

The Diocese of York



IME 4 - 7 2011/12 Handbook

York Diocesan Training Team

Encouraging mission and ministry across the diocese of York



Handbook for Years 4, 5 and 6

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INFORMATION FOR NEW CURATES

Congratulations and welcome to ordained ministry in the Diocese of York.

You have been ordained to serve as a deacon or priest in the Church of God and, as such, to minister in a particular place - a parish, group of parishes or a chaplaincy. Some of you may also minister in the context of secular employment. As you will know, the first post that a minister holds after ordination is called a *title*. The enclosed handbook relates to an important aspect of your title post.

You will probably be called 'the curate' - though strictly you are an *assistant curate*, in other words a minister who assists in the *cure of souls* of the people among whom you serve. But it would be a mistake to think of the purpose of the post, and the focus of your ministry, only in terms of the *assistance* that you can give, important as that may be. This post is part of your training. It continues the learning, the path of formation and the accumulation of experience, that you began many years ago, and which will be life-long. Your curacy should encourage you to develop as a reflective learner and practitioner, in other words reinforcing good habits of healthy self-awareness as a person, as a follower of Jesus Christ and a Christian minister - linking together everyday experience, theological principle, and your understanding of discipleship. It should give you skills and knowledge to carry out the work of ministry. All of this must be rooted in prayer and in a dynamic relationship with God.

It is God's gift that we are all different people, and the situations in which we minister are to some degree all different. As individuals we have different preferred ways of learning. It follows that no two experiences of being in a title post are identical. But it has been recognised by the national Church that, alongside this variety, there is wisdom in a structured approach to the learning and formative experience of being in a title post. This helps to ensure that there is greater consistency in the expectations that the Church and the public have of ministers in the first years after ordination and, more importantly, that ministers are supported effectively in order that their gifts as leaders in mission can grow.

The post (whether stipendiary or self-supporting) that you will hold after your title post will probably carry some greater responsibilities. At that stage you may be exercising a ministry of primary responsibility without an immediate colleague in a supervisory role. This handbook sets out the ways in which the diocese aims to assist you in preparing for your next post. Key elements in the discernment process will be the interviews that you will have with the Archbishop at the end of your diaconal year (see note on page 8) and with your Suffragan Bishop, usually towards the end of Year 6. Both of these interviews will be informed by reports which your training incumbent and others will make. It will be a requirement that you have met the national criteria in order that the bishop may confirm that you are eligible to seek a subsequent post.

The IME programme and the material in this handbook, including the Learning and Development Portfolio (Part 2 of the handbook), are designed with these

requirements in mind. From 2011, in line with national guidance, a Curate Assessment Panel (CAP) has also been established to assist the Bishops in this process. Further details of the CAP can be found on pages 8, 50 and 51.

The following pages include an introduction to the handbook - please read this carefully before looking at the subsequent sections: the Programme, Guidelines for Mentors and the Learning and Development Portfolio. We hope that you will find your title post and IME 4-7 a valuable and enriching experience that will equip you for your future ministry.

Remember that your incumbent, the training team members and others are ready to help you to expand your horizons as a minister, and also to offer you help, advice and support if you need it. Every minister encounters challenges and difficulties, and it is a mark of maturity to seek support. Remember too that as you develop in ministry, you are regularly supported by the prayers of the people in your own community as well as by the diocesan family.

‘You cannot bear the weight of this calling in your own strength, but only by the grace and power of God. Pray therefore that your heart may daily be enlarged and your understanding of the Scriptures enlightened. Pray earnestly for the gift of the Holy Spirit.’ *The Ordinal*

INTRODUCTION TO THE IME 4-7 HANDBOOK

IME 4-7 (Initial Ministerial Education in the first four years of ordained ministry) is an important part of the training offered by the Diocese of York to curates as they begin their public ordained ministry. It is meant to complement and support the training gained in the title parish and from the training incumbent.

In 2011-12 we continue to implement the recommendations of the Hind report and 'Shaping the Future'. The latter recommends that curates spend 15% of their time on the IME programme, including time for personal study and reflection.

Full details of the 2011 - 12 programme can be found in the second section of this handbook and on the diocesan website www.dioceseofyork.org.uk . Within the Diocese the IME 4-7 programme consists of Diocesan and Archdeaconry meetings. The programme includes residential meetings in November and the optional Living Stones Conference in January. Further details of the residential meetings will be found on page 23.

As in recent years, we are joining with the other Yorkshire Dioceses and the Yorkshire Regional Training Partnership (RTP) in providing modules for curates in Years 4, 5 and 6. These modules complement the Diocesan programme. Further details will be found on pages 23 and 24 and information from the RTP will be found in Appendix 1 on pages 89 to 92. Please ensure that you read this information and return the form in Appendix 1 to The Revd Barry Miller at the RTP as soon as possible.

Curates in Year 7 will continue attending diocesan and archdeaconry meetings up to and including the optional Living Stones Conference in January. After that, curates in Year 7 will join with new and first incumbents on a 'Fit for Post Programme' which aims to meet needs at the time of transition and as they move into a new role at the end of curacy.

As curates are expected to attend IME 4-7 meetings, travel costs will be reimbursed if submitted using the form found on page 26. Public transport and parking costs should be supported by receipts.

Section 3 of the handbook consists of Guidelines for Mentors to the Curate/Training Incumbent Relationship. Around the time of ordination a mentor will be identified to walk alongside curates and training incumbents for the duration of the title post. Whilst the guidelines are primarily written for the mentor, it can also be useful for you to see them and so they are included here.

Curates in Year 7 will find the Training Skills Portfolio in Part 2 of the IME 4-7 handbook. This document will be familiar to you from previous years. Please continue to use it creatively to monitor your progress and priorities for the year ahead.

Those in Years 4, 5 and 6 will find the Learning and Development Portfolio forms Part 2 of the handbook. The aim of the portfolio is to help you in your own awareness of your learning and formation during these 4 years. It reflects the categories of national criteria published by the Church of England's Ministry Division. Please use the material creatively - and start to make notes and record your progress from an early stage. There will be areas for which you find it easy to make notes and see yourself as having made positive progress. In other areas you may feel that you have not progressed but it may actually be that you *have* progressed, whilst at the same time you have also become aware of how much *more* there is for you to learn - about ministry, about God, about prayer, and about yourself.

The lists of topics in these pages are also a useful guide to areas in which you may feel less at home, or where there is apparently limited potential for growing in knowledge or experience in your individual setting (which you may therefore need to find elsewhere). It is important to make the best of the potential which a title post offers for fresh insights and God's surprises, and conversely, it is vital for an assistant curate not to concentrate exclusively on aspects of ministry which come easily or which seem more readily to bring recognition or satisfaction. Use the lists to help you check this. An extract from the Ordinal is included on page 11 and you may find it helpful to re-read this from time to time.

Contact details for the IME 4-7 team in the Diocese can be found on pages 9 and 10.

END OF YEAR REPORTS AND CURATE ASSESSMENT PANEL NOTES FOR THOSE ORDAINED IN 2010 and 2011

At the end of your year as a Deacon, and ahead of your interview with the Archbishop prior to your ordination as Priest, the IME 4-7 Advisers will be asked to comment on a number of matters, as will you and your training incumbent. The reports usually address the following questions:

- Has the curate attended the archdeaconry and diocesan IME 4-7 programmes on a regular basis?
- Has the curate engaged constructively with the IME 4-7 that she/he has attended?
- What is your impression of her/his gifts and strengths?
- Are you aware of any real challenges or difficulties she/he has faced during the past year and how they have been dealt with?
- Do you feel she/he has managed to integrate family/home/personal life with public ministry?
- Do you have any concerns that it would be wise for the Archbishop to raise with the curate?

These reports will be seen by the Archbishop before his interview with you.

From 2011 a Curate Assessment Panel (CAP) has been established to help curates review their progress and to assist the Bishops in their end of curacy assessment. Further details can be found on pages 50 to 56.

The IME 4-7 Team:

Diocesan IME 4-7

If you have any queries regarding Diocesan IME 4-7 contact The Revd. Canon Elaine Bielby or your Archdeaconry IME 4-7 adviser.

The Revd. Canon Elaine Bielby,
St. Helen's Vicarage, Welton,
Brough HU15 1ND
Tel: 01482 666677
Email: ebielby@ebielby.karoo.co.uk

Archdeaconry IME 4-7 Advisers

York Archdeaconry:
(temporary Adviser) The Revd. Peter Watson
The Rectory, Doncaster Road,
Brayton, Selby, YO8 9HE
Tel: 01757 704707
Email: peted.watson@homecall.co.uk

Cleveland Archdeaconry: The Revd. Susan Bond
The Vicarage, West End,
Ampleforth, York, YO62 4DU
Tel: 01439 788876
Email: sue@bond007.fslife.co.uk

East Riding Archdeaconry: The Revd. Canon Elaine Bielby (please see above)

Director of Training, Mission and Ministry

The Revd. Dr Gavin Wakefield
Diocesan House
Aviator Court, Clifton Moor,
York, YO30 4WJ
Tel: 01904 699500
Email: gavin.wakefield@yorkdiocese.org

For administrative enquires, please contact Jacque Du Preez, administrator to the York Diocesan Training Team:

Office: York Diocesan Office, Diocesan House,
Aviator Court, Clifton Moor, York, YO30 4WJ
Tel: 01904 699504
Email: jacque.dupreez@yorkdiocese.org

During 2011 Mr Andy Hirst is temporarily covering this post but all contact details remain the same

Other Sources of Help and Support

Ongoing help and support during the Title Post is also available from:

Pastoral Care Adviser

The Revd. Andrew de Smet
Kirkdale Vicarage, Main Road,
Beadlam, Nawton,
York, YO62 7ST
Tel: 01439 770760
Email: andrewdesmet@btinternet.com

Dean of Self Supporting Ministry

The Revd. Dr Julie Watson
20 Talisker Gardens, Highcliffe View,
Redcar, TS10 2TG
Tel: 01642 478147
Email: DSSM@yorkdiocese.org

Diocesan Adviser on Vocation

The Diocesan Adviser on Vocations is:

The Revd. David Mann
3 Glebe Close, Bolton Percy,
York, YO23 7HB
Tel: 01904 744619
Email: david.mann@yorkdiocese.org

Dean of Women's Ministry

The Revd. Canon Elaine Bielby
(see page 9)

Extract from The Ordinal (The Declaration)

Deacons are called to work with the Bishop and the priests with whom they serve as heralds of Christ's kingdom. They are to proclaim the gospel in word and deed, as agents of God's purposes of love. They are to serve the community in which they are set, bringing to the Church the needs and hopes of all the people. They are to work with their fellow members in searching out the poor and weak, the sick and lonely and those who are oppressed and powerless, reaching into the forgotten corners of the world, that the love of God may be made visible.

Deacons share in the pastoral ministry of the Church and in leading God's people in worship. They preach the word and bring the needs of the world before the Church in intercession. They accompany those searching for faith and bring them to baptism. They assist in administering the sacraments; they distribute communion and minister to the sick and housebound.

Deacons are to seek nourishment from the Scriptures; they are to study them with God's people, that the whole Church may be equipped to live out the gospel in the world. They are to be faithful in prayer, expectant and watchful for the signs of God's presence, as he reveals his kingdom among us.

Those who are ordained priest carry their calling and ministry as deacons into their ministry as priests:

Priests are called to be servants and shepherds among the people to whom they are sent. With their Bishop and fellow ministers, they are to proclaim the word of the Lord and to watch for the signs of God's new creation. They are to be messengers, watchmen and stewards of the Lord; they are to teach and to admonish, to feed and provide for his family, to search for his children in the wilderness of this world's temptations, and to guide them through its confusions, that they may be saved through Christ for ever. Formed by the word, they are to call their hearers to repentance and to declare in Christ's name the absolution and forgiveness of their sins.

With all God's people, they are to tell the story of God's love. They are to baptize new disciples in the name of the Father, and of the Son, and of the Holy Spirit, and to walk with them in the way of Christ, nurturing them in the faith. They are to unfold the Scriptures, to preach the word in season and out of season, and to declare the mighty acts of God. They are to preside at the Lord's table and lead his people in worship, offering with them a spiritual sacrifice of praise and thanksgiving. They are to bless the people in God's name. They are to resist evil, support the weak, defend the poor, and intercede for all in need. They are to minister to the sick and prepare the dying for their death. Guided by the Spirit, they are to discern and foster the gifts of all God's people, that the whole Church may be built up in unity and faith.

"The Declarations" are taken from *The Ordination of Deacons and Priests, Common Worship* copyright The Archbishop's Council of The Church of England, 2000-2006

SECTION 2

THE 2011/12 PROGRAMME

Year Groups: Diocesan IME 4-7 is organised for year groups and the archdeaconry meetings and events are usually for all years together. The year groups for 2011/12 are:

Year 4: ordained Deacon 2011 Year 6: ordained Deacon 2009

Year 5: ordained Deacon 2010 Year 7: ordained Deacon 2008

The IME year runs from September to August so, for example, summer of Year 5 means the summer at the end of Year 5.

The following pages set out the year's programme. There is one page specific to Year 4, Years 5 & 6 and Year 7 in each Archdeaconry; the details include both Diocesan and Archdeaconry events.

Fuller details of some of the events can be found on pages 23 and 24 and a summary sheet for IME 4-7: 2011-12 is included on page 22.

THE YORK ARCHDEACONRY PROGRAMME FOR YEAR 4: 2011/12

Tuesday 26 July 10.00 am - 5.00 pm	Diocesan Induction Day please see page 23 for details
Wednesday 7 September 10.00 am - 1.30 pm	Archdeaconry Meeting at Christ Church, Stockton Lane, York Led by Bishop Martin
Wednesday 12 October 2.00 - 4.00 pm	Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy please meet in the Chapel, Main Corridor, York Hospital Led by The Revd Stuart Petty
Saturday 15 October 10.00 am - 4.00 pm	Module Day for all Year 4 curates at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Fri 4 - Sun 6 November 4.00 pm Fri - after lunch Sun	Residential Week-end for Years 4 and 5 at Wydale Hall please see page 23 for information
Saturday 10 December 10.00 am - 4.00 pm	Module Day for Year 4 curates registered for MA or BA at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Fri 13 - Sun 15 Jan 2012 4.00 pm Fri - after lunch Sun	Living Stones Conference (optional) at Wydale Hall please see page 23 for information
Saturday 21 January 10.00 am - 4.00 pm	Module Day for Year 4 curates registered for MA or BA at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Tuesday 7 February 1.30 - 4.30 pm	Archdeaconry Meeting: Team Work and Collaborative Ministry at St Wilfred's Parish Hall, Brayton Led by The Revd John Hetherington and The Revd Jenny Hill
Thursday 15 March 10.00 am - 4.00 pm	Preparing for Priesthood at Wydale Hall Led by The Venerable Richard Seed, The Revd Canon Roger Simpson and The Revd Dr Ben Gordon-Taylor
Tuesday 24 April 7.00 - 9.00 pm	Archdeaconry Meeting: Healing and Deliverance at St Nicholas Church, Dunnington Led by The Revd Fran Wakefield
Wednesday 9 May 7.00 - 9.30 pm	Eucharistic Presidency at York Minster Led by The Revd Canon Peter Moger
May	Pre-Ordination Retreat Details will be sent by The Diocesan Adviser on Vocations This is not part of the IME programme and is included for information. Travel will not be paid
Thursday 21 June 10.00 am - 1.00 pm	Archdeaconry Meeting: Creative Liturgy Venue St Edward the Confessor, Dringhouses, York.

THE CLEVELAND ARCHDEACONRY PROGRAMME FOR YEAR 4: 2011/12

Tuesday 26 July 10.00 am - 5.00 pm	Diocesan Induction Day please see page 23 for details
Wednesday 7 September 7.30 - 9.30 pm	Archdeaconry Meeting Swainby Church Hall Led by Bishop Martin
Thursday 6 October 7.00 pm	Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy please meet at the Chaplaincy, James Cook University Hospital, Marton Road, Middlesbrough Led by The Revd Malcolm Masterman
Saturday 15 October 10.00 am - 4.00 pm	Module Day for all Year 4 curates at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Fri 4 - Sun 6 November 4.00 pm Fri - after lunch Sun	Residential Week-end for Years 4 and 5 at Wydale Hall please see page 23 for information
Saturday 10 December 10.00 am - 4.00 pm	Module Day for Year 4 curates registered for MA or BA at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Fri 13 - Sun 15 Jan 2012 4.00 pm Fri - after lunch Sun	Living Stones Conference (optional) at Wydale Hall please see page 23 for information
Saturday 21 January 10.00 am - 4.00 pm	Module Day for Year 4 curates registered for MA or BA at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Wednesday 15 February 7.00 pm	Archdeaconry Meeting: Team Work and Collaborative Ministry at St Augustine's Church Hall, Kirkby in Cleveland Led by Wing Commander Ian Henley and The Revd Sue Bond
Thursday 15 March 10.00 am - 4.00 pm	Preparing for Priesthood at Wydale Hall Led by The Venerable Richard Seed, The Revd Canon Roger Simpspon and The Revd Dr Ben Gordon-Taylor
Tuesday 24 April 7.00 pm	Archdeaconry Meeting: Healing and Deliverance at St Augustine's Church Hall, Kirkby in Cleveland Led by The Revd Lynn Grove
Wednesday 9 May 7.00 - 9.30 pm	Eucharistic Presidency at York Minster Led by The Revd Canon Peter Moger
May	Pre-Ordination Retreat Details will be sent by The Diocesan Adviser on Vocations This is not part of the IME programme and is included for information. Travel will not be paid
Thursday 21 June 7.00 pm	Archdeaconry Meeting: Creative Liturgy at the Church of St Peter and St Paul, Stokesley Led by The Revd Paul Hutchinson

THE EAST RIDING ARCHDEACONRY PROGRAMME FOR YEAR 4: 2011/12

Tuesday 26 July 10.00 am - 5.00 pm	Diocesan Induction Day please see page 23 for details
Thursday 8 September 10.00 am - 1.00 pm	Archdeaconry Meeting: 'Ministry: Job or Vocation?' at Cherry Burton Church Hall Led by Bishop Richard
Wednesday 5 October 7.00 - 9.30 pm	Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy please meet in the Chapel at Hull Royal Infirmary Led by The Revd Adrian Klos
Saturday 15 October 10.00 am - 4.00 pm	Module Day for all Year 4 curates at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Fri 4 - Sun 6 November 4.00 pm Fri - after lunch Sun	Residential Week-end for Years 4 and 5 at Wydale Hall please see page 23 for information
Saturday 10 December 10.00 am - 4.00 pm	Module Day for Year 4 curates registered for MA or BA at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Fri 13 - Sun 15 Jan 2012 4.00 pm Fri - after lunch Sun	Living Stones Conference (optional) at Wydale Hall please see page 23 for information
Saturday 21 January 10.00 am - 4.00 pm	Module Day for Year 4 curates registered for MA or BA at College of the Resurrection, Mirfield please see pages 23 and 24 for information
Thursday 9 February 7.00 - 9.00 pm	Archdeaconry Meeting: Team Work and Collaborative Ministry at St Barnabas Church, Swanland Led by The Revd Francis Scott
Thursday 15 March 10.00 am - 4.00 pm	Preparing for Priesthood at Wydale Hall Led by The Venerable Richard Seed, The Revd Canon Roger Simpson and The Revd Dr Ben Gordon-Taylor
Wednesday 25 April 7.00 - 9.30 pm	Archdeaconry Meeting: Healing and Deliverance at Emmanuel Church, Bridlington Led by The Revd Canon Elaine Bielby and The Revd Ros Merryweather
Wednesday 9 May 7.00 - 9.30 pm	Eucharistic Presidency at York Minster Led by The Revd Canon Peter Moger
May	Pre-Ordination Retreat Details will be sent by The Diocesan Adviser on Vocations This is not part of the IME programme and is included for information. Travel will not be paid
Thursday 14 June 7.00 - 9.30 pm	Archdeaconry Meeting: Creative Liturgy to be in the Scarborough area - tba Led by The Revd Sam Foster and Sister Sheena Woolridge

THE YORK ARCHDEACONRY PROGRAMME FOR YEARS 5 and 6: 2011/12

Wednesday 7 September 10.00 am - 1.30 pm	Archdeaconry Meeting at Christ Church, Stockton Lane, York Led by Bishop Martin
Saturday 24 September 10.00 am - 4.00 pm	Module Day for all Year 5 and 6 curates at St Mark's Church, Rawcliffe, York please see pages 23 and 24 for information
Wednesday 12 October 2.00 - 4.00 pm	Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy please meet in the Chapel, Main Corridor, York Hospital Led by The Revd Stuart Petty
Saturday 15 October 10.00 am - 4.00 pm	Module Day for Year 5 and 6 curates registered for MA or BA at Christ the King, Mirfield please see pages 23 and 24 for information
<u>YEAR 5</u> Fri 4 - Sun 6 Nov 4.00pm Fri - after lunch Sun	Residential Week-end for Years 4 and 5 at Wydale Hall please see page 23 for information
<u>YEAR 6</u> Fri 18 - Sun 20 Nov 4.00 pm Fri - after lunch Sun	Residential Week-end for Years 6 and 7 at Wydale Hall please see page 23 for information
Saturday 3 December 10.00 am - 4.00 pm	Module Day for all Year 5 and 6 curates at Christ the King, Mirfield please see pages 23 and 24 for information
Fri 13 - Sun 15 Jan 2012 4.00 pm Fri - after lunch Sun	Living Stones Conference (optional) at Wydale Hall please see page 23 for information
Saturday 4 February 10.00 am - 4.00 pm	Module Day for Year 5 and 6 curates registered for MA or BA at Christ the King, Mirfield please see pages 23 and 24 for information
Tuesday 7 February 1.30 - 4.30 pm	Archdeaconry Meeting: Team Work and Collaborative Ministry at St Wilfred's Parish Hall, Brayton Led by The Revd John Hetherington and The Revd Jenny Hill
<u>YEAR 5</u> Wednesday 7 March 10.30 am - 4.00 pm	Continuing Spiritual Formation Bishopthorpe Palace Led by The Revd Ann Coleman
<u>YEAR 6</u> Wednesday 21 March 9.30 am - 5.00 pm	Legal Matters at Wydale Hall Led by The Venerable Paul Ferguson, Archdeacon of Cleveland and Mr Lionel Lennox, Diocesan Registrar
Tuesday 24 April 7.00 - 9.00 pm	Archdeaconry Meeting: Healing and Deliverance at St Nicholas Church, Dunnington Led by The Revd Fran Wakefield
Tuesday 15 May	Optional Quiet Day

10.00 am - 4.00 pm at The Grange, Ampleforth Abbey
Led by The Revd Dr Gavin Wakefield

Thursday 21 June Archdeaconry Meeting: Creative Liturgy
10.00 am - 1.00 pm at St Edward the Confessor, Dringhouses, York

THE CLEVELAND ARCHDEACONRY PROGRAMME FOR YEARS 5 and 6: 2011/12

Wednesday 7 September Archdeaconry Meeting
7.30 - 9.30 pm Swainby Church Hall
Led by Bishop Martin

Saturday 24 September Module Day for all Year 5 and 6 curates
10.00 am - 4.00 pm at St Mark's Church, Rawcliffe, York
please see pages 23 and 24 for information

Thursday 6 October Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy
7.00 pm please meet at the Chaplaincy, James Cook University Hospital,
Marton Road, Middlesbrough
Led by The Revd Malcolm Masterman

Saturday 15 October Module Day for Year 5 and 6 curates registered for MA or BA
10.00 am - 4.00 pm at Christ the King, Mirfield
please see pages 23 and 24 for information

YEAR 5 Fri 4 - Sun 6 Nov Residential Week-end for Years 4 and 5
4.00 pm Fri - after lunch Sun at Wydale Hall
please see page 23 for information

YEAR 6 Fri 18 - Sun 20 Nov Residential Week-end for Years 6 and 7
4.00 pm Fri - after lunch Sun at Wydale Hall
please see page 23 for information

Saturday 3 December Module Day for all Year 5 and 6 curates
10.00 am - 4.00 pm at Christ the King, Mirfield
please see pages 23 and 24 for information

Fri 13 - Sun 15 Jan 2012 Living Stones Conference (optional)
4.00 pm Fri - after lunch Sun at Wydale Hall
please see page 23 for information

Saturday 4 February Module Day for Year 5 and 6 curates registered for MA or BA
10.00 am - 4.00 pm at Christ the King, Mirfield
please see pages 23 and 24 for information

Wednesday 15 February Archdeaconry Meeting: Team Work and Collaborative Ministry
7.00 pm at St Augustine's Church Hall, Kirkby in Cleveland
Led by Wing Commander Ian Henley and The Revd Sue Bond

YEAR 5 Wednesday 7 March Continuing Spiritual Formation
10.30 am - 4.00 pm Bishopthorpe Palace
Led by The Revd Ann Coleman

YEAR 6 Wednesday 21 March Legal Matters
9.30 am - 5.00 pm at Wydale Hall
Led by The Venerable Paul Ferguson, Archdeacon of Cleveland and Mr Lionel Lennox, Diocesan Registrar

Tuesday 24 April Archdeaconry Meeting: Healing and Deliverance
7.00 pm at St Augustine's Church Hall, Kirkby in Cleveland
Led by The Revd Lynn Grove

Tuesday 15 May
10.00 am - 4.00 pm

Optional Quiet Day
at The Grange, Ampleforth Abbey
Led by The Revd Dr Gavin Wakefield

Thursday 21 June
7.00 pm

Archdeaconry Meeting: Creative Liturgy
at the Church of St Peter and St Paul, Stokesley
Led by The Revd Paul Hutchinson

THE EAST RIDING ARCHDEACONRY PROGRAMME FOR YEARS 5 and 6: 2011/12

Thursday 8 September
10.00 am - 1.00 pm

Archdeaconry Meeting: 'Ministry: Job or Vocation?'
at Cherry Burton Church Hall
Led by Bishop Richard

Saturday 24 September
10.00 am - 4.00 pm

Module Day for all Year 5 and 6 curates
at St Mark's Church, Rawcliffe, York
please see pages 23 and 24 for information

Wednesday 5 October
7.00 - 9.30 pm

Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy
please meet in the Chapel at Hull Royal Infirmary
Led by The Revd Adrian Klos

Saturday 15 October
10.00 am - 4.00 pm

Module Day for Year 5 and 6 curates registered for MA or BA
at Christ the King, Mirfield
please see pages 23 and 24 for information

YEAR 5 Fri 4 - Sun 6 Nov
4.00 pm Fri - after lunch Sun

Residential Week-end for Years 4 and 5
at Wydale Hall
please see page 23 for information

YEAR 6 Fri 18 - Sun 20 Nov
4.00pm Fri - after lunch Sun

Residential Week-end for Years 6 and 7
at Wydale Hall
please see page 23 for information

Saturday 3 December
10.00 am - 4.00 pm

Module Day for all Year 5 and 6 curates
at Christ the King, Mirfield
please see pages 23 and 24 for information

Fri 13 - Sun 15 Jan 2012
4.00 pm Fri - after lunch Sun

Living Stones Conference (optional)
at Wydale Hall
please see page 23 for information

Saturday 4 February
10.00 am - 4.00 pm

Module Day for Year 5 and 6 curates registered for MA or BA
at Christ the King, Mirfield
please see pages 23 and 24 for information

Thursday 9 February
7.00 - 9.00 pm

Archdeaconry Meeting: Team Work and Collaborative Ministry
at St Barnabas Church, Swanland
Led by The Revd Francis Scott

YEAR 5 Wednesday 7 March
10.30 am - 4.00 pm

Continuing Spiritual Formation
Bishopthorpe Palace
Led by The Revd Ann Coleman

YEAR 6 Wednesday 21 March
9.30 am - 5.00 pm

Legal Matters
at Wydale Hall
Led by The Venerable Paul Ferguson, Archdeacon of Cleveland and Mr Lionel Lennox, Diocesan Registrar

Wednesday 25 April
7.00 - 9.30 pm

Archdeaconry Meeting: Healing and Deliverance
at Emmanuel Church, Bridlington

Led by The Revd Canon Elaine Bielby and The Revd Ros Merryweather

Tuesday 15 May
10.00 am - 4.00 pm

Optional Quiet Day
at The Grange, Ampleforth Abbey
Led by The Revd Dr Gavin Wakefield

Thursday 14 June
7.00 - 9.30 pm

Archdeaconry Meeting: Creative Liturgy
to be in the Scarborough area - tba
Led by The Revd Sam Foster and Sister Sheena Woolridge

THE YORK ARCHDEACONRY PROGRAMME FOR YEAR 7: 2011/12

Wednesday 7 September
10.00 am - 1.30 pm

Archdeaconry Meeting
at Christ Church, Stockton Lane, York
Led by Bishop Martin

Thursday 22 September
10.00 am - 4.30 pm

Managing Self in Transition
at Bishopthorpe Palace, York
Led by The Revd Andrew de Smet

Wednesday 12 October
2.00 - 4.00 pm

Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy
please meet in the Chapel, Main Corridor, York Hospital
Led by The Revd Stuart Petty

Fri 18 - Sun 20 November
4.00 pm Fri - after lunch Sun

Residential Week-end for Years 6 and 7
at Wydale Hall
please see page 23 for information

Fri 13 - Sun 15 Jan 2012
4.00 pm Fri - after lunch Sun

Living Stones Conference (optional)
at Wydale Hall
please see page 23 for information

FIT FOR POST PROGRAMME

From February onwards those in Year 7 will join the new and first incumbents on the "Fit for Post" programme. This is a new programme designed to equip people for ministry beyond the early years of curacy.

Details will be circulated nearer the time.

THE CLEVELAND ARCHDEACONRY PROGRAMME FOR YEAR 7: 2011/12

Wednesday 7 September 7.30 - 9.30 pm	Archdeaconry Meeting Swainby Church Hall Led by Bishop Martin
Thursday 22 September 10.00 am - 4.30 pm	Managing Self in Transition at Bishopthorpe Palace, York Led by The Revd Andrew de Smet
Thursday 6 October 7.00 pm	Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy please meet at the Chaplaincy, James Cook University Hospital, Marton Road, Middlesbrough Led by The Revd Malcolm Masterman
Fri 18 - Sun 20 November 4.00 pm Fri - after lunch Sun	Residential Week-end for Years 6 and 7 at Wydale Hall please see page 23 for information
Fri 13 - Sun 15 Jan 2012 4.00 pm Fri - after lunch Sun	Living Stones Conference (optional) at Wydale Hall please see page 23 for information

FIT FOR POST PROGRAMME

From February onwards those in Year 7 will join the new and first incumbents on the "Fit for Post" programme. This is a new programme designed to equip people for ministry beyond the early years of curacy.

Details will be circulated nearer the time.

THE EAST RIDING ARCHDEACONRY PROGRAMME FOR YEAR 7: 2011/12

Thursday 8 September 10.00 am - 1.00 pm	Archdeaconry Meeting: ‘Ministry: Job or Vocation?’ at Cherry Burton Church Hall Led by Bishop Richard
Thursday 22 September 10.00 am - 4.30 pm	Managing Self in Transition at Bishopthorpe Palace, York Led by The Revd Andrew de Smet
Wednesday 5 October 7.00 - 9.30 pm	Archdeaconry Meeting: Sector Ministry Visit: Hospital Chaplaincy please meet in the Chapel at Hull Royal Infirmary Led by The Revd Adrian Klos
Fri 18 - Sun 20 November 4.00 pm Fri - after lunch Sun	Residential Week-end for Years 6 and 7 at Wydale Hall please see page 23 for information
Fri 13 - Sun 15 Jan 2012 4.00 pm Fri - after lunch Sun	Living Stones Conference (optional) at Wydale Hall please see page 23 for information

FIT FOR POST PROGRAMME

From February onwards those in Year 7 will join the new and first incumbents on the “Fit for Post” programme. This is a new programme designed to equip people for ministry beyond the early years of curacy.

Details will be circulated nearer the time.

IME 4-7: 2011-2012: Summary

Year:	4	5	6	7
July 2011	Diocesan Induction Day			
September	Archdeaconry Meeting	Archdeaconry Meeting Module Day	Archdeaconry Meeting Module Day	Archdeaconry Meeting Managing Self in Transition
October	Module Day Archdeaconry Meeting	Module Day for MA/BA Curates Archdeaconry Meeting	Module Day for MA/BA Curates Archdeaconry Meeting	Archdeaconry Meeting
November	Residential	Residential	Residential	Residential
December	Module Day for MA/BA Curates	Module Day	Module Day	
January 2012	Living Stones Conference (Optional) Module Day for MA/BA Curates	Living Stones Conference (Optional)	Living Stones Conference (Optional)	Living Stones Conference (Optional)
February	Archdeaconry Meeting	Module Day for MA/BA Curates Archdeaconry Meeting	Module Day for MA/BA Curates Archdeaconry Meeting	FIT
March	Preparing for Priesthood	Spirituality Day	Legal Matters	

April	Archdeaconry Meeting	Archdeaconry Meeting	Archdeaconry Meeting	FOR
May	Liturgical/Eucharistic Presidency Pre-Ordination Retreat	Optional Quiet Day	Optional Quiet Day	POST
June	Archdeaconry Meeting - Sector Ministry Visit	Archdeaconry Meeting - Sector Ministry Visit	Archdeaconry Meeting - Sector Ministry Visit	PROGRAMME

FURTHER DETAILS FOR SOME EVENTS

Please note the timings of events - both start and finish times. The expectation is that you will stay for the whole event.

Diocesan Induction Day: Tuesday 26th July 2011

The Induction Day is to be held in the Diocesan Office, Aviator Court, Clifton Moor, York from 10.00 am to 5.00pm. Coffee will be available from 9.45 am and lunch will be provided.

The morning session will be an introduction to the IME 4-7 programme and the Diocese of York, led by members of the Training Team, Canon Peter Warry (Diocesan Secretary) and other staff based at the Diocesan office.

The afternoon session will focus on “Managing Self in Transition” led by The Revd Andrew de Smet, Diocesan Pastoral Care Adviser.

Residential Weekends in November

Each year there is a residential weekend at Wydale in November. Because of the large number of curates in this diocese, we run two weekends, the first is for curates in Years 4 and 5, whilst the second is for those in Years 6 and 7. The programme for both weekends is the same, as far as possible. The weekends begin with dinner on Friday evening, at 6.30pm, and end with lunch at 1pm on the Sunday. In 2011 the weekend will focus on ‘Sin, Guilt, Forgiveness and Authority’. Further details will be sent in the autumn.

Optional Living Stones Conference in January

Each year there is an optional ‘Living Stones’ conference in January. This is organised by curates, for curates. Whilst attendance at Living Stones is voluntary we strongly support it (and pay for it) as part of the IME programme.

Timings are to be confirmed but, on residential weekends, registration is usually from 4.00 pm onwards on the Friday and the programme generally starts with dinner at 6.30pm. The weekend ends with lunch at 1pm on the Sunday. Details will be circulated by the organising group in the autumn. There is a limited number of places available so early booking is advisable.

Modules: Additional Information

In IME 4-7 three modules are provided by The Yorkshire Regional Training Partnership as a core element of your training.

The modules are:

- . **Year 4**
“The Bible, Theology and Reflection”

- . **Years 5 and 6 (alternating)**
“Mission in Local Context”
AND
“Leadership and Change in the Church”

For **Year 4** there will be one core day for everyone, 15 October.

Those taking the module for credit will be required to take two additional days - 10 December and 21 January - and take part in three Reflection Groups each lasting two hours. The dates and venues for the Reflection Groups will be arranged once the number and location of students is known.

For **Years 5 and 6** there will be two core days - 24 September and 3 December. Those taking the module for credit are required to attend two additional days - 15 October and 4 February.

All curates are encouraged to make the most of the opportunities afforded by the modules - for some this may mean simply attending and participating in the basic course work, seminars and background reading (‘auditing’) whilst others will register with one of the academic institutions involved for assessment for credits towards a Level 3 or M level award.

It is intended that, through participation in the modules, curates will further develop the skills of theological reflection in their parish or workplace. Some of the content may appear similar to that covered in IME 1-3 but it is anticipated that students will use the material at a deeper level, and in a different light, in their new context.

The modules are organised for all of the Yorkshire Dioceses by Yorkshire Ministry Course (YMC) and venues and further details will be notified when available.

Expenses

As curates are expected to attend IME 4-7 we reimburse travel expenses incurred as a result of attending events in the IME 4-7 programme. As far as possible please share cars or use public transport.

An expenses claim form is attached and it is helpful if these are submitted during the first few days of December (to be received by 7 December at the latest but 12 December for those attending the Module Day on 10th) and at the end of the IME year (usually June). Claims should be submitted to your Archdeaconry IME Adviser and should be supported by receipts as appropriate.

DIOCESE OF YORK

INITIAL MINISTERIAL EDUCATION YEARS 4-7

NAME

.....
.....

ADDRESS.....

.....
.....

CLAIMS FOR TRAVELLING EXPENSES

TO.....

(end of academic year or calendar year)

	DATE	FARE please attach receipts	CAR MILEAGE
INDUCTION DAY			
MODULE DAYS (YEARS 4, 5 & 6)			
NOVEMBER RESIDENTIAL CONFERENCE			
LIVING STONES CONFERENCE			
ARCHDEACONRY MEETINGS			

OTHER DIOCESAN & ARCHDEACONRY
 IME 4-7 MEETINGS (please give
 date, title of event and venue)

	_____	_____
	£	miles @ 45p per mile = £
TOTAL CLAIMED	£	
Signed	
Approved	

SECTION 3

GUIDELINES FOR MENTORS TO THE TRAINING INCUMBENT/CURATE WORKING RELATIONSHIP

The word ‘mentor’ is heard/used in a number of related but distinct ways: A mentor can be a person experienced in a particular field who is appointed to provide a ‘listening ear’ and walk alongside someone, perhaps a trainee, in the same profession, or who teaches and guides a junior colleague; it is sometimes used instead of the word ‘supervisor’ for one who has an eye to the quality of work being done by another; it can be someone to whom another person looks voluntarily for a wise and objective perspective on their life or work. These are useful definitions, but none of them quite captures the precise sense in which it is being used in these guidelines.

A mentor to the training incumbent/curate working relationship is someone with appropriate skills and experience, lay or ordained, who will accompany the incumbent and curate for the duration of the curate’s Title post. The mentor will act as a facilitator, encouraging discussion between the incumbent and the curate, with a particular eye for those aspects of the working relationship that can sometimes be more readily identified by one who is standing just outside it. It is the role of the mentor to be objective and neutral, not taking sides, but enabling each to hear the other more clearly and therefore more accurately. If, occasionally, advice is needed, the mentor may be in a position to offer it or may suggest other appropriate sources.

The content of meetings will be determined by those involved; mentors may find it useful to read ABM Ministry Paper No. 17, ‘*Beginning Public Ministry*’, for background

information. The mentor is responsible for ensuring that all are comfortable with the process of the meeting and will need to encourage discussions of:

- the expectations that each person brings to meetings;
- commitment to the process and the issue of setting priorities;
- boundaries of
 - time
 - confidentiality, - nothing to be disclosed outside the meeting without consent
 - frequency, - aim for 4 times in the 1st year then 3 times in each of the remaining 3 years. The first meeting should take place within 3 months of the Assistant Curate being licensed to the parish. The mentor may be contacted by the incumbent or the curate and an additional meeting requested, should the need arise
 - location, - preferably not always the same person's house
- ways in which each person can reflect on the process.

In some instances, an additional meeting with the wider ministry team (e.g. other clergy, Readers and lay ministers) may be required - though this should neither detract from the primary purpose of the mentoring which is to accompany the incumbent and curate, nor should it in any way compromise the confidentiality of the curate/incumbent/mentor relationship. Meeting with a mentor should be in addition to regular supervision and any parish staff meetings.

The authority that the mentor has is that given and acknowledged by the incumbent and curate. It is a role that can be invaluable in enabling an open, productive working relationship to take root and develop for the benefit of both incumbent and curate, and above all for the more effective proclamation of the Gospel and the ongoing mission of the Church.

A mentor may help the training relationship to avoid some of the pitfalls, and here are a few thoughts drawn (with much adaptation) from the book *Supervision in the Helping Professions*¹:

- **Looking for a scapegoat**

If things do not seem to be going well it can be easy to look for the 'problem person', locating all the problems in one individual. This can occur almost before those involved realise what is happening. The mentor and incumbent, both experienced people, could easily blame the curate, who, by definition, is new to ministry and therefore 'must be at fault'; the curate and mentor could unwittingly blame the incumbent - the mentor taking the role of wanting to 'rescue' the curate; the incumbent and curate could close ranks, resenting this outside presence in the working relationship and thus making it difficult for the mentor to do the task he/she has been given. In reality, problems are very rarely all located within one member.

¹ Peter Hawkins and Robin Shohet *Supervision in the Helping Professions* (Buckingham: Open University Press) 1989

- **‘We are all so wonderful.’**

One way of avoiding contentious issues is to engage in collusion by consensus. If I am ‘nice’ to them, they will be ‘nice’ to me. Members do one another the favour of pretending that all is well in exchange for not saying/hearing difficult things, or having to face challenges. This is unhelpful and dishonest (though it can easily be given a gospel-hued gloss) and can ultimately lead to everyone involved becoming very frustrated with the process. It is important to reflect on what is challenging as well as what is wonderful!

- **Isn’t it terrible?**

In this variant the members of the group sit around reinforcing each other’s sense of powerlessness, or sharing how one must be crazy to work in this parish, this Archdeaconry, this diocese, this Church etc. A variant of this is to resort to describing just how unhelpful, manipulative, etc are those with whom one has to work, be it parishioners or others involved in ministry. This avoids people taking responsibility and tries to shift the blame elsewhere. Here it can be important to reflect on “What choices do I/we have in this situation?”

If things go wrong between curate and incumbent

Often the mentoring process of encouraging good communication between curate and incumbent can prevent this. The Pastoral Care Adviser can be contacted to discuss things in confidence and if necessary arrange counselling or mediation. If things are going badly wrong then the Suffragan Bishop will need to be involved; it is desirable to encourage the curate and incumbent to take this step themselves.

Timescale

All those new to ordained ministry and their training incumbents will have a mentor to the working relationship. New mentors will be invited to a training session prior to commencing this work. Mentors should contact curates and training incumbents following the training day and inform the Pastoral Care Adviser by October that a first meeting has been arranged. This first meeting should take place in the autumn.

In the event of there being significant evidence of the process not working, those involved may contact the Diocesan Pastoral Care Adviser to ask that a different mentor be put in place.

IME 4-7
Learning
and
Development
Portfolio

Contents and timetable

Core skills and experience

1. Personal development
2. Conduct of worship
3. Preaching
4. Pastoral and educational
5. Leadership and collaboration
6. Parish organisation skills
7. Mission and evangelism
8. Ordained Pioneer Ministers
9. Further areas

Reports

To be completed by curate:

by end of:

Report A Preaching reflection	April in Year 4
Report B Act of worship	September in Year 6
Report C Leadership of an area of ministry	June in Year 5 or Year 6
Report D Mission and Evangelism	June in Year 5 or Year 6
Report E Interfaith or spiritual formation	September in Year 7

You will also be required to write a report on your first year for the Archbishop, before your interview with him, prior to ordination to the priesthood. You will be sent information about this at the time.

To be completed by others towards the end of curacy:

Training Incumbents Report
Key layperson's Report
Reports by other partners/agencies/church representatives

Introduction

This document explains and gives guidance and instructions for keeping a portfolio of written reports, evidence of formal learning, requirements for core areas of training during curacy and a record of any other training and development which has been significant. You can also use it to keep a diary of experience, and notes of reflection on experience. It should reflect the significant stages of your training and development over your curacy (IME 4-7).

There is a nationally prescribed set of core skills and topics which should be covered in the first year of curacy (Year 4). It will be helpful for both you and your Training Incumbent to keep notes and records of significant discussions, development and experience as these can be referred to in later reports and interviews.

In Years 5-7 it is expected that the skills and topics covered will develop further as you become more experienced. However, the formal work to be completed during this time focuses on a number of reports and reflections by you and by others involved in your training. It is very important, therefore, that you are given sufficient time and encouragement for this part of your training. You should keep a record in this portfolio of useful experiences and reflections which can contribute towards these pieces of work. This should include records, notes and reflections on events you attend in the formal IME4-7 programme.

Those in self-supporting or part-time ministry may spend longer over the requirements for the first year and may not be expected to achieve all aspects of the programme or to the same level as someone seeking an incumbency post. This is reflected in the learning outcomes set for each type of ministry. (see Appendix).

At the beginning of your curacy you will have the opportunity to discuss this portfolio and your own pathway through it. It is designed as a tool to aid learning and development and is designed to be flexible as required whilst ensuring that everyone meets certain standards.

Your portfolio should include:

- Examples of experience in different core areas of mission and ministry
- Copies of reports as outlined in this document
- Evidence of formal learning
- Records of any training events attended (IME, Diocesan, external)

Towards the end of your curacy all the evidence, including reports, will be assessed to determine whether you have met the agreed national standard for either an incumbency, an assistant post or pioneer ministry. You will be informed of the outcome in a letter.

Core skills and experience

This section provides a set of core skills and experiences which you should cover during your curacy. Each skill area has 2 sets of criteria:

- the minimum required to be covered during Year 4,
- other skill areas which you should cover in Years 5-7

For each of the areas given you need to keep a record of discussions, experiences and reflection. Each person will do this in a way that suits them best. The purpose for keeping records is to develop your skills as a reflective practitioner. You will also need to refer to your notes for various pieces of work and an interview later in your curacy.

For those in self-supporting or part-time ministry the timescales, particularly for Year 4, may be extended.

The following page is a sample record page that you may wish to photocopy and use as required. This handbook is also on the Diocesan website so you can download copies if you prefer.

Core skills record

Date :
Type of event or activity: <i>e.g. meeting with TI, sermon, observation, conducting a funeral etc, IME session</i>
Notes/reflections/further action

1. Personal formation

The following list is a guide for you to monitor your personal formation and includes suggestions and recommendations for support and topics to discuss with your training incumbent. Some of the topics can be developed by a reflective discussion with your training incumbent

IME 4

Spirituality & Prayer Life

- Daily office/prayer time/meditation
- An annual retreat (e.g. dates, theme)
- A Spiritual Director/Soul Friend (e.g. dates met)
- Acquaintance with different prayer styles

Personality & Character

- Reflection on your new role and the dynamic between private & public life
- Reflection on being a public minister and familiarity with the published *Guidelines for the Professional Conduct of the Clergy*
- Development of appropriate working rhythms including time off
- Development of creative support networks
- Personal safety awareness

Relationships

- Understanding of confidentiality
- Personal ministry to colleagues

Vocation

- Continued theological reflection and making connections

IME 5-7

Spirituality & Prayer Life

- Personal prayer/prayer with others
- Leading different styles of prayer
- Reflection on sustaining and developing spiritual life

Personality/character/relationships

- Work/life balance as ministry develops
- Non-church interests and activities
- Utilising and integrating previous experience and skills
- Personal boundaries

Vocation & Quality of Mind

- Developing as a reflective practitioner
- Using theological reflection in making decisions

Use the record sheets to record experience and reflections.

2. Conduct of Worship

As you progress through your training you will become more competent in leading worship and preaching. It is important that you experience the breadth of traditions in the Church of England so you may need to arrange opportunities in other churches. Note that this is about developing competence and understanding rather than just ticking off a checklist.

IME 4

- Liturgical participation and leadership of Morning/Evening Prayer, Eucharist
Other forms of Sunday Public Worship in your church
- Active part in the liturgy of Baptism and the preparation of candidates (at least 3)
- Funerals – church, crematorium (at least 3)
- A high standard of reading, speaking and singing in church
This is an area to discuss this with your TI and find opportunities to improve where appropriate. Make a note here or on a separate page of any action to follow up.
- Leading intercessions (on a regular basis)
Make a note here of 3 examples when you have done this
- Practical awareness of traditions other than own (e.g. vestments, incense, North End celebration, more/less formal styles of worship, different musical styles)
Note here or on a separate page how and when you covered this. You may wish to make a note of your reflections on how it compares with other traditions you are more familiar with.
- ‘Choreography’ of worship – the physical and visual aspects e.g. use of space, furniture, layout, ceremonial, gesture
- Introduction to legal aspects of ministry and administration including preliminaries to marriage, compilation and care of registers

IME 5-7

- All commonly-used authorised services e.g. BCP 1662, Common Worship, both said and sung
- Use of resources e.g. New Patterns for Worship, Times & Seasons
- Weddings
- Blessing after civil marriage
- Awareness of Holy Week in more than one context/tradition
- Working with music and musicians
- Proper use and care of reserved sacrament
- Use of oils
- Legal aspects of liturgical ministry and administration of the sacraments (e.g. canon law, copyright etc)
- Issues in and experience of worship in Fresh Expressions of church
- Continued practical awareness of traditions other than own (as above, ways of celebrating the Eucharist that are expressive of different theological standpoints)

You will also be asked to write a report on an act of worship you have devised and lead during Year 5. (see Report B).

Use the record sheets to record experience and reflections.

3. Preaching

IME 4

Preaching at

- Parish Eucharist
- All age worship
- Youth services
- Funerals
- Baptisms
- Services with a high proportion of non-regular churchgoers (e.g. at a guest service, Christingle, Back to Church Sunday)

Also

- Preparation of visual/audio aids
- Public speaking which is not preaching

If you wish to make additional notes on any of these do so on a separate page. You may wish to choose one or two to reflect on more fully, for example, preaching at a funeral or at all-age worship.

IME 5-7

- Weddings
- Special services e.g. harvest
- Civic occasions e.g. Remembrance
- Non-traditional sermons e.g. use of multi-media, interviews etc
- Informal worship e.g. cafe style

You will also be expected to provide evidence of continued study and reflection, including a substantial and ongoing engagement with Scripture. You can keep a record of significant reading here.

You will be asked to write a concise biblical reflection during Year 4. See report A for details.

It may be useful to ask members of the congregation to occasionally provide feedback on your sermons. Discuss with your Training Incumbent how this could be arranged (e.g. devise a simple form). These can then form the basis of further discussion with your incumbent.

Use the record sheets to record experience and reflections.

4. Pastoral and Educational

IME 4

At the end of your first year of curacy you should have discussed and had experience of the following. Where the opportunity is not available in your title parish you may need to arrange a visit elsewhere. For those in self-supporting or part-time ministry these may be covered over a longer period.

- Prophetic ministry and the place of faith in public debate
- Current ethical issues
- Baptism preparation
- Confirmation/youth group
- Funeral visiting
- Teaching about prayer
- Home group/Bible study leadership
- Visiting the sick at home and in hospital
- Working with volunteers and pastoral management
- Counselling/listening skills and awareness of own limitations
- Pastoral care of people with mental illness
- Ministry among people who are homeless or marginalised

IME 5-7

- Familiarity with adult education methods
- Involvement in schools (church/non-church schools) e.g. collective worship
- Knowledge of church schools, the role of the Diocesan Board of Education, awareness of work of governors
- Protection of children and vulnerable adults (including national policy statements and diocesan guidelines)
- Ministry in institutions e.g. prisons, homes for elderly, colleges etc
- Healing services
- Care of the dying
- Identifying and nurturing gifts and skills of others

Use the record sheets to record experience and reflections.

5. Leadership & Collaboration

IME 4

During your first year of curacy you should be developing your awareness of leadership issues. These will be built on in subsequent years.

- Exercising a leadership role
- Awareness of own leadership style
- Developing understanding of partnership in ministry
- Counselling/listening skills and awareness of own limitations

IME 5-7

- Collaboration with others
- Developing leadership style
- Dealing with conflict
- Developing lay ministry & leaders
- Shared ministry
- Working with ecumenical partners

During Year 5 or 6 you will attend a module on Leadership and Managing Change and produce a written piece of work. See Report C.

Use the record sheets to record experience and reflections.

6. Parish Organisation Skills

IME 4

During the first year of curacy you should develop an awareness and understanding of:

- Paper Management
- Time Management
- Managing parish finances, fees and expenses

IME 5-7

- Marriage law including preliminaries, the marriage of persons subject to immigration control, registers, quarterly returns
- Preparing for and chairing meetings
- Officers and legal structures : Church Representation Rules, Churchwardens Measure, constitution of PCC, conduct of annual meeting
- IT skills
- Completing registers
- Churchyards, DAC, faculties
- Church buildings: maintenance, development, use
- Diocesan structures/church government
- Record keeping/data protection
- Basic accounting/budgeting
- Long term planning and development
- Objective setting and evaluation
- Written communication
- Working with the media
- Basics of law relating to employment, health & safety
- Introduction to church trusts and charities

Use the record sheets to record experience and reflections.

7. Mission & Evangelism

IME 4

Each of these areas needs to be addressed during your first year of curacy. Note that in some cases you only need **awareness** at this stage. This means a discussion with either your Training Incumbent or another suitable person, and or seeking opportunities to be involved in different aspects of mission and evangelism.

- Awareness of local context, particularly the social profile
- Developed theology, understanding and practice of mission
- Ability to present the Gospel to those of little or no church background
- Experience of groups, using courses (Alpha, Emmaus etc.)
- Knowledge of how adults learn
- Awareness of national church structures
- Awareness of world-wide Church
- Application of theology to work situation
- Involvement in local deanery

IME 5

- Continue to develop a deeper understanding and experience of the above in your own mission and evangelism
- Enable others in their mission and evangelism
- Engage in dialogue with people from other faith traditions

During Year 5 or 6 you will attend a module on 'The Local Church and Mission' and produce a written report. See Report D.

You also have the opportunity to reflect on interfaith dialogue in Report E

Use the record sheets to record experience and reflections

8. Ordained Pioneer Ministers

You will remember that the initial special selection criteria for Ordained Pioneer Ministers are additional to the general criteria for all ordination training candidates. Similarly, by the end of your first four years of ordained ministry you must have covered the same core skills and experiences as other curates to enable you to take up a range of posts in parochial ministry or chaplaincy. But in addition OPMs will need to address the following areas.

- Experience in self directed learning and reflection on context through effective experience of mission accompaniment and participation in a learning network.
- Forming a team including supervising the ministry of others
- The skills and experience mission audit and discerning fruitful pathways in mission
- Evangelism and the nurture of new Christians
- Forming a fresh expression of church in a sustainable way appropriate to the context
- Growing in the ability to reflect on both fruitful ministry and unfruitful ministry and to respond creatively to both situations
- The ability to teach and equip other pioneers

Use the record sheets to record experience and reflections

9. Further areas of expertise

This section includes other specialist skills and experiences which may apply or occur during curacy particularly, but not exclusively, for those whose ministry is mainly work-based (e.g.MSEs). You may want to add to the list!

- Community involvement
- Media skills
- Chaplaincy work
- Tourism
- Ministry to structures (committee work, input into work policy, mission)
- Interpretation of the Gospel for the world of work
- Application of theology to work situation
- Personal ministry to colleagues

Use the record sheets to record experience and reflections

Reports and assessment at end of curacy

Preaching reflection (Report A)

Please write a short written reflection on three sermons you have preached. The report should be 1000 - 2000 words in total and consider the interaction between three different contexts or situations in which you have preached

(Examples: - 8am BCP Holy Communion, an all age service and evensong
- a cafe service, a Common Worship Communion Service and a healing service).

Comment on:

- the hermeneutical and communication approaches you have used (i.e. how did you approach each preaching event, in what different, or similar, ways might you have interpreted the text and applied it to the context)
- the lessons you have learned from this that will inform your preaching.

This report should be completed in Year 4 and submitted to your IME 4-7 Adviser by April.

The important thing about this piece of work is that you reflect on your preaching. We do not need references to academic texts or require you to do any reading about this. We want you to think about different, but specific, contexts in which you might have preached and about how those contexts affect your preaching either in style or content (or both). How did you prepare your sermons? What difference (if any) did the context make to the way you interpreted the text and the illustrations you used? Did you find any of these contexts easier or more difficult – why? What are you learning about preaching from these experiences and how might you want to develop your preaching in the future?

Feel free to write in whatever style suits you –writing in the first person is fine. For those of you used to a learning journal you might like to use this exercise to write up some reflections you have written in there. You may also like to discuss this with your training Incumbent before you write your report.

This work will not be ‘marked’ but it will be read carefully and assessed. It will be returned to you with comments and you should keep it in your portfolio. We will also keep a copy for our records.

Please complete and return (by post or e-mail) to your Archdeaconry IME Adviser by April 30th.

Act of worship (Report B)

Give an account of an act of worship that you have devised and led including

- The order of service
- Your reflections on its relevance for the expected congregation i.e. its accessibility, whether it enabled others to worship at a deep level, whether it flowed and was coherent
- Your reflection upon the theological and ecclesiological assumptions implicit and explicit within the worship.
- Your reflection on any other issues relevant to the service

Include comments from a small number of lay participants in the service

This report should be completed during Year 5 and submitted to your IME 4-7 Adviser by the end of September in Year 6 (this means you can complete it over the summer of Year 5).

The report should be approximately 1500 words plus the order of service.

The purpose of writing this account is to help you step back and reflect on a particular act of worship and how it enabled people to have an encounter with God.

You should include all of the elements described above, including a sample of comments from participants, within the 1500 words. You might also want to comment on what, if anything, you would do differently if you were to repeat the service again. The order of service should be attached as an appendix.

As with Report A, this work will not be 'marked' as such, but it will be read and assessed and comments will be returned to you, which should be kept in your portfolio.

Please complete and return to your Archdeaconry IME Adviser, by post or email, by September 30th

If you are taking a liturgy module as part of an MA or BA, during curacy, this report is optional.

Leadership of an area of ministry (Report C)

Give an account of your leadership of an area of ministry that you have engaged in for at least a year, demonstrating that you have worked as a reflective practitioner. Supporting documentation should be supplied e.g. volunteer agreement agreed, minutes of PCC or appropriate committee, schedules or rotas.

Please comment in particular on

- The biblical, theological and ecclesiological basis for the area of ministry and change within it
- Relevant and positive change that you have enabled
- Supervision that you have undertaken as part of this leadership
- The way in which you have been able to collaborate with others in this area of work
- Development of relationships with others in this context
- The way in which you perceive that you have handled the tension of service and the exercise of authority.
- How your ability to lead and to exercise oversight has been demonstrated.
- Challenges of empowering and enabling people individually and collectively

This report should be completed during the year you attend the module 'Leadership and Managing Change' (either Year 5 or Year 6). You should submit it to your IME 4-7 Adviser by the end of June in that year.

Guidance will be given at the beginning of the relevant year.

If you complete the module for credit the written work required will replace this report and be submitted to the module leader.

Mission and evangelism (Report D)

Make a report on your local situation that demonstrates:

- a biblical understanding of the basis of mission
 - your understanding of the local context
 - your understanding of engagement in mission by the local church, including its strengths and weaknesses.
 - your understanding of the possibilities for mission
 - your understanding of engagement in evangelism by the local church, including its strengths and weaknesses.
 - your understanding of the possibilities for evangelism
- and describes:
- your engagement with mission in this local context
 - your engagement with evangelism in this local context

This report should be completed during the year you attend the module 'Mission in a local context' (either Year 5 or Year 6). You should submit it to your IME 4-7 Adviser by the end of June in that year.

Guidance will be given at the beginning of the relevant year.

If you complete the module for credit the written work required will replace this report and be submitted to the module leader.

The purpose of writing this account is to help you step back and reflect on how your church understands mission and evangelism, and how it is putting this understanding into practice.

What are they learning from their practice? What are you learning about mission and evangelism from being in this context? What is most challenging for you?

You should include all of the elements described above, but will need to focus your comments on two or three of them, within the 1500 words

As with Report A, this work will not be 'marked' as such, but it will be read and assessed and comments will be returned to you, which should be kept in your portfolio.

Please complete and return to your Archdeaconry IME Adviser, by post or email, by June 30th

If you are taking a mission module as part of an MA or BA, during curacy, this report is optional.

Inter-faith experience/spiritual formation (report E)

Please write a short reflection (500 words) on either

- a meeting, discussion or other first-hand interaction with someone from another faith tradition (i.e. not Christian) which has occurred during your curacy. This reflection can take any form but should include comment on how it has led you to think in fresh ways about your own faith.

or

- one thing that has influenced your spiritual formation since ordination. You may write this in any way you choose but include reasons why it has influenced you.

This should be completed during Year 6 and be submitted to your IME 4-7 Adviser by the end of September in Year 7 (allowing time for completion in the summer if preferred).

Further notes on End of Curacy Assessment

Please note that the assessment process during and at the end of curacy is being developed in line with national guidance. Minor changes to the process may occur in the early years and you will be kept informed of any such changes.

From 2011 a Curate Assessment Panel (CAP) has been established to help curates review their progress and to assist the Bishops in their end of curacy assessment.

The panel consists of three people from the following four:-

- *An experienced Training Incumbent*
- *A Bishops' Adviser*
- *A member of the Diocesan Training Team*
- *A member of the Archbishop's Staff*

The panel will be convened in February/March of Year 4 to prepare reports for the Archbishop, in May/June of Year 5 (mid curacy) and approximately 9 months before the end of curacy.

If necessary (eg if there are recommendations for the curate to address before being considered for a future role) a panel might also be convened in January/February of Year 7 - this would not happen routinely.

There would be four possible outcomes of the final assessment:-

- *Recommendation to the Bishop that the curate is issued with a 'Statement of Practice' and progress to a post of first responsibility*
- *Recommendation of progression to a post of assistant status*
- *Recommendation of specific additional training before progression to assistant post or post of first responsibility*
- *Recommendation not to progress in ordained ministry*

There will be a right of appeal should the curate not agree with the panel's recommendation.

In line with national recommendations, during curacy the assessment process will replace Ministerial Development Review.

In line with national guidance the interview with the Curate Assessment Panel will include the areas below and the reports outlined on the following pages:

- Personality, character and relationships
- Faith, vocation and spirituality

- Quality of mind and theological learning
- Ministry within the Church of England, mission and evangelism, leadership and collaboration
- Further training needs.

Report from Training Incumbent (towards end of curacy)

Training Incumbents are requested to comment upon the following in relation to the curate in the training post. This report is one of a number that will help the Curate Assessment Panel and the Bishop to decide if the curate is suitable to occupy a position of more responsibility. The curate upon whom you are reporting will have been engaged in training for a permanent assistant post or for an Incumbent status post. You are asked to have the level of training in view as you make your comments. At the end of each section you are invited to make any further comments that you wish in relation to the outcomes for that section

Ministry in the Church of England:

- Has the curate shown a growing understanding of the tradition and practice of the Church of England, and demonstrated a creative approach to ministering within it?
- Has she/he developed a working understanding of, and good practice at an appropriate level, in the legal, canonical and administrative responsibilities of ministry? Please give examples.

Worship:

In what ways has the curate shown him/herself able to devise, lead and reflect upon the leadership of worship? Please comment upon this in relation to leading worship from the authorised liturgies of the Church of England and in relation to more innovative worship perhaps designed for a special occasion.

Personality and character: Please comment on the strengths and weaknesses of the curate shown in their ministry and note particularly whether they display any weaknesses that would be incompatible with ministry at the level of responsibility they are training for. In the case of those hoping to move to an Incumbent status post this should particularly include reflection upon leadership ability.

Relationships: Please comment upon the curate's ability to deal with conflict, to further the corporate life of the community (particularly for Incumbency status) and to relate in a professional manner to others and to supervise others.

Mission and evangelism:

- How far does the curate understand the local community and the possibilities for mission and evangelism?
- How effectively have they engaged in mission and evangelism?
- For Incumbency status - How far have they been able to 'lead others in faithful witness'.
- Has the curate shown the ability to nurture others in faith?
- Has the curate shown the ability to articulate gospel truths in a relevant manner within the community?

Vocation:

- To what extent is the curate able to give an articulate understanding of his/her continuing vocation, including how it has developed during the title post?
- Has the curate shown appropriate professional conduct for a public minister?
- Do you have confidence in the curate having the skills and abilities needed to exercise public ministry and leadership of a local church (including the conduct of public worship and occasional offices) and the ability to do this in relatively unsupervised settings?
- Does he/she show evidence of reflection upon their ministry that is borne out in changed actions?

Spirituality: Please comment on

- the curate's reliance on grace and how their ministry and spirituality reflect one another.
- how has their pattern of prayer, use of retreats and a Spiritual Director/soul friend sustained the curate in the demands of ministry?

Faith: Please comment on

- the curate's habit of study and reflection with evidence of how it has informed worship, pastoral/mission strategy and parish decision-making.
- the effectiveness of the curate in communicating the gospel in public and personal contexts and on the effectiveness of his or her reflective thinking.

Quality of Mind: Please comment on

- how far the curate's exercise of role and management of expectations are shaped by specifically Christian understanding, faith and theological reflection.
- how far the curate demonstrates a commitment to development in cognitive learning
- the curate's ability as a reflective practitioner within the day to day of ministry.
- exegetical and hermeneutical skills demonstrated within the curate's ministry.

Leadership and collaboration

Please refer particularly to the assessment criteria under this heading. There are some major differences in the criteria for those who are moving to an assistant ministry and those who are moving to an Incumbent status ministry.

- In what ways has the ministry of the curate empowered and enabled you?
- Referring to the area of leadership that the curate has written about in report C, how suitable did you find the style of leadership that was exercised in this situation?
- Was the curate able to work in a collaborative manner in the above?
- Please comment upon the ability of the curate to discern group dynamics and to understand the use and abuse of power in a variety of situations.

Overall, does the curate demonstrate the capacity to bear a public and representative role in ministry and mission, and a readiness to exercise oversight and leadership in their ordained ministry?

Full guidance will be given in the writing and submission of this report.

Report from Key Lay person (towards end of curacy)

A key layperson e.g. Churchwarden is requested to comment upon the following in relation to the curate in the training post. This report is one of a number that will help the Curate Assessment Panel and the Bishop to decide if the curate is suitable to occupy a position of more responsibility. The curate upon whom you are reporting will have been engaged in training for a permanent assistant post or for an Incumbent status post. You are asked to have the level of training in view as you make your comments. **You are encouraged to seek the views of other members of the congregation in writing the report.** Where the curate has served in a multi-parish benefice or other benefice with more than 2 Churchwardens it may well be appropriate for one or two wardens or another layperson to write the report, in consultation with others, rather than to try to draft the report jointly. At the end of each section you are invited to make any further comments that you wish in relation to the outcomes for that section.

Ministry in the Church of England

Has the candidate shown an awareness of canon law and the ability to interpret it in different situations? Please give examples.

Personality and Character

Please comment upon the strengths and weaknesses of this candidate, shown in their ministry and note particularly whether they display any weaknesses that would be incompatible with ministry at the level of responsibility they are training for.

Relationships

Please comment upon the candidate's ability to deal with conflict, to further the corporate life of the community (particularly for Incumbency candidates), to relate in a professional manner to others and to supervise others.

Mission and evangelism

How far does the candidate understand the local community and the possibilities for mission and evangelism? How effectively have they engaged in mission and evangelism? (For Incumbency candidates) How far have they been able to 'lead others in faithful witness'.

Has the candidate shown the ability to articulate gospel truths in a relevant manner within the community?

Vocation

Does the candidate demonstrate the abilities to engage effectively in the basic tasks of ministry e.g. conduct of funerals?

Does the candidate show evidence of reflection upon their ministry that is borne out in changed actions?

Spirituality

Please comment upon the candidate's reliance on grace and how their ministry and spirituality reflect one another.

Faith

Please comment upon the effectiveness of the candidate in communicating the gospel in public and personal contexts and on the effectiveness of his or her reflective thinking.

Quality of mind

Please comment on candidate's continued engagement with Christian belief and practices, by way of reflection on their faith and what they are called to do in ministry.

Leadership and collaboration

Please refer particularly to the assessment criteria in this section. There are some major differences in the criteria for those who are moving to an assistant ministry and those who are moving to an Incumbent status ministry.

In what ways has the ministry of the candidate empowered and enabled you?

Full guidance will be given in the writing and submission of this report.

Other reports which may be requested

Other Agencies – brief report from outside agencies with whom the curate has worked, indicating ability to work with other partners.

Ecumenical partners – brief report from ecumenical partners with whom curate has worked.

Lay person – brief report from someone who has been enabled to articulate gospel truth.

Training Institution

Representative parish group - to comment on strengths and weaknesses in ministry.

Full guidance will be provided on the need, shape and timing of these reports.

Learning Outcomes

(As suggested by Ministry Division – please note the suggested means of evidence are still in draft form and further guidance is expected from the Ministry Division at a later date)

ASSESSMENT AT THE END OF CURACY

DRAFT ASSESSMENT GRIDS: AT THE COMPLETION OF IME (ASSISTANT MINISTERS)

Basic knowledge – what you should know about it

Performance evidence – what you did

Performance criteria – how you should do it

Range – variety of situation in which you should be able to do it

VOCATION AND MINISTRY WITHIN THE CHURCH OF ENGLAND				
Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Be able to give an account of their vocation to ministry and mission and their readiness to receive and exercise ordained ministry as a priest within the Church of God	Firm in their personal sense of their calling of God to ordained ministry.	Able to relate the outworking of vocation to ordained ministry in the church, community and personal life.	Reflection from candidate and training incumbent articulating the working out of God's calling to ordained ministry during the curacy.	Works out vocation to ordained ministry in church, community and personal settings.
Demonstrate proficiency in a broad range of skills and abilities needed to exercise public ministry and leadership of a local church, and the ability to do this in relatively unsupervised settings. Show developed skills as an effective reflective practitioner.	Principles of acting as a reflective practitioner, using of variety of disciplines eg theology, psychology	Reflects upon their own ministry and that of the church, in a way that leads to changed actions.	Account from self of reflective process and from others of the nature of changed actions resulting from this.	Reflection in a range of disciplines eg theology, psychology, sociology: applying these skills in a variety of church and community settings
Demonstrate working understanding of legal and canonical responsibilities of those in public ministry with supervised responsibilities.	Canon law, Church representation rules, legal responsibilities relating to Church organisation	Conduct all aspects of ministry with reference to legal constraints where appropriate	Account from Training Incumbent Church Wardens and others of the demonstration of the working understanding of legal and canonical responsibilities	Marriage regulations, health and safety regulations. In application to worship, statutory meetings and records, occasional offices etc

VOCATION AND MINISTRY WITHIN THE CHURCH OF ENGLAND

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Administrative responsibilities of those with supervised responsibilities.	Understands the details of administrative requirements of Church life eg church notices, rotas	Is diligent in respect of administration, communicating with others where necessary	Account from Training Incumbent, Church Wardens and others of the demonstration of the understanding and efficient execution of administrative responsibilities.	Communications, filing, data protection, rotas, general church maintenance
Demonstrate gifts for and proficiency in leading public worship and preaching, showing understanding of and good practice in liturgy and worship in a wide range of settings.	Understanding of the nature of worship. Understanding of the nature and use of liturgy, in particular that authorised or allowed within the C of E. Understanding of the nature of the sacraments and their importance within the Christian life. Understanding of the nature and importance of the ministry of the word.	Lead and preach in public worship in a proficient and engaging way, taking account of local context and the traditions of the C of E and collaborating with lay people within their own leadership roles.	Accounts of acts of worship that the individual has led including critical reflections from themselves and others	A variety of acts of worship including, all-age, different church traditions, Eucharistic/non-Eucharistic, formal and informal, inside and outside of church building including collective worship in schools
Demonstrate working understanding of the practices of Christian ministry in a range of public settings, agencies	Understanding of the place and role of the Church, and the C of E in particular, within contemporary society. Understanding of the possibilities for partnership with other organisations and with government agencies.	Networking with others to promote kingdom values. Is able to conduct themselves as a minister in public settings in a manner that is sensitive to context whilst maintaining their own distinctive stance	Accounts of working as a church representative with other partners beyond the church	Where opportunities present for public ministry eg assisting with civic services such as Remembrance services organised by civic authorities, working with schools, residential homes, healthcare professionals and local government bodies, the voluntary sector and businesses.

VOCATION AND MINISTRY WITHIN THE CHURCH OF ENGLAND

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Working with other faith communities where possible.	Understanding of other faiths and their expression within contemporary society in England.	Working with and engaging with other faith communities in a way which shows respect and understanding.	Accounts of working with other faith communities where possible.	Interfaith forums, opportunities for collaborative working where possible projects embrace kingdom values
Demonstrate engagement with ecumenical working relationships, especially with covenanting partners.	Understanding of the distinctive nature and practices of other denominations. Understanding of the C of E's place within the whole church of God and our duty to express our unity in Christ.	Works ecumenically, especially with covenanting partners, showing respect for the beliefs and practices of others	Account by self or ecumenical partners of ecumenical working and understanding	Work in partnership with ecumenical colleagues in local witness and ministry where opportunities are available eg participating in ecumenical worship and assisting in joint projects in mission, ministry and/or community development.
Be able to give an account of their vocation to ministry and mission and their readiness to receive and exercise ordained ministry as a priest within the Church of God	Firm in their personal sense of their calling of God to ordained ministry.	Able to relate the outworking of vocation to ordained ministry in the church, community and personal life.	Reflection from candidate and training incumbent articulating the working out of God's calling to ordained ministry during the curacy.	Works out vocation to ordained ministry in church, community and personal settings.
Demonstrate proficiency in the skills needed to exercise leadership and supervision of others in a position of responsibility by being able to show sophisticated skills as an effective reflective practitioner and the capacity to develop these further	Principles of acting as a reflective practitioner, using of variety of disciplines eg theology, psychology	Reflects upon their own ministry and that of the church, in a way that leads to changed actions.	Account from self of reflective process and from others of the nature of changed actions	Reflection in a range of disciplines eg theology, psychology, sociology: applying these skills in a variety of church and community settings

SPIRITUALITY				
Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate loving service in the Church, expressed in effective and collaborative leadership.	Comprehension of a range of understandings of the nature of collaborative leadership as appropriate to ministry.	Styles of leadership are developed that involve working with others in a way that enables the gifts, experience and insights of all to be used for the common good whilst at the same time working to provide oversight within the structures of the church.	Accounts from those involved in collaborative working under curate's leadership and others in positions of authority within the church	Engages in collaborative leadership in a variety of ways under the oversight of others e.g. of a working group within church or community, of acts of worship involving lay leadership
Discipleship of Christ, and continued pilgrimage in faith in the Holy Spirit	What personal discipleship is, particularly as deacon and priest and the gospel imperative for servant ministry	Appropriate loving service as a Christian disciple is discerned and acted upon, in service that is for the benefit of the other, respects personal boundaries and does not create dependency	Accounts from self and others of loving service, demonstrating humility and grace	Engages in loving service, as part of personal discipleship, as priest or deacon, in a wide variety of settings, in the local church and the community including the mundane and menial.
Show evidence of a life and ministry formed, sustained and energised by trust in and dependence on the gifting and grace of God	Understanding of Christian discipleship as dependent upon that grace.	Shows reliance upon God and upon his gifting as the means by which ministry is sustained.	Personal account of spiritual journey as a Christian. Accounts from others using evidence from personal encounter, and as appropriate from priesting.	Personal conversation, within group settings, in preaching and in testimony to others.

SPIRITUALITY				
Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Be rooted and growing in a life of prayer shaped faithfully within the expectations of public ministry, corporate and personal worship and devotion.	Understanding of ways of prayer and the means of sustaining a life of prayer. Understanding of the Church's expectations of prayer for those in public ministry, including the expectations of public worship.	Regular discipline of public and private prayer, including quiet days or retreats	Evidence from curate and colleagues of public and private pattern of prayer and from others of public pattern. This will include also reference to quiet days or retreats.	Public and private saying of the offices, attendance at alternative forms of worship, devotional reading, peer support eg cell group

PERSONALITY AND CHARACTER

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Show insight, openness, maturity, integrity and stability in the pressure and change entailed in public ministry	Self-knowledge and theological understanding to provide a model for the community.	Ability to judge appropriateness of change	Account from self of reflective process and from others on relation to developing role in ministry and evidence from lay and ordained colleagues	Public ministry and ministry to groups and individuals
Reflect with insight on personal strengths and weaknesses, the gifts brought and vulnerability in response to a new context in ministry	Understanding of self as leader in the context of public ministry	Reflects effectively on own strengths, weaknesses and ministerial style in the context of public ministry. .	Account from self of reflective process in relation to developing leadership in ministry and evidence from lay and ordained colleagues	Engagement in church ministerial review processes and in those initiated by self
Exercise appropriate care of self, through developing sustainable patterns of life and work, and effective support networks in the context of public ministry	Realistic understanding of self, of personal and professional needs, what gives and takes energy. Commitment to establishing appropriate support networks.	Able to be creative and flexible in patterns of self-care, to model the value of such patterns in public ministry and live counter-culturally as necessary. Create and maintain supportive networks, as a result of which accountability and freshness are maintained, and reflected in public ministry.	Account from self and from colleagues	Appropriate pattern of days off and holiday; one-to-one and corporate patterns to support self

RELATIONSHIPS				
Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Form and sustain relationships across a wide range of people in general... marked by integrity, empathy, respect, honesty and insight	Understands that the church is fundamentally relational in nature and that building healthy relationships is foundational to ministry and building a healthy church.	Actively seeks, engages in and promotes healthy relationships whether the relationships be one-to-one or with regard to the corporate life of the church.	Accounts from self and lay people such as, Church wardens and incumbent of the ability to build fruitful relationships.	A variety of settings including the church (at parish, deanery and diocesan levels and ecumenically), the community, and schools.
Show skill and sensitivity in resolving conflict	Has mature understanding of own predisposed reaction to conflict and typical predispositions in others.	Adapts personal style and approach to resolve disagreement. Acts as a peace-maker, enables healthy listening and facilitates the resolution of disagreements	Accounts from self and others of the ability to work through and help others to work through situations of disagreement.	Both inside and outside the church.
Demonstrate good practice in a wide range of pastoral and professional relationships.	Understands the nature of professional relationship within the Church context.	Is able to distinguish friendship and professional relationship, acting in a way that is appropriate to the church context.	Accounts from self, the incumbent and others of appropriate behaviour.	Work and relationships within the church and local communities.

LEADERSHIP AND COLLABORATION

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate ability to supervise others in a limited range of roles and responsibilities.	Understanding of principles of supervision within a Church setting. Understanding of adult learning styles and good practice in training.	Exercises effective training and supervision of others, where required.	Accounts from Incumbent, Churchwardens or appropriate others and those supervised.	Supervision of laity in pastoral, educational, liturgical or nurturing roles.
Demonstrate effective collaborative leadership working effectively as a member of team, as an ordained person.	Knowledge of the principles of collaborative ministry and leadership with regard to lay and ordained roles.	Leads in a manner that promotes collaborative working.	Accounts from self, Incumbent and others of effective developmental leadership within a collaborative setting.	Leadership within collaborative settings that involve the opportunity for development.
Demonstrate ability to use understanding of group dynamics to participate in and lead groups and to reflect with insight on the use and abuse of power	Understanding of clerical authority and obedience within the C of E. Understanding of leadership and service within a collaborative setting.	Leads in a manner that integrates appropriate authority and obedience, as an assistant minister and promotes collaborative working.	Account from Incumbent, Churchwardens and others of leadership style as it encompasses authority and obedience, leadership and service.	Leadership that creates and maintains collaborative working within Church (eg leadership generally within the congregations(s), of committees, teams or working groups) or community.

LEADERSHIP AND COLLABORATION

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
<p>Exercise appropriate accountability and responsibility in a new ministerial context.</p>	<p>Understanding of roles of those bearing authority within the C of E, including an understanding of ordination vows. Understanding of extent of own authority and a realistic understanding of new context.</p>	<p>Leads in a manner that demonstrates, within an assistant role (i) accountability to others as determined within the C of E (ii) responsible actions within one's own role (iii) acceptance of the proper authority of others within the Church of England (iv) developing understanding of new context.</p>	<p>Account from Incumbent, Churchwardens and others in Church leadership within the parish of willingness to be properly accountable and accepting of the legitimate authority of others.</p>	<p>A range of settings of increasing demand according to the stage of curacy in church and community</p>
<p>Demonstrate appropriate use of authority in ways which enable and empower other in their mission and ministry, including colleagues.</p>	<p>Understands the nature of collaborative working and empowerment of others. Understand the nature of the calling of all God's people to discipleship and ministry.</p>	<p>Others are empowered in leadership and service through the minister's own leadership.</p>	<p>Accounts from those whose leadership and service had been enabled including colleagues and Incumbent .</p>	<p>Ministry colleagues, church members, Christians within community.</p>

MISSION AND EVANGELISM

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Participate in and reflect on the mission of God, identifying and engaging in issues of mission and social justice in the context of ministry.	Knowledge of biblical and theological understanding of the mission of God and the imperative for social justice in the context of ministry.	Identifies and reflects on God at work in the world and enable others to reflect on how God is at work.	Account of how reflection on the mission of God is integrated with their practice of ministry.	In the local community and in relation to the local church.
Demonstrate engagement in mission and evangelism in a range of contexts, particularly in the local community and in relation to the local church.	Knowledge of recent cultural trends in contemporary society and of models of engagement in mission and evangelism.	Engagement in mission and evangelism while sustaining relationships with people, who are like-minded and those who differ, marked with integrity, respect, openness and trust, which include ongoing exploration of values, ideals and worldviews.	Account from self, incumbent and others of engagement with contemporary culture, and the challenges and opportunities it has presented for mission and evangelism.	Pastoral settings, including the pastoral offices and speaking of the Christian hope at time of death and to the bereaved, and communal settings with evidence of sustained relationships with people outside church
Demonstrate an ability to nurture others in their faith development.	Knowledge of adult education styles, personality types, models of spiritual growth and development.	Enables others to continue to explore and deepen their personal relationship with God.	Account of enabling others to continue to explore and deepen their personal relationship with God.	In the context of ministry with different groups in church and community.

MISSION AND EVANGELISM

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate ability to communicate gospel truth effectively in the context of ministry with different groups in church and community	Knowledge of gospel truth and the biblical imperative of communicating it.	Speaks of the things of God in a way that is exciting, accessible and attractive, and which is understood by people of 21 st century England in general and their parish in particular.	Accounts from a range of settings in which gospel truth has been communicated in ways that the hearers understand, including critical reflections from themselves and others.	Church settings, including formal worship and teaching to adults, young people and children, and in an all-age context. A range of communal settings as available within the current context of ministry and possible placement opportunity.

FAITH AND QUALITY OF MIND

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Be able to engage confidently with the Bible as text and Scripture as skilled interpreters and communicators in relation to fundamental traditions of Christian thought.	Firm in their grasp of the Bible and a variety of traditions of Christian thought. A working knowledge of models of hermeneutics and a range of communication skills. Awareness of own strengths and weaknesses in communication skills.	Interprets and communicates scriptural truth and Christian doctrine and tradition in an engaging and thought-provoking way which elicits a transformative response from others.	Accounts from a range of settings in which Christian doctrine and tradition and biblical truth have been interpreted and communicated in an engaging and thought-provoking way which produces a transformative response from others.	Church settings, community settings, pastoral settings, including those related to the pastoral offices. Study and/or reflection relating to biblical studies and hermeneutics, mission, pastoral issues, worship and in relation to their own journey of faith and discipleship.
Form and sustain a life of disciplined study and reflection that sustains in leadership.	Self-knowledge of personal aptitude for study and reflection using a variety of means and awareness of its importance in enabling the sustenance of public ministry..	Use a variety of study methods and models of theological reflection appropriate to leadership and personal aptitude.	Evidence of sustained study and reflection throughout IME phase. Account of how particular pieces of study or reflection have had an impact on their public ministry. Evidence of a thought through commitment to ongoing study and reflection to include specific plans for further CPD.	Study and reflection relating to leadership styles and issues.

FAITH AND QUALITY OF MIND

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Give an account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of ordained and public ministry	Self awareness of the interplay between their own personality, discipleship, public ordained ministry and the leadership and oversight of others.	Reflect upon the interdependence of and interaction between their own personality, discipleship, public ordained ministry and the leadership and oversight of others while under supervision.	An account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of leadership and oversight of others.	In the leadership and oversight of others within and beyond the church while under supervision, including work in the wider community.
Interpret and use scripture across a wide range of settings, showing developed exegetical and hermeneutical skills, communicating an understanding and engagement with scripture in ways that enable others to learn and explore.	Knowledge of exegetical and hermeneutical methods and communication skills, including knowledge of their own strengths and weaknesses and CPD needs in this area.	Enables and entuses others to explore and learn about scripture through demonstrating a passion for engaging with biblical texts in a rich and life-transforming manner.	Account of how they have used and interpreted scripture in such a way that others have demonstrably learned about biblical texts and have engaged independently with scripture as a result in a life-transforming way.	Preaching, teaching, leading bible study groups; leading enquirers, nurture and discipleship groups. In pastoral encounters in relation to occasional offices, ministry to the sick and dying and in mission.

FAITH AND QUALITY OF MIND				
Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate continued and disciplined engagement with Christian beliefs and practices.	Knowledge of fundamental Christian doctrines and disciplines, and how these may be differently interpreted within contemporary society and within traditions of the contemporary Church.	Interprets, practices and expounds an appropriate expression of belief and practice in keeping with the context in which they serve as a priest or distinctive deacon.	Account of how and why the relative importance of different Christian beliefs and practices has changed and developed for them over the IME phase.	Personal discipleship, public ministry within and beyond the church. Ecumenical settings. Other traditions within the Church of England.
Be skilled reflective practitioners, able to exercise wise and discerning judgement.	Understanding of the pastoral cycle and methods of theological reflection as they apply to communities	Reflect on practice through journaling, receiving supervision and spiritual direction. Listen carefully to others seeking advice and exercise judgement prayerfully and sensitively.	Account of a challenging ministerial judgement made in terms of the process undertaken, the decision made and the impact on self and on the leadership of the community.	In personal discipleship and public ministry under supervision within and beyond the church.
Demonstrate growing awareness of and reflective engagement with beliefs, practices and spiritualities of other faith traditions.	Knowledge of the titles and leadership structures of other faith communities and local Councils of Faith or equivalents.	Seek opportunities to engage with local leaders and members of other faith traditions and participate in the local Council of Faith or equivalent.	Account of engagement with local leaders and members of other faith traditions, while under supervision, and the impact that has had on self, them and others.	Engagement with members of other faith traditions in locality.

ASSESSMENT GRIDS: INCUMBENT LEVEL

Basic knowledge – what you should know about it **Performance criteria** – how you should do it
Performance evidence – what you did **Range** – variety of situation in which you should be able to do it

VOCATION AND MINISTRY WITHIN THE CHURCH OF ENGLAND

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Be able to give an account of their vocation to ministry and mission and their readiness to receive and exercise ordained ministry as a priest within the Church of God	Firm in their personal sense of their calling of God to ordained ministry.	Able to relate the outworking of vocation to ordained ministry in the church, community and personal life.	Reflection from candidate and training incumbent articulating the working out of God's calling to ordained ministry during the curacy.	Works out vocation to ordained ministry in church, community and personal settings.
a readiness to exercise oversight and leadership	Understanding of the requirements of the role of Incumbent within the C of E, with particular reference to leadership and oversight.	Engages in a ministry that includes leadership and oversight showing the ability to function as an Incumbent within the C. of E.	Account from training Incumbent and others of their readiness to fulfill a calling to the role of the Incumbent.	A variety of Church and community settings.
Demonstrate proficiency in the skills needed to exercise leadership and supervision of others in a position of responsibility by being able to show sophisticated skills as an effective reflective practitioner and the capacity to develop these further	Principles of acting as a reflective practitioner, using of variety of disciplines eg theology, psychology	Reflects upon their own ministry and that of the church, in a way that leads to changed actions.	Account from self of reflective process and from others of the nature of changed actions	Reflection in a range of disciplines eg theology, psychology, sociology: applying these skills in a variety of church and community settings

VOCATION AND MINISTRY WITHIN THE CHURCH OF ENGLAND (continued)

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate working understanding of legal and canonical responsibilities of those having oversight and responsibility	Canon law, Church representation rules, legal responsibilities relating to Church organization	Conduct all aspects of ministry with reference to legal constraints where appropriate	Account from Training Incumbent, Church Wardens and others of the demonstration of the working understanding of legal and canonical responsibilities	Marriage regulations, health and safety regulations. In application to worship, buildings and grounds, statutory meetings and records, occasional offices etc
Administrative responsibilities of those having oversight and responsibility	Understands the details of administrative requirements of Church life eg church notices, rotas	Is diligent in respect of administration, communicating to others where necessary	Account from Training Incumbent, Church Wardens and others of the demonstration of the understanding of administrative responsibilities.	Communications, filing, data protection, rota, cleaning and maintenance,
Demonstrate skills in presiding in public worship in the congregation(s) in ways that foster rich corporate worship	Understanding of the nature of worship. Understanding of the nature and use of liturgy, in particular that authorized or allowed within the C of E. Understanding of the nature of the sacraments and their importance within the Christian life. Understanding of the nature and importance of the ministry of the word.	Preside in public worship in a way that fosters rich corporate worship, taking account of local context and the traditions of the C of E and engaging with lay people within their own leadership roles.	Accounts of acts of worship that the individual has led including critical reflections form themselves and others	A variety of acts of worship including, all-age, different church traditions, Eucharistic/non-Eucharistic, formal and informal, BCP and Common worship, fresh expressions, inside and outside of church including collective worship in schools

VOCATION AND MINISTRY WITHIN THE CHURCH OF ENGLAND (continued)

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate ability to take a leading role in working with other partners representing the church in public life and other institutions	Understanding of the place and role of the Church, and the C of E in particular, within contemporary society. Understanding of the possibilities for partnership with other organizations and with government.	Networking with others to promote kingdom values. Acting as a leader within the community. Is able to conduct themselves as a minister in public settings in a manner that is sensitive to context whilst maintaining their own distinctive stance	Accounts of taking a leading role in working as a church representative with other partners,	Where opportunities present for public ministry eg civic services, Remembrance services organized by civic authorities, working with county schools, residential homes, healthcare professionals and local government bodies, the voluntary sector and businesses.
Working with other faith leaders where possible.	Understanding of other faiths and their expression within contemporary society in England.	Working with and engaging with leaders of other faiths in a way which shows respect and understanding and builds up community.	Accounts of working with other faith leaders where possible.	Interfaith forums, opportunities for collaborative working where possible projects embrace kingdom values
Demonstrate the ability to work ecumenically	Understanding of the distinctive nature and practices of other denominations. Understanding of the C of E's place within the whole church of God and our duty to express our unity in Christ.	Works ecumenically showing respect for the beliefs and practices of others	Account by self or ecumenical partners of ecumenical working and understanding	Work in partnership with ecumenical colleagues in local witness and ministry eg leading ecumenical worship, working together in joint projects
And to encourage ecumenical co-operation	Understanding of the possibilities and constraints in working with other denominations	Proactively encourages ecumenical co-operation at ministerial and lay levels	Co-operative working can be described by self or others.	Working together in mission and ministry where opportunities are available.

SPIRITUALITY

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate loving service in the church ... in personal discipleship	What personal discipleship is and the gospel imperative for servant ministry	Appropriate loving service as a Christian disciple is discerned and acted upon, service that is for the benefit of the other, respects personal boundaries and does not create dependency	Accounts from self and others of loving service, demonstrating humility and grace	Engages in loving service, as part of personal discipleship in a wide variety of settings, in the local church and the community including the mundane and menial.
in diaconal and priestly ministry	Understanding of the nature of ordained ministry. as one of service with and behalf of the church in the service of the kingdom and community	Appropriate loving service as a Deacon or Priest is discerned and acted upon, service that is for the benefit of the other, respects personal boundaries, enables the other and does not create dependency	Account from self and others of how this role has led to loving service	Engages in loving service, within role as Deacon or Priest in a wide variety of settings, in the local church and the community, including the mundane and menial.
in collaborative leadership	Comprehension of a range of understandings of the nature of collaborative leadership	Styles of leadership are developed that involve working with others in a way that enables the gifts, experience and insights of all to be used for the common good.	Accounts from those involved in collaborative working under curate's leadership and others in positions of authority within the church	Engages in collaborative leadership in a variety of ways eg of a working group within church or community, of acts of worship involving lay leadership.
and oversight of others	Understanding of the Episcopal nature of the role of the Incumbent and similar ministers in relation to the oversight of others	Engages in oversight that guides, enables and encourages others	Accounts from those experiencing the oversight and Training Incumbent.	Engages in effective oversight of others engaged in pastoral and leadership activities
In faithful response to the leading of the Holy Spirit	Understanding of doctrine of the Holy Spirit as active in the Church, the individual and the world	Takes actions in ministry in response to the promptings of the Spirit that promote the fruits of the Spirit.	Accounts from Training Incumbent and other colleagues and others of process of personal reflection and discernment	Takes time to listen to the promptings of the Spirit in prayer, through scripture, through the words of others.

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Show evidence of a life and ministry formed, sustained and energised by trust in and dependence on the gifting and grace of God	Understanding of the grace of God, as described in Biblical texts and exegesis, in within systematic theology and in accounts of Christian experience. Understanding of Christian discipleship as dependent upon that grace.	Reliance upon God and upon his gifting are the means by which ministry is sustained, rather than reliance upon other factors such as the fulfilment of personal need.	Personal account of spiritual journey as a Christian. Personal evidence of Biblical study for devotional purposes. Accounts from others using evidence from priesting and personal encounter.	Has been able to articulate dependence and trust upon God in personal conversation, within group settings, in preaching and in testimony to others.
Form and sustain a life of prayer that provides sustenance for the strains and joys of leadership	Understanding the necessity for prayer as the foundation of Christian discipleship. Understanding of the nature of prayer and different forms of prayer. Understanding of different patterns of prayer that sustain in leadership	Prayer in a variety or forms, corporate and individual provides the chief sustenance for ministry.	Be able to describe a daily and weekly pattern of prayer and additional support that has been used e.g. retreats, Spiritual Director. Be able to describe a spiritual journey.	Pattern of prayer includes; Daily devotion Corporate worship at least weekly, retreat time, peer support eg Spiritual Director, Cell group

PERSONALITY AND CHARACTER

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Show insight, openness, maturity, integrity and stability in the pressure and change entailed in public ministry	Self-knowledge and theological understanding to provide a model for the community.	Ability to judge appropriateness of change	Account from self of reflective process and from others on relation to developing role in ministry and evidence from lay and ordained colleagues	Public ministry and ministry to groups and individuals
Be able to facilitate and enable change	Understanding of models of change management	Facilitates change in church and communal settings	Account from self and from others involved in change management	Settings in larger and smaller church community contexts
Engage with others to reflect with insight on a personal style of leadership, its strengths and weaknesses in context, and demonstrate appropriate development	Styles of leadership in ministry in relation to understanding of self as leader in the context of the needs of the community	Reflects effectively on ministerial style, strengths and weaknesses, integrating and sifting where appropriate, and as a result models reflection in ministry and initiates development in others.	Account from self of reflective process in relation to developing leadership in ministry and evidence from lay and ordained colleagues	Engagement in church ministerial review processes and in those initiated by self

PERSONALITY AND CHARACTER (continued)

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Exercise appropriate care of self, through developing sustainable patterns of life and work, and effective support networks	Realistic understanding of self, of personal and professional needs, what gives and takes energy. Commitment to establishing appropriate support networks.	Able to be creative and flexible in patterns of self-care, to model the value of such patterns in public ministry and speak prophetically to the prevailing culture. Building creatively on supportive networks, as a result of which accountability and freshness are maintained, and reflected in public ministry.	Account from self and from colleagues	Appropriate pattern of days off and holiday; one-to-one and corporate patterns to support self
facilitate the appropriate care of colleagues	Models of support for others and understanding of diversity of needs of others	Experienced as a supportive and constructively critical colleague	Account from self, key figure in support network and from colleagues supported	Incumbent, other colleagues, lay and ordained, and key relationships in wider community

RELATIONSHIPS

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Form and sustain relationships across a wide range of people in general...marked by integrity, empathy, respect, honesty and insight	Understands that the church is fundamentally relational in nature and that building healthy relationships is foundational to ministry and building a healthy church.	Actively seeks, engages in and promotes healthy relationships whether the relationships be one-to-one or with regard to the corporate life of the church.	Accounts from self and lay people such as, Church wardens and incumbent of the ability to build fruitful relationships.	A variety of settings including the church (at parish, deanery and diocesan levels and ecumenically), the community, and schools.
Show skill and sensitivity in resolving issues of conflict	Has mature understanding of own predisposed reaction to conflict and typical predispositions in others.	Adapts personal style and approach to resolve disagreement. Acts as a peacemaker, enables healthy listening and facilitates the resolution of disagreements	Accounts from self and others of the ability to work through and help others to work through situations of disagreement.	Both inside and outside the church.
Within the church community and the formation of a corporate life in the presence of diversity within that community	Understanding of the church as community and as the body of Christ.	Aware of factors affecting healthy church, such as passionate spirituality, enabling leadership, healthy small groups, effective collaborative ministry etc.	Accounts from self, the incumbent and others of the ability to promote the corporate life of the church	Work with existing and new groups and with the whole range of church members regardless of age or background.
Demonstrate good practice in a wide variety of pastoral and professional relationships ...	Understanding of the fundamental aspects of healthy professional and pastoral relationships, including knowledge of the current codes for the professional conduct of the clergy.	Application of fundamental issues relating to pastoral relationships in terms of gender, power, and safeguarding, co-dependency issues etc.	Accounts from self and others of the ability to exercise pastoral care of individuals and of the ability to maintain professional and safe boundaries.	Hospital visiting, care of the sick and dying, crisis visiting. Visiting in relation to pastoral offices. Developing good relationships with community bodies/groups eg. schools

RELATIONSHIPS (continued)

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate the ability to supervise others in the conduct of pastoral relationships	Understanding of the necessity of good supervision of those who minister in the name of the church.	Understanding of the basic elements (including legal frameworks); of Conducts supervision in a manner that recognises basic statutory frameworks of both volunteers and staff.	Accounts from a person supervised by the curate commenting on the level of guidance, support and development in role of the curate.	Supervision of worship leaders, volunteers in the church. (Where possible supervision of employed staff).

LEADERSHIP AND COLLABORATION

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate ability to supervise and manage others, lay and ordained, in formal settings of training and practice.	Understanding of principles of supervision and management within a Church setting. Understanding of adult learning styles and good practice in training.	Exercises effective training, supervision and management of laity and (where possible) clergy.	Accounts from Incumbent, Churchwardens and appropriate others.	Supervision and management of laity and junior clergy (where possible) in pastoral, educational, liturgical and nurturing roles. Supervision and management of laity and clergy (where possible) in pastoral, educational, liturgical and nurturing roles.
Demonstrate effective collaborative leadership and the ability to exercise this in a position of responsibility	Knowledge of the principles of collaborative ministry and leadership within this setting.	Leads in a manner that promotes collaborative working. Is able to take responsibility in a leadership position.	Accounts from self, Incumbent and others of effective developmental leadership within a collaborative setting.	Leadership within collaborative settings that involve the opportunity for development.
Show an integration and integrity of authority and obedience, leadership and service that enables the exercise of collaborative leadership.	Understanding of clerical authority and obedience within the C of E. Understanding of leadership and service within a collaborative setting.	Leads in a manner that integrates appropriate authority and obedience, leadership and service and furthers collaborative working.	Account from Incumbent, Churchwardens and others of leadership style as it encompasses authority and obedience, leadership and service.	Leadership that creates and maintains collaborative working within Church (eg leadership generally within the congregation(s), of committees, teams and working groups) and community.

LEADERSHIP AND COLLABORATION (continued)

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
<p>Exercise appropriate accountability and responsibility in faithfully and loyally receiving the authority of others, consistent with a position of authority</p>	<p>Understanding of roles of those bearing authority within the C of E, including an understanding of ordination vows. Understanding of extent of own authority.</p>	<p>Leads in a manner that demonstrates (i) accountability to others as determined within the C of E (ii) responsible actions within one's own role (iii) acceptance of the proper authority of others within the Church of England</p>	<p>Account from Incumbent, Churchwardens and others in Church leadership within the parish of willingness to be properly accountable and accepting of the legitimate authority of others and of responsibility exercised in parish and local community.</p>	<p>Is responsive to the authority of the Incumbent and wardens, the Bishop and Archdeacons, and Diocesan Officers to whom authority is delegated by the Bishop.</p>
<p>Showing an integration and integrity of authority and obedience, leadership and service that empowers and enables others in their leadership and service.</p>	<p>Understands the nature of collaborative working and empowerment of others. Understand the nature of the calling of all God's people to discipleship and ministry.</p>	<p>Others are empowered in leadership and service through the minister's own leadership.</p>	<p>Accounts from those whose leadership and service had been enabled and from Incumbent.</p>	<p>Enables others in leadership and service, for example as leaders of house groups and nurture groups, as leaders of committees and task groups, as pastors, within the liturgy and within the community showing within themselves authority and leadership.</p>

MISSION AND EVANGELISM

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate understanding of the imperatives of the gospel and the nature of contemporary society and skills in articulating and engaging in appropriate forms of mission in response to them.	Knowledge of gospel truth and the biblical imperative of communicating it.	Speaks of the things of God in a way that is exciting, accessible and attractive, and which is understood by people of 21 st century England in general and their parish in particular.	Accounts from a range of settings in which gospel truth has been communicated in ways that the hearers understand, including on an impromptu basis, and critical reflections from themselves and others.	Church settings, including formal worship and teaching to adults, young people and children, and in an all-age context. Community settings, necessarily including occasions when the priest has initiated the faith conversation Pastoral settings, including the pastoral offices and speaking of the Christian hope at time of death and to the bereaved. School settings.
Demonstrate an ability to lead and enable others in faithful witness and to foster mission shaped churches.	Understanding of the principles of collaborative ministry and leadership as they relate to cross-cultural evangelism, church planting and fresh expressions of church.	Leads in a manner that demonstrates and promotes faithful witness and fosters mission shaped churches.	Accounts from individual with whom they have worked to foster a mission shaped initiative.	Both continuing and fresh expressions of church.
Demonstrate understanding of the nature of contemporary society with different groups in church and community.	Knowledge of recent cultural trends in contemporary society.	Sustain relationships with people, who are like-minded and those who differ, marked with integrity, respect, openness and trust, which include ongoing exploration of values, ideals and worldviews.	Account of engagement with a contemporary culture, and the challenges and opportunities it has presented for mission and evangelism, including evidence of sustained relationships with people outside church.	Both within the immediate congregation and outside the church setting.

MISSION AND EVANGELISM (continued)

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate an ability to nurture others in their faith development. Enable others to articulate gospel truths and participate in their proclamation.	Knowledge of adult education styles, personality types, models of spiritual growth and development.	Enables others to continue to explore and deepen their personal relationship with God.	Account of enabling others to continue to explore and deepen their personal relationship with God. Account from themselves and others of ways in which they have taught and encouraged people to articulate gospel truths and participate in their proclamation.	Both within the immediate congregation and outside the church setting.
Participate in and reflect on the mission of God	Knowledge of the conceptual framework of <i>missio Dei</i>	Identifies and reflects on God at work in the world and enable others to reflect on how God is at work.	Account of how reflection on the mission of God is integrated with their practice of ministry.	Both within the immediate congregation and outside the church setting.
identifying and engaging in issues of mission and social justice in the context of ministry.	Knowledge of the biblical imperative for social justice.	Enables others in social justice roles. Develops the awareness and engagement of both congregation and community in issues social justice.	Account of how they have raised awareness and engagement, including reflections from those involved.	Both within the immediate congregation and outside the church setting.

FAITH AND QUALITY OF MIND

Learning outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Be able to engage confidently with the Bible as skilled interpreters and communicators in relation to fundamental traditions of Christian thought.	Firm in their grasp of the Bible and a variety of traditions of Christian thought. A working knowledge of models of hermeneutics and a range of communication skills. Awareness of own strengths and weaknesses in communication skills.	Interprets and communicates scriptural truth and Christian doctrine and tradition in an engaging and thought-provoking way which elicits a transformative response from others.	Accounts from a range of settings in which Christian doctrine and tradition and biblical truth have been interpreted and communicated in an engaging and thought-provoking way which produces a transformative response from others.	Church settings, community settings, pastoral settings, including those related to the pastoral offices. Study and/or reflection relating to biblical studies and hermeneutics, mission, pastoral issues, worship and in relation to their own journey of faith and discipleship.
Demonstrate a readiness and openness for a ministry of oversight and vision, expressed in continued study, reflection, openness to new insights, maturity and physical self care.	Knowledge of role of theological and reflective leadership and self-knowledge in terms of physical strengths and limitations and the ability to recognise signs of undue stress in themselves and take necessary action to alleviate it.	Has a Rule of Life which demonstrates maturity in matters of prayer, theological reflection, study, personal discipleship, relationships and time for rest, recreation and leisure. Is open to new insights and creativity in the practice of ministry within the Church.	Account of rule of life governing matters of prayer, theological reflection, ongoing study, personal discipleship, relationships and time for rest, recreation and leisure. Account of an example where they have exercised creativity and demonstrated openness to new insights in the practice of ministry within the Church.	Church settings, community settings, pastoral settings, including those related to the pastoral offices and school settings. Study and/or reflection relating to biblical studies and hermeneutics, mission, pastoral issues, worship and in relation to their own journey of faith and discipleship.

FAITH AND QUALITY OF MIND (continued)

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Form and sustain a life of disciplined study and reflection that sustains in leadership.	Self-knowledge of personal aptitude for study and reflection using a variety of means and awareness of its importance in enabling the sustenance of public ministry <i>and leadership</i> .	Use a variety of study methods and models of theological reflection appropriate to leadership and personal aptitude.	Evidence of sustained study and reflection throughout IME phase. Account of how particular pieces of study or reflection have had an impact on their public ministry. Evidence of a thought through commitment to ongoing study and reflection to include specific plans for further CPD.	Study and reflection relating to leadership styles and issues.
Give an account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of leadership and oversight of others.	Self awareness of the interplay between their own personality, discipleship, public ordained ministry and the leadership and oversight of others.	Reflect upon the interdependence of and interaction between their own personality, discipleship, public ordained ministry and the leadership and oversight of others.	An account of how personal commitment to Christ and discipleship is being shaped within the roles and expectations of leadership and oversight of others.	In the leadership and oversight of others within and beyond the church, including work in the wider community.

FAITH AND QUALITY OF MIND (continued)

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Interpret and use scripture across a wide range of settings, showing developed exegetical and hermeneutical skills, communicating an understanding and engagement with scripture in ways that enable others to learn and explore.	Knowledge of exegetical and hermeneutical methods and communication skills, including knowledge of their own strengths and weaknesses and CPD needs in this area.	Enables and enthuses others to explore and learn about scripture through demonstrating a passion for engaging with biblical texts in a rich and life-transforming manner.	Account of how they have used and interpreted scripture in such a way that others have demonstrably learned about biblical texts and have engaged independently with scripture as a result in a life-transforming way.	Preaching, teaching, leading bible study groups; leading enquirers, nurture and discipleship groups. In pastoral encounters in relation to occasional offices, ministry to the sick and dying and in mission.
Demonstrate continued and disciplined engagement with Christian beliefs and practices.	Knowledge of fundamental Christian doctrines and disciplines, and how these may be differently interpreted within contemporary society and within traditions of the contemporary Church.	Interprets, practices and expounds an appropriate expression of belief and practice in keeping with the context in which they serve as a priest.	Account of how and why the relative importance of different Christian beliefs and practices has changed and developed for them over the IME phase.	Personal discipleship, public ministry within and beyond the church. Ecumenical settings. Other traditions within the Church of England.
As skilled practitioners demonstrate ability to energise and enable creative theologically-informed practice.	Understanding of the pastoral cycle and methods of theological reflection as they apply to communities	Reflect on practice through journaling, receiving supervision and spiritual direction. Listen carefully to others seeking advice and exercise judgement prayerfully and sensitively.	Account of a challenging ministerial judgement made in terms of the process undertaken, the decision made and the impact on self and on the leadership of the community.	In personal discipleship and public ministry within and beyond the church.

FAITH AND QUALITY OF MIND (continued)

Learning Outcome	Basic knowledge	Performance criteria	Performance evidence	Range
Demonstrate ability to develop and sustain dialogue with representatives of other religious traditions.	Knowledge of the titles and leadership structures of other faith communities and local Councils of Faith or equivalents.	Seek opportunities to engage with local leaders and members of other faith traditions and participate in the local Council of Faith or equivalent.	Account of engagement with local leaders and members of other faith traditions and the impact that has had on self, them and others.	Engagement with members of other faith traditions in locality.

Appendix: Information for New Deacons in Yorkshire Dioceses

incl Registration of Interest form