

# Learning Partnership Report Form

Deadline: Spring Learning Circle

## Purpose:

- This form is intended to provide the opportunity for students to reflect on and share with staff on the status and strength of their learning partnerships.

## Goals:

- to enable a forum for reflective assessment on the learning partnership
- to share celebrations and concerns with staff

Your name:

Name of Learning Partner:

Theme Year:

## Mode of Contact

How have you and your learning partner been in touch with each other during this year? (e.g. e-mail, telephone, in person)

## Frequency of Contact

How often have you and your learning partner been in touch?

## Learning Circle Contact

How was the connection between you and your Learning Partner maintained at the learning circles? (e.g. periodic check-ins, shared meal times, conversation about readings sessions)

## Depth of Contact

How have you offered and received a depth of connection to and from your Learning Partner? (e.g. comments on spiral reflection, sharing assignments, consulting about field placements, personal support)

How is your Learning Partner enhancing your learning in the program and in the Theme Year, in particular?

How are you trying to enhance the learning of your Learning Partner in the program and in the Theme Year, in particular?

What joys and frustrations do you have with this relationship? How has it changed over the course of the year?

What plans do you need to put in place to bring closure to this relationship at the end of the Theme Year?

## **Process for Sharing a Sermon**

### **Spring Learning Circle**

#### **Sermon Preparation**

For the learning circle, each student will be preparing a sermon to be delivered and commented upon by a group of peers. We acknowledge that, for some, this situation has some pressure and tension connected to it. It is our hope that the learning circle will provide a helpful environment in which to take risks and practise the skill of preaching. We encourage you to think of this as an offering made to colleagues in the hopes of learning and growth. So we recommend you take preparation and engagement with this process seriously, but not so seriously as to absorb all your time and energy!

Some of our expectations:

- You are invited to preach a sermon of your choice.
- We anticipate that you will have scriptural basis for your sermon, that you will have done exegetical work in preparation, and that you or someone designated will read the passage aloud to your group before preaching.
- We would request that your sermon be around 10 minutes. Each person will be sharing sermons in small groups and offering each other feedback within a tight 40 minute framework.
- We are asking that the sermon you preach, be a sermon you have not preached before. We are not looking for people to re-heat an old sermon or pull out their "brightest and best." This is, in our minds, an opportunity to stretch and risk. If you have not had any or much preaching experience, it will be stretch enough. Others might want to try new approaches, structures or preparation methodologies as a way to experiment. (If you are in a position where you preach regularly it might be possible to introduce a sermon which you can use later in the year in your parish/pastoral charge.)
- We believe that preaching should fit the context. That being said, the context of a learning circle group is a little different than a typical Sunday morning experience. Preaching to a small group of colleagues is different from the setting to which many are accustomed. We hope you will make the best of this situation by considering the social/political and pastoral contexts of the times and the people in your group.

#### **Process for Sharing the Sermon**

The sermons will be shared in small groups during the spring learning circle.

Introduction (2-3 minutes)

- (Optional)- brief time for prayer, silence, singing, candle-lighting, etc.
- person sharing the sermon may want to introduce the text or reason for selecting this passage or share something about their present state of being

Sermon (10-12 minutes)

- scripture passage is read aloud to the group
- the sermon is preached

Response Forms (5-6 minutes)

- following the sermon, everyone in the group fills in responses on the Preaching Response forms in silence

Preacher Comments (4-5 minutes)

- the person preaching comments on the sermon and how she/he felt it went

Group Discusses (8-10 minutes)

- the rest of the group offer feedback and questions from their response forms

Preacher Responds (4-5 minutes)

- the preacher responds to any comments as she/he desires

Moving on (2-3 minutes)

- check that everyone is ready to move on, perhaps saying a prayer or singing.

## Preaching Response Form

This form is intended to be a tool that deepens the feedback by offering occasion for conversation about the meaning and purpose of preaching while identifying the student's areas of strength and further work in this aspect of ministry.

Preacher \_\_\_\_\_ Comment-er \_\_\_\_\_

What did you understand as the essential message of the sermon?

### Theology

Comment on the theology:

(For example: the relationship between theology and scripture; was the theology expressed: comforting? challenging? hopeful? liberative? pertinent social analysis? relevant to the context? invitational? and so on.....)

### Presentation

Comment on the presentation:

(For example: were the voice and gestures appropriate to the message? did the preacher seem confident? comfortable? animated? sincere? prepared? and so on.....)

### Writing

Comment on the composition:

(for example: was there an appropriate use of humour? story? movement? biblical reference?; did the language and images aid the hearer in understanding? was there appropriate application to the context of the hearers, and so on.....)

### Structure

Comment on the structure:

(for example: was the style/genre appropriate to the message?; did the sermon flow and provide for movement?; was the length appropriate? and so on .....) )

### General Comments

# Integrative Paper for the Social Ministry Year

Due: May 30

## Purpose:

- to name and reflect on the convictions, commitments, visions, and hopes we bring to the work of the Social Ministry Year

## Goals:

- to demonstrate an integration of theory, theology, biblical connections, and personal experience related to our identity in diaconal social ministry.
- to provide an opportunity to incorporate learnings from field placements with learnings from readings, assignments, external courses, and learning circles

## Requirements:

- this is neither a research paper nor a reflection paper but combines elements of both
- all sources need to be acknowledged appropriately and footnoted where appropriate
- the assignment needs to refer to at least four of the authors whose work has been included in the readings for the learning circles this year - not necessarily direct quotes but clear connection with their theory/theology
- the assignment needs to make reference to insights gained through field placement experience, and engagement in the learning circles
- the assignment is structured in two parts:
  - 1) a creed-like statement about diaconal social ministry which can be in point form in the framework of "I believe...", or "For me, diaconal social ministry is..." (to be not longer than one page);
  - 2) a commentary/narrative reflection on the statement (to be between 8 and 10 pages long)
- the commentary/narrative needs to respond to the following questions, not necessarily in the following order!

## Questions:

- What images of Social Ministry are most important for you?
- What biblical themes/stories/images/motifs most strongly influence your sense of social ministry?
- What theological themes/issues are most significant to you with regard social ministry?
- What insights from theory are significant in your understanding of social ministry? (quotes/ideas/etc.)
- What experiences this year (field placement, learning circle, readings, assignments, employment, etc.) have contributed meaningfully to shaping your understanding of social ministry?
- What are the differences amongst social ministry, social analysis, advocacy, solidarity, justice, and charity?
- What role does gender/sexual identity play in your understanding of your social ministry?
- What is your understanding of change and how change happens? What is your understanding of working for change as it relates to social ministry?
- In what areas of social ministry do you want to do further work?