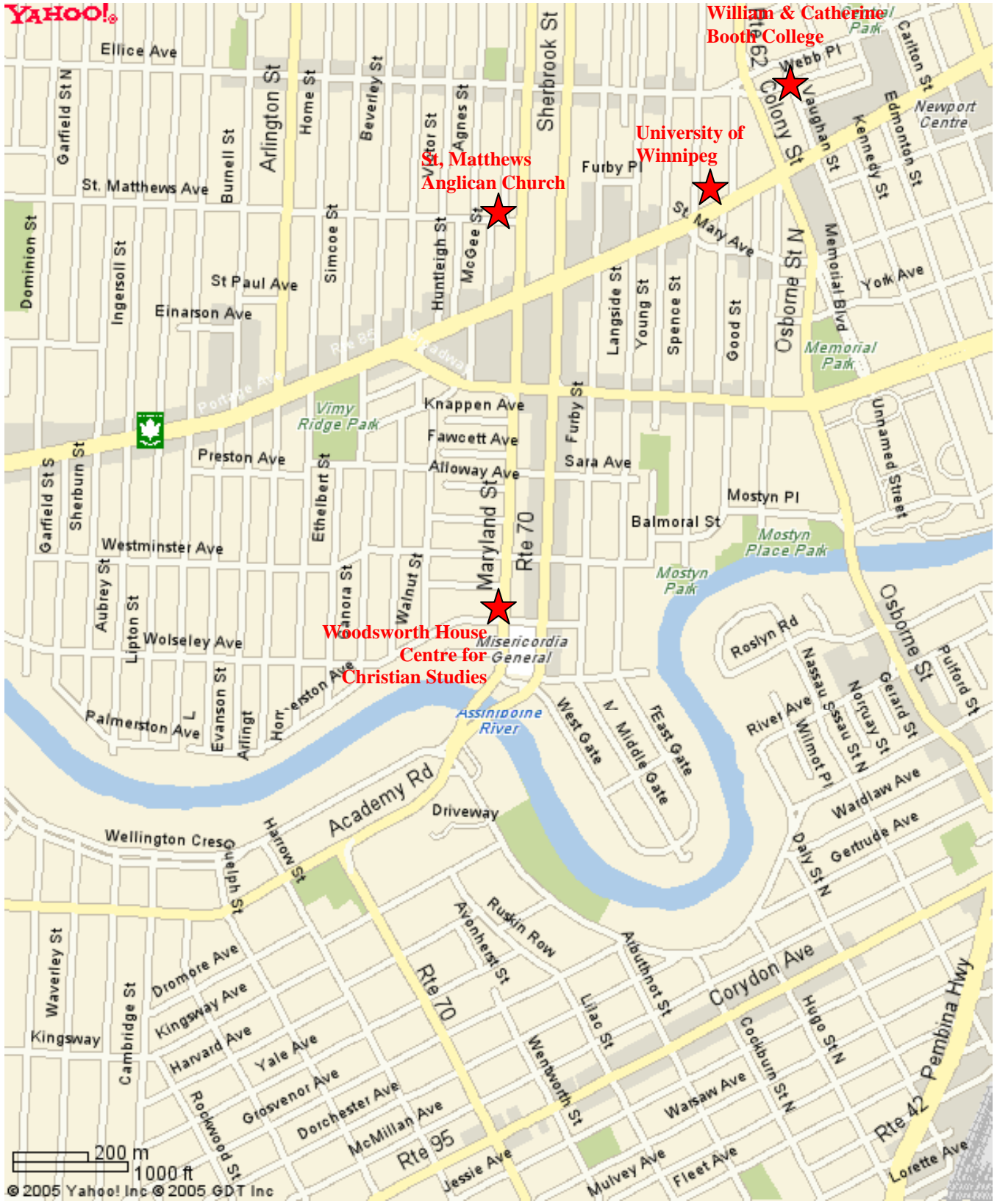
	FALL 2012 Social Ministry Year Fall Learning Circle 2012 October 10-25, 2012 Draft Agenda							
Morning 9-12:30	Wednesday October 10	Thursday October 11	Friday October 12	Saturday October 13	Sunday October 14			
	Community Building	<i>worship</i> Introduction to Social Analysis	<i>worship</i> Marginalization: Privilege Power	<i>worship</i> Theology: Justice and Liberation	OFF			
Afternoon 2-5	<i>lunch</i> Intro to Social Ministry	<i>lunch</i> Polity and ethos Case Studies	<i>lunch</i> Bible: Hebrew Scriptures – Exodus, Prophets	<i>lunch</i> Diaconal Formation: Contemporary and Historical Perspectives on Social Ministry				

	Monday October 15	Tuesday October 16	Wednesday October 17	Thursday October 18	Friday October 19	Saturday October 20	Sunday October 21
Morning 9-12:30	<i>worship</i> Field Trips	<i>worship</i> Mission: History and Theology	<i>worship</i> Reign of God	<i>worship</i> Social Change	<i>worship</i> Ecumenical Partners	<i>worship</i> Creation	OFF
Afternoon 2-5	<i>lunch</i> Field Trips	<i>lunch</i> Residential Schools	<i>lunch</i> Community Consultation Planning	<i>lunch</i> Student Forum Planning	<i>lunch</i> Planning	<i>lunch</i> Environment	

	Monday October 22	Tuesday October 23	Wednesday October 24	Thursday October 25
Morning 9-12:30	<i>worship</i> Student Led: Poverty	<i>worship</i> Student Led: Restorative Justice	<i>worship</i> Student Led: Militarism and Peacemaking	11:00 <i>worship</i> Review of Learnings
Afternoon 2-5	<i>lunch</i> Student Led: Uprooted Peoples, Refugees	<i>lunch</i> Student Led: Empire	<i>lunch</i> Student Led: Racism	<i>lunch</i> Review of Learning (con't) 4:00 Closure 6:00 Closing Meal

		Wed April 10	Thurs April 11	Fri April 12	Sat April 13	Sun May 2
Morn 9:00 – 12:30	Social Ministry Year Spring 2013 Learning Circle April 11-25, 2013 Draft agenda	Community Building	Worship Theology: Ministry	Worship Solidarity	Worship Theology: Hope	OFF
After 2:00 – 5:00		Field Placement Mapping	Case Studies	Advocacy	The Long Haul: Maintaining Hope, Vision, Energy for Social Change	
<hr/>						
		Mon April 15	Tues April 16	Wed April 17	Thurs April 18	Fri April 19
Morn 9:00 – 12:30		Worship Bible: Prophecy in Christian Scriptures	Worship Gender Justice: Global Perspectives on Sexism	Worship Ministry: Role of Worship and Spirituality in Social Ministry	Worship Models for Making Change	Worship Polity: Process of Change UCC and ACC
		Information Session for IY and GPE				
After 2:00 – 5:00		Diaconal Formation: The Social Gospel Movement	Gender Justice Social Construction of Gender and Sexual Identity	Community Consultation Planning	Student Forum Planning	Planning 6 p.m. Banquet
<hr/>						
		Mon April 22	Tues April 23	Wed April 24	Thurs April 25	
Morn 9:00 – 12:30		Worship Student Led: Voluntary Simplicity Movement	Worship Student Led: Food Security	Worship Student Led: Fundamentalism	11:00 Worship Review of Learnings	
After 2:00 – 5:00		Student Led: Human Rights	Student Led: Water	Student Led: Protest	Review of Learning (cont) 4:00 Closure 6:00 Closing Meal	
<hr/>						
						Annual Service of Celebration 3pm*

YAHOO!



Norms

IN THIS COMMUNITY WE MAKE A COMMITMENT TO TREAT ONE ANOTHER WITH CARE AND RESPECT.

We work intentionally, attempting to be:

a community of learning,

- Taking responsibility for our own learning
- Making a commitment to the learning of other members of the circle.
- Participating with care in the learning journeys of other members of the community.
- Sharing our questions, concerns, insights and opinions as openly and honestly as possible, acknowledging that respectful challenge can lead to learning and growth.
- Receiving from others in a spirit of openness and gratitude, acknowledging that this is not always easy.
- Coming to sessions with the readings for those sessions having been done.
- Being responsible for the work of all sessions and being accountable to staff for all work or sessions missed.

a safe community,

- Ensuring that any gatherings of the community and any events that are open to all members of the community are alcohol free.
- Limiting the use of scented products (personal care products, candles, etc.) recognizing that they can be harmful to others and be willing to identify specifically which products are irritants.
- Providing a nut free environment.

a compassionate community,

- Acknowledging and respecting the diversity of experience, styles, and needs in the group.
- Regarding all personal information shared as confidential and to be held in trust within this group.
- Taking responsibility for meeting our personal needs, taking into consideration our accountability to the community and the importance of supporting one another
- Taking shared responsibility for expressing special needs and for responding sensitively and appropriately
- Agreeing to challenge and being open to challenge concerning homophobia and heterosexism.

a considerate and consultative community,

- Being conscious and careful of the language we use, recognizing the potential impact it may have.
- Starting and ending all sessions on time.
- Including regular times of evaluation.
- Providing intentional “check-out” times.

We are called to live with respect in Creation. During learning circles, as individuals and as a community, we will practise making environmentally responsible choices.

We are committed to using language that is inclusive, respectful and expansive, and ensures that all are included and none are excluded.

Centre for Christian Studies **A Planning Process for Planning Teams**

The planning teams at the Learning Circles are an essential part of the Centre for Christian Studies program. The process asks participants to work on two levels simultaneously.

Task -Students are being asked to lead a session to facilitate others' learning in a specific subject area. There is expectation that group members demonstrate a grasp of the material and also present the content in a competent and educational fashion.

Process -There is also expectation that the planning team be conscious of group dynamics and leadership issues. Participants will be asked to offer feedback and insight into the style and gifts of their colleagues for diaconal ministry.

Preparation before the Learning Circle

- Before the planning team meets, become familiar with the theme:
 - Start researching your topic.
 - Gather resources and watch videos related to the topic.
 - Brainstorm ideas for your session -- like music, movies, scripture, etc.
 - Be in contact with others on your planning team.
 - Ask others for input into your topic (learning facilitator, mentor, local committee, etc.)
- Think about what you want to learn:
 - about theme content
 - from planning these sessions
 - -from leading these sessions for the rest of the community
- For each student led session topic, develop learning goals.
 - These will be collected during the learning circle and
 - Distributed to each planning team so they can design based on the group's hopes and expectations

Planning Sessions

Roles

- Name a person to be the facilitator for the team's meeting.
 - This person assists the team to make progress, move past blocks, ensure all participate, reach decisions.
 - Some groups have had success taking turns for half the planning session; then using the time of transition for evaluation and check-in.
- Name a person to be the team's memory for the next time
 - This person acts as recorder, keeper of newsprint and materials.
 - Decide if you want to rotate the role of recorder amongst the team members.

Team building

Who are we? (Team)

- Briefly check-in with one another.
- Talk about the feelings and biases you bring to the topic.
- Acknowledge what you bring (experiences, knowledge, gifts) that may be useful for this topic.
- Share your learning goals for this topic and for planning/leading.
- Agree with one another to give the support/challenge/accountability you each need.
- Discuss your observations about, and learnings from, the readings for this session.

Constituency

Who are we planning for? (Group)

- Discuss the expectation the group brings to this topic

- Look at the group learning goals
- Think about the learning styles in the group and how these effect what you will do
- Anticipate the potential response to the topic (openness, fear, boredom).

Purpose

Why?

- Write a purpose statement to answer the question: Why are we studying this...
 - Why this is an important subject for us (in ministry)?
 - What need will these sessions answer?

Goals

What?

- Write several goal statements to answer the questions:
 - What do we want people to know, to have experienced, to learn?
 - What do we hope to do in these sessions?
 - What does the purpose statement suggest we do?

Program Design

How?

- Share research you have done
- Brainstorm possible ways to engage the group in learning
- How will you go about meeting the goals?
- Make a realistic estimate of ideas and resources you have shared
- Decide what you will do. Does the design match the constituency, the purpose, and the goals (the who, the why and the what)?
- Assign responsibilities for leadership and preparation of materials
- What if? Think about possible problems which might arise.
 - How will you meet these?
 - Where can you build in flexibility?
 - Alternate process?

Program Event

It happens!

Evaluation

Looking back and looking ahead

It is expected that some time will be devoted to evaluation during the actual session; giving student colleagues an opportunity to share affirmations and feedback (usually involving some evaluation in written form). As well an evaluation meeting involving staff and the planning team, is usually scheduled for immediately following the session.

The process for this evaluation session usually follows a standard format:

1) Centering

- a time of silence or prayer

2) Check-in with Students re: Session

- students are asked, in turn, to share their assessment of the session
 - How well did the session meet the purpose and goals?
 - To what extent did you meet your own personal learning goals for planning and leading? What further work is necessary?
 - What was effective or not...in the processes used, in the leadership, in the group learning?
 - What might you do differently next time? What do you need to do/learn in order to do it differently?

3) Check-in with Students re Teaming and Planning Process

- students are then asked, to comment on the teaming and planning process
 - What dynamics were present on the planning team? in the planning process?

4) Check-in with Students re: Feedback for Colleagues

- students are then asked, to comment on the gifts and areas for further work they see in their teammates

-What affirmations and encouragements do you have for individual team mates?

5) Feedback from Staff

-staff offer observations on the session and leadership

6) Centering

-a time of silence or prayer

7) Review of Written Evaluations from Colleagues

-written evaluations from student colleagues are circulated at this point amongst the planning team, initialed, and eventually forwarded to staff

Time Line

There are three planning sessions designated for this preparation. It is a suggestion that:

-by the end of the first session, groups will have worked on community building issues and had an initial attempt to articulate purpose and goals

-by the end of the second meeting, groups will have a rough sketch of the process design

-during the third session, groups will work on the details and further preparation

It may not be possible to complete all the work in three meetings. Individuals or teams may need to work on specific segments of the process at other times.

Job Description - Learning Partner

Primary Function: To facilitate learning together by reflecting with another student on learning goals and experiences in the Theme Year.

Responsibilities:

- Spend time getting to know each other, developing trust. It may be helpful to share parts of your faith journey with each other as you begin the partnership.
- Decide how the learning partnership will function, e.g. how you will communicate, expectations for type and timing of responses to reflections, confidentiality, etc.
- Share learning plan for the Theme Year.
- Share and review each other's assignments. Respond with affirmations, questions, and reflective feedback. Responses to Learning Partner Assignments do not need to be shared with Primary Staff.
- Throughout the year and at Learning Circles,
 - share learning (new ideas and/or experiences that brought insight) with each other
 - work together to explore new ideas in a way that is mutual
 - acknowledge, accept and work with different working styles
 - share and encourage spiritual growth
 - articulate affirmations and encouragements for each other.

Qualifications:

A commitment

- to learn
- to empathetic and active listening
- to give feedback
- to ask for feedback
- to offer encouragement and challenge
- to be intentional in monitoring learning goals
- to make connections between learnings and ministry, goals, growth, and an openness to having this job description changed as required

Qualities that enhance learning partnerships:

Intentionality

Ability to raise questions

Clarity about boundaries

Ability to affirm differences and diversity

Ability and willing to deal with feelings

Flexibility

Organization and structure

Pastoral sensitivity

Strength in abstract conceptualization

Insight in theological reflection

Skill in making connections with biblical themes/images/motifs

Ability to challenge and deal with conflict forthrightly

Ability to offer affirmation and support

Ability to deal with stress

Consistency

Learning Partnership Preferences Form- Confidential

Your Name:

*In order to assist staff in the process of matching learning partners, please complete the following form and return it to staff during the Fall learning circle (**by noon of the second Friday**). Partnerships will be “announced” no later than the following Monday.*

Once matched, we encourage you to make intentional connections with your learning partners during the remainder of the learning circle. This could be a chance to share information and preferred approaches to partnership.

1. Please review the Learning Partner Job Description. Indicate two or three qualities that are especially important to you in being assigned a learning partner. (i.e. what are the qualities in a learning partner that would enhance your learning?).
2. Please indicate what your hopes or expectations are regarding ongoing contact (frequency and timing of responding, mode of communication, style of comments and responses, confidentiality, etc.).
3. List the names of three or four people you would be interested in as your learning partner for the Theme Year.
4. List the names of any persons you feel would impede your learning as a learning partner.
5. Given the understanding that it is challenging to satisfy everyone's needs in terms of matching learning partners, is there anything that staff need to know about your preferences or needs?

Centre for Christian Studies

Interview Process with Program Staff at Learning Circles

Purpose

-to provide an opportunity for program staff to check in with students in an intentional and focused one-to-one time

Goals

- to review the student's experience of the learning circle (i.e. community relationships, planning team, pre-readings selection)
- to discuss the situation and relationships in the field placement (i.e. learning goals, facilitator, mentor, facilitation team)
- to examine the student's progress in external courses (i.e. approval of courses, strategizing for future courses)
- to consult about the strength of the student's learning partnership
- to confer about the implications of the CCS programme for other aspects of the student's life
- to offer the chance for the student to express feedback about the program and leadership to the staff
- to enable an occasion for staff to converse with individual students about their preparation and readiness for ministry

Suggested Process

Preparation

- students are asked to prepare for the interview by reflecting on the questions provided on the interview form
- we envision that this preparation will facilitate the conversation and allow students to prioritize the issues that are most urgent, in their mind, to discuss in a limited period of time
- students are asked to leave their preparation notes with staff as an informal record of the information covered in the conversation

Centering (1 or 2 minutes)

- student is asked if there is anything they need before getting started (eg. silence, water)

Priority-setting (2 or 3 minutes)

- student is asked to identify the issues that it are most pertinent to discuss in this interview
- staff would indicate any areas that they want to discuss

Discussion (15 or 20 minutes)

- student shares perceptions and concerns about the issues identified as primary
- staff asks questions and discusses the situations with the student

Review (5 or 10 minutes)

- student quickly shares information about the other issues (not identified earlier as primary)

Closure (2 or 3 minutes)

- student is asked if there is anything they need to say before closing the interview

Student:

Staff:

Date and Time:

Preparation for Interview with Program Staff Form FALL LEARNING CIRCLE

In preparation for the interview with staff time, students are asked to reflect on and record responses to these questions.

Priorities

Because the formal time for interview with staff is limited, it would be helpful if you could identify: What are the areas of priority to discuss in this interview?

Learning in Community

How are things going for you in this Learning Circle?

To what extent were you able to prepare adequately for the Learning Circle (e.g. completing readings, finding resources for student led sessions, setting goals)? If preparation is a difficult issue for you, what resources might you draw on to strengthen this aspect of your involvement in the program? How might your learning partner offer support?

How are you feeling about your relationship with the community?

How is the experience of your planning team going?

Learning Plan

How is it going with your learning plan? Challenges? Celebrations?

Field Placement:

How is your experience in your field placement this year?

How are things going with your:
Learning Facilitator?

Mentor?

Local Committee?

Guidelines for Readiness

When considering the Guidelines for Readiness, what areas of the guidelines are you making progress on this year? What are your areas of strength? What are your areas for further growth?

External Courses

What courses have you already taken/been give credit for? (check against transcript)

What courses are you taking currently?

What courses are you planning to take in the foreseeable future?

Are there any required courses you are having difficulty in finding a suitable arrangement?

Learning Partners

What are your considerations for a learning partner this year?

Impact of the CCS program on other aspects of your life

Are there any sensitive areas about which the staff need to be aware in order to work effectively with you and to offer appropriate support?

Feedback to Staff

What feedback would you offer to staff about their leadership and involvement with your learning in the program?

Student:
Staff:
Date and Time:

Preparation for Interview with Program Staff Form SPRING LEARNING CIRCLE

In preparation for the interview with staff time, students are asked to reflect on and record responses to these questions.

Priorities

Because the formal time for interview with staff is limited, it would be helpful if you could identify:
What are the areas of priority to discuss in this interview?

Learning in Community

How are things going for you in this Learning Circle?

To what extent were you able to prepare adequately for the Learning Circle (e.g. completing readings, finding resources for student led sessions, setting goals)? If preparation is a difficult issue for you, what resources might you draw on to strengthen this aspect of your involvement in the program? How might your learning partner offer support?

How are you feeling about your relationship with the community?

How is the experience of your planning team going?

Learning Plan

What has been your experience of working with your learning plan this year? Challenges? Celebrations?

Field Placement:

How is your experience in your field placement this year?

How do you feel about the upcoming final review?

What will you need to do by way of closure with the field?

How are things going with your:
Learning Facilitator?

Mentor?

Local Committee?

Guidelines for Readiness

When considering the Guidelines for Readiness, what areas of the guidelines did you make progress on this year? What are your areas of strength? What are your areas for further growth?

External Courses

What courses have you already taken/been give credit for? (check against transcript)

What courses are you taking currently?

What courses are you planning to take in the foreseeable future?

Are there any required courses you are having difficulty in finding a suitable arrangement?

Learning Partners

How are things going with your learning partner (staff will have read the Learning Partner report).

What are your plans for next year?

Impact of the CCS program on other aspects of your life

Are there any sensitive areas about which the staff need to be aware in order to work effectively with you and to offer appropriate support?

Feedback to Staff

What feedback would you offer to staff about their leadership and involvement with your learning in the program?

Review of Learnings Preparation

Purpose:

The purpose of the Review of Learnings/Peer Assessment component of the program is to provide an opportunity for each student to:

- identify some of their key learnings from the course
- identify areas for further work in order to enhance effectiveness in ministry
- offer feedback to other students on gifts and skills for ministry within the framework of the Guidelines for Readiness for Continuing in the Diploma Program
- offer encouragement to other students to pursue particular areas of work that will enhance their effectiveness in ministry
- develop a plan for acting on the feedback that has been received with particular emphasis on areas for further work

To Prepare for the Review of Learnings sessions, each student will complete the following:

Preparation - see **Review of Learnings - Self Assessment Form**

- review your learning goals for this Learning Circle specifically, and from your Learning Plan generally
- review your journal notes from this learning circle that identify learnings and/or areas of work/learning you wish to pursue
- review any feedback you have received (formally or informally) from other students, resource people, staff

2. Identify Major Learnings

- identify four or five areas for further work for yourself
- print these on the same newsprint sheet as above

3. Areas for further work

- identify two or three areas for further work for yourself
- print these on the same newsprint sheet as above

4. Guidelines

- review the “Guidelines for Readiness for Continuing in the Diploma Program”
- note on the newsprint
 - a) 2 or 3 areas of significant growth
 - b) 2 or 3 areas in which you want to do further work

5. Feedback for each student in your Review of Learnings Group

- for each of the students in your Review of Learnings Group
 - review the “Guidelines for Readiness for Continuing in the Diploma Program”
 - note three or four gifts and skills for ministry that you observe in this person
 - note one area of work that you encourage this person to consider seriously in order to enhance their effectiveness in ministry
- Focus on being as clear and specific as possible. Be prepared to offer examples to ensure clarity. Keep in mind the principles for giving feedback. Consider carefully the group context in which the feedback is being offered (some feedback is more appropriately offered one-to-one).
- Write this feedback on the **Review of Learnings Feedback Form** that is included in the Student Kit. Please make your writing as legible as possible; this feedback is incorporated into the official documentation for each student.

Review of Learnings Process Agenda

Review of Learnings Process/Agenda

The review of learnings groups will meet on the last day of the Learning Circle, with four or five students. Staff will provide feedback in written form. The time allocated for each student will be approximately 30 minutes.

Part A - Group Sharing

Time Keeping and Facilitating of this part of the Review of Learnings Process will be shared on a rotational basis by the group members.

Time of Centering (2 mins)

The facilitator will offer the person whose review/assessment it is to begin with a prayer or a reading or a time of silent centering.

Sharing - Key Learning and Areas of Growth (15-20 mins)

The person whose review of learnings/assessment time it is will:

- share the key learnings from the Learning Circle and areas identified for further work (from the newsprint sheets)
- be prepared to respond to questions and comments
- share areas of growth and areas for further work from the “Guidelines for Readiness for Continuing in the Diploma Program”

Time of Feedback and Response (5 - 10 mins)

The person whose review of learnings/assessment time it is will

- receive feedback (gifts/skills and encouragement for further attention to a particular area) from the group within the framework of the “Guidelines for Readiness for Continuing in the Diploma Program”
- respond to any of the feedback (if desired); acknowledge feedback with thanks.

Closing (2 mins)

The person whose review of learning/assessment will choose a verse of a hymn/reading (if desired) to conclude their session.

Part B End of Group Sharing - Hand In Documentation

Each student is responsible for gathering the original documentation for the review of learning process:

- Self-assessment Form
- Feedback Forms received from each student colleague in the Review of Learnings Group
- Feedback Form received from staff

Each student is to ensure that these documents are handed into staff.

In order to assist in the completion of the Post Review of Learnings Assignment, students may wish to make photocopies of this documentation after the review of learnings group and before handing in to staff.

****These documents must be given to staff prior to leaving the Learning Circle, as they constitute part of the student’s permanent record. ****

Part C - Post Review of Learnings Assignment (due 2 weeks after learning circle)

After reflecting on their key learnings and areas of growth, and on the encouragements and feedback received from their review of learnings student group, students are to outline how they plan to continue to work on their key learnings and areas of growth, how they will address and/or integrate both the encouragements and the affirmations into their ongoing learning journey and where this work will take place (ie. Field placement, next theme year, in learning facilitation time, personal work, with learning partner, in a particular assignment, etc). This Action plan is to be 1 – 2 pages, double spaced. The Action Plan is considered an addendum to your theme year Learning Plan.

**REVIEW OF LEARNINGS - SELF ASSESSMENT
FALL LEARNING CIRCLE
Identification of Learnings and Areas for Further Work**

Your name: _____

In preparation for the Review of Learnings/Assessment sessions, each person will (for her/himself) complete the following work:

For yourself:

1. Preparation

- Review your learning goals for this Learning Circle, journal notes where you have identified learnings or areas of work/learning to pursue, and feedback you have received (formally or informally) from other students, resource people, staff.
- You do not need to make notes in each of the areas. Please focus on the areas that seem most relevant for you at this time.

2. Learnings

- identify four or five major learnings from the course
- print your learnings on this sheet
- as well, either make copies of this sheet *or* write your learnings on flip chart paper for sharing with your review of learnings group.

3. Areas for Further Work

- identify two or three areas for further work for yourself
- print these areas for further on this sheet
- as well, either make copies of this sheet *or* write your areas for further work on flip chart paper for sharing with your review of learnings group.

4. Guidelines

- review the excerpts from the “Guidelines for Readiness for Continuing in the Diploma Program”
- note on this sheet:
 - a) 2 or 3 areas of significant growth
 - b) 2 or 3 areas in which you want to do further work
- as well, either make copies of this sheet *or* write your 2 or 3 areas of significant growth on flip chart paper for sharing with your review of learnings group.

a) 2 or 3 areas of significant growth

b) 2 or 3 areas in which you want to do further work

Review of Learnings Feedback Form
(Copies of this form are included for each person in your group)

Name of person to whom feedback is being offered:

Your name: _____

Based on my experience of you, these are some of the gifts and skills for ministry that I observe:
(In each case please cite:

- specific examples to illustrate your observation and
- the statement from the “Guidelines for Readiness for Continuing in the Diploma Program” to which you connect your comment)

1.

2.

3.

4.

One or two areas of work that I would encourage you to consider seriously for further attention:
(In each case please cite:

- specific examples to illustrate your observation and
- the statement from the “Guidelines for Readiness for Continuing in the Diploma Program” to which you connect your comment)

REVIEW OF LEARNINGS - SELF ASSESSMENT
SPRING LEARNING CIRCLE
Identification of Learnings and Areas for Further Work

Your name: _____

In preparation for the Review of Learnings/Assessment sessions, each person will (for her/himself) complete the following work:

For yourself:

Preparation

- Review your learning goals for this Learning Circle, journal notes where you have identified learnings or areas of work/learning to pursue, and feedback you have received (formally or informally) from other students, resource people, staff.
- You do not need to make notes in each of the areas. Please focus on the areas that seem most relevant for you at this time.

2. Learnings

- identify four or five major learnings from the course
- print your learnings on this sheet
- as well, either make copies of this sheet *or* write your learnings on flip chart paper for sharing with your review of learnings group.

3. Areas for Further Work

- identify two or three areas for further work for yourself
- print these areas for further on this sheet
- as well, either make copies of this sheet *or* write your areas for further work on flip chart paper for sharing with your review of learnings group.

4. Guidelines

- review the excerpts from the “Guidelines for Readiness for Continuing in the Diploma Program”
- note on this sheet:
 - a) 2 or 3 areas of significant growth
 - b) 2 or 3 areas in which you want to do further work
- as well, either make copies of this sheet *or* write your 2 or 3 areas of significant growth on flip chart paper for sharing with your review of learnings group.

a) 2 or 3 areas of significant growth

b) 2 or 3 areas in which you want to do further work

Review of Learnings Feedback Form
(Copies of this form are included for each person in your group)

Name of person to whom feedback is being offered:

Your name: _____

Based on my experience of you, these are some of the gifts and skills for ministry that I observe:
(In each case please cite:

- specific examples to illustrate your observation and
- the statement from the “Guidelines for Readiness for Continuing in the Diploma Program” to which you connect your comment)

1.

2.

3.

4.

One or two areas of work that I would encourage you to consider seriously for further attention:
(In each case please cite:

- specific examples to illustrate your observation and
- the statement from the “Guidelines for Readiness for Continuing in the Diploma Program” to which you connect your comment)