

ANZATFE Conference 2017

**‘Pedagogical Practices for Formation’**

**Tuesday 5 - Thursday 7 December**

**Morling College, Macquarie Park, NSW.**



**Welcome, Timetable, Keynote Speakers and Elective Workshops**

**ANZATFE BIENNIAL CONFERENCE 2017**

Welcome to the ANZATFE Biennial Conference 2017

We are delighted that you can participate in, and contribute to, the 2017 Biennial Conference of the Australian and New Zealand Association for Theological Field Education.

We hope that you will enjoy the beauty of Sydney, the hospitality of Morling College, and the diversity of denominational traditions represented at our Conference.

The Conference theme is, *Pedagogical Practices for Formation*, and we look forward to listening and learning from the wisdom and experience not only of the keynote speakers but also from one another. We are denominationally different, but we are all committed to the evangelisation of our increasingly secular communities, to theological education and pastoral formation for ministry. We draw on the wisdom of the Word of God, contemporary theology, and life experience as we engage in dialogue about mutual concerns.

The theme of the Conference is an invitation to think not only about initial formation but about lifelong formation, for we live in changing cultural contexts which present both possibilities and problems for people of faith. We can no longer presume that Christianity is the foundational story for our societies and, as we read the signs of the times, we seek new ways of bearing witness to the Lord in ways relevant to the young and the not so young in our communities.

Like all Conferences, the opportunity for personal and institutional networking is a bonus in addition to the content of the keynotes and the workshops.

We welcome you and hope that you will enjoy the Conference, contribute to the conversations, make good links with other persons and institutions, and benefit from both the scholarship and wisdom of one another.

Looking forward to meeting and learning from you.

Rev. Associate Professor Michael A. Kelly, CSsR

*President:* ANZATFE, and on behalf of the Executive

Revd Canon Dr Richard Trist, Revd Dr Cecilia Francis and Revd Sean Gilbert

**ANZATFE Conference Timetable**

**Theme: *“Pedagogical Practices for Formation”***

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| **Tuesday 5th December 2017** | | | |
| 10.00 | Registration and Morning Tea | | |
| 11.00 | Gathering Worship & Introductions | | |
| 11.30 | **Keynote Session 1** – Prof. Perry Shaw, Baptist Theological Seminary, Beirut.  *Title*: *Bridging Classroom and Life in Theological Reflection* | | |
| 1.00 | Lunch | | |
|  | **Elective Workshops Session1:** | | |
| 2.00-3.30 | Prof. Perry Shaw | Promoting Growth Towards the Ideal Christian Leader. | |
| 2.00-2.45 | Pastor Graeme Flett | Hidden Curricula of the institution? Constructing a Sensor  Template for whole person learning. | |
| 2.00-2.45 | Bruce Hulme | Talking the Walk – pedagogy for micro and macro theological reflection for holistic Christian formation | |
| 2.45-3.30 | Diane Hockridge | Online pedagogical practices for formation | |
| 2.45-3.30 | Rev. Dr Christine Sorenson | Formation and the culture of busyness | |
| 3.30 | Afternoon Tea | | |
|  | **Elective Workshops Session 2** | | |
| 4.00-4.45 | Rev. Dr Anne Mallaby | | Supervised Theological Field Education (STFE) as Intercultural Conversation |
| 4.00-4.45 | Pastor Linda Flett | | Designing Integrative Assessments for Field Education |
| 4.45-5.30 | Dr Rick Ferret, Dr Erika Puni  & Pastor Mike Parker | | The Challenges in Providing Pastoral Mentorship to Students Studying by Distance Mode |
| 4.45-5.30 | Rev. Dr Graeme. O’Brien | | Two Years of Intentional Reflective Practice for Post-Ordination Professional Development: What has been learnt. |
| 5.30 | Orientation for those new to ANZATFE or STFE Coordination | | |
|  | Free time | | |
| 6.30 | Conference Dinner – Speaker: Revd Dr Karina Kreminski  *Title: Developing habits for the embodiment of a missional spirituality* | | |
| **Wednesday 6th December 2017** | | | |
| 7.30 | Breakfast (residential delegates) | | |
| 9.00 | Morning Worship | | |
| 9.30 | **Keynote Session 2** – Prof. James Dalziel, Morling College  *Title: Is Learning Design helpful for Formation? Can it be unhelpful?* | | |
| 11.00 | Morning Tea | | |
| 11.30 | **Keynote Session 3** – Rev. Dr Geoff Broughton, Charles Sturt University  *Title*: *Formation through conversation: mentoring, supervision and coaching in the face of online education.* | | |
| 1.00 | Lunch | | |

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|  | **Elective Workshops Session 3** | |
| 2.00 -3.30 | Prof. James Dalziel | Learning Designs for Theological Formation |
| 2.00-3.30 | Rev. Dr Geoff Broughton | ‘Intentional Pastoral Practice”: an Anglican model of formation (including regional and emote field education). |
| 2.00-2.45 | Rev. Sean Gilbert | The Teacher & Spiritual Formation |
| 2.45-3.30 | Rev. Dr Mark Johnston | Redesigning Field Education for Missional Leadership Skills, Pastures and Innovation |
| 3.30 | Afternoon Tea | |
| 4.00 | Free Time/ Caucus Meetings /Sharing resources and ideas | |
| 6.30 | Social Evening | |
|  | | |
| **Thursday 7th December 2017** | | |
| 7.30 | Breakfast (residential delegates) | |
| 9.00 | Morning Worship | |
| 9.30 | Plenary with speakers: Prof. Shaw, Prof. Dalziel, Rev. Dr Broughton | |
| 11.00 | Morning Tea | |
| 11.30 | ANZATFE AGM, plans for next Conference & closing worship | |
| 12.30 | Lunch | |
| Depart |  | |

Keynote Speakers

**KEYNOTE SPEAKERS**



**Professor Perry Shaw, BA, BTh, DipEd, Med, ThM, EdD**

*Keynote*: *Bridging Classroom and Life in Theological Reflection*.

Perry and his family have been serving in the Middle East since 1990. During the 1990s Perry was involved in helping in the establishment of extension centres in Syria for the Program for Theological Education by Extension. He then taught at the Near East School of Theology (Beirut) during the early years of the millennium, joining the ABTS Faculty in 2007.

In addition to being a Faculty member at ABTS, Perry is a curriculum and faculty development consultant to regional schools and ministries throughout Asia, Africa, Europe, and the Middle East, and is active in the missional theological education movement within the International Council for Evangelical Theological Education (ICETE). Perry’s passion is to help ABTS and other theological schools to develop and implement multidimensional purpose-driven curricula that promote the development of missional leadership. Perry serves on the Peer Review Committee of the Christian Education Journal, the MTh/EdD/PhD in Education Programmes Committee for the Asia Graduate School of Theology (AGST Alliance), and the Theological Education Programme Board for the London School of Theology.

Perry has published the following educational texts: Transforming Theological Education (Carlisle: Langham), The Art of Teaching (Amman: PTEE; translated to Arabic, Farsi, and Urdu), and The Acts of the Apostles (Amman: PTEE; translated to Arabic). He has also published numerous articles in the fields of Christian Education and Leadership Studies.

**Professor James Dalziel, BA (Hons), PhD (Syd), Grad Cert Ed Stud, MAPS**

*Keynote*: *Is Learning Design helpful for Formation? Can it be unhelpful?*

James Dalziel joined Morling College in April 2016 as Dean of Education, and is a Professor of the University of Divinity. James’ interests including Educational Technology, Learning Design, Christian Education and Moral Values in Education. James was previously Professor of Learning Technology and Director of the Macquarie E-Learning Centre of Excellence (MELCOE) at Macquarie University from 2003-2015. Before this he was at the University of Sydney as a Senior Lecturer in the Institute for Teaching and Learning (2001-2003), and a Lecturer and Associate Lecturer in Psychology (1995-2001).

James is a member of the Academic Board of the Australian College of Theology, and a Research Fellow at The Excellence Centre at Pacific Hills Christian School. He leads the development of the open source “LAMS” (Learning Activity Management System) software – a Learning Design system used in schools and universities around the world. James has over 80 publications – including his recent edited book “Learning Design: Conceptualizing a Framework for Teaching and Learning Online” (Routledge, 2016)

**Rev. Dr Geoff Broughton, DipYthMin, MATheol, ThM, PhD (CSU)**

*Keynote: Formation through conversation: mentoring, supervision and coaching in the face of online education*.

Geoff Broughton is Lecturer in Christian Theology and Practical Theology at St Mark's National Theological Centre in Canberra, a partner in the School of Theology of Charles Sturt University. His research interests include the connections between Jesus Christ and justice after more than a decade of inner city life and nearly two decades of Anglican ministry.

Geoff has taught various courses in Australia and the USA in youth ministry, popular culture, ethics and Christian spirituality. Through St Mark's Geoff is also involved in clergy training, formation and supervision for a number of Anglican dioceses across Australia.

**Dinner Speaker**

**Rev Dr Karina Kreminski BA, BMin, DipTheol, DMin**

*Developing habits for the embodiment of a missional spirituality*

Karina was the Senior Pastor of Community Life Church Cherrybrook and was ordained in 2002. She ministered there for 13 years. Karina has completed her doctorate in missional studies focusing on the formation of a missional church and missional spirituality. She has also been involved in denominational leadership serving on various councils and the vision committee.

Karina blogs regularly for Missio Alliance and also preaches at churches, conferences and events.

She also enjoys mentoring leaders for ministry. Karina belongs to a church in the inner city of Sydney and is in the early stages of planting a church there.

Session 1: Tuesday 5 December

Elective Workshops

**2.00pm – 3.30pm:**

**Presenter:** Prof. Perry Shaw

*Title:* ***Promoting Growth Towards the Ideal Christian Leader*.**

A central goal of theological education is to develop faithful men and women who can help the church to impact society. But this is a life-long journey, step by step. This workshop will investigate the value of a holistic “Profile of an Ideal Christian Leader” as preferable to the “Graduate Profile” common in many schools and courses. We will work together in building a relevant holistic profile, using the experience at the Arab Baptist Theological Seminary as a case study of one way in which this might be accomplished. In the final section, we will investigate possible ways in which such a “profile” might become an accountability partner for our practice

**2.00pm-2.45pm:**

**Presenter:** PastorGraeme Flett, National Internship Coordinator

Lecturer: Theology, Laidlaw College, Auckland, NZ.

*Title:* ***Hidden Curricula of the institution? Constructing a Sensory Template for whole person learning.***

Perry Shaw describes *the hidden or implicit curriculum* of an institution as “the potent sociological and psychological dimensions of education which are usually caught rather than intentionally taught.” This raises questions about digital media and its influence upon modern communication to form understanding and ways of “being in the world.”   In this presentation, I would like to add a further dimension to Shaw’s schema by exploring the notion of media ecology as hidden curriculum. That is, how might the adoption of new modalities of communication shape behaviour. This begs deeper questions; to what extent *is the medium the message* within the academy? What formal causes underpin institutional life and practice? This workshop will attempt to construct an evaluative template by which to chart more clearly old and new forms of communication technology, their historical and ecological imprint on the institution and their sensory footprint.

**2.00pm-2.45pm:**

**Presenter:** Bruce Hulme, PhD candidate (Flinders University)  
 Lecturer in Formation and Practicing Theology  
 School of Ministry, Theology and Culture, Tabor College of Higher Education,

S. Australia  
 *Title:* **Talking the Walk – pedagogy for micro and macro theological reflection for**

**holistic Christian formation**

How might theological educators help students ‘talk their walk’ at both a micro level (TR upon particular steps) and a macro level (TR upon their broader journey) in ways that nurture a *habitus*for holistic Christian formation? This is the focus of Bruce’s current PhD thesis, *Talking the Walk: towards a pedagogy for forming theological reflection*. This workshop briefly summarises the theoretical underpinnings of the research, before exploring two practical approaches: a critical incident report through lens of *shalom* (micro TR), and an adaptation of a storyboard, timeline exercise (macro TR).

**2.45pm-3.30pm:**

**Presenter:** Diane Hockridge, PhD Candidate,  
 Educational Designer, Ridley College  
 Macquarie University

Title: ***Online pedagogical practices for formation***

It is often assumed that we cannot successfully address student formation in online learning contexts. This workshop will explain how we can identify pedagogical practices for formation that encourage and support online student formation. It will present findings to date from the Formational Learning Design

Project which has been implementing and researching online learning designs for student formation at Ridley College over the past three years. Drawing on data gathered from students and educators involved in online offerings of Field Education and Guided Spiritual Formation it will share the emerging set of pedagogical practices that have been identified as effectively contributing to online student formation.

**2.45pm-3.30pm:**

**Presenter:** Rev. Dr Christine Sorensen

Dean of Formation: United Theological College & Uniting Mission and Education

The Uniting Church in Australia, Synod of NSW and the ACT, North Parramatta, NSW

*Title:* ***Formation and the culture of busyness***

A culture of busyness often pervades the ministerial setting, and is seen in statistics on stress and burnout among ministers that are above national averages. Formation programmes are frequently seen as having heavy work-loads and being high stress. How do we create formation programmes that build healthy work patterns rather than perpetuating stressful ministerial work patterns?

Work engagement is the healthy cousin of burnout, described as a work-related state of well-being and is characterised by vigour, dedication and absorption. Research on work engagement of religious professionals identifies how job resources (as opposed to job demands) can be optimised and points to the impact of spiritual resources on work engagement. In this interactive workshop work engagement, self-care, and preventing burnout and stress, will be explored for insights on creating environments and formation programmes that promote healthy well-being resulting in transitions to ministry that deal positively with the high stress demands inherent in many ministry roles.

Session 2: Tuesday 5 December

**4.00pm–4.45pm -**

**Presenter:** Rev. Dr Anne Mallaby

Lecturer in Pastoral Studies

Whitley College in Melbourne, Australia

*Title:* *Supervised Theological Field Education (STFE) as Inter-cultural Conversation*

Pastoral supervision prioritizes experience as the starting point for theological reflection, and lived experience always occurs in a context. Within supervisory relationships, both individual and group, serious engagement with culture and communication needs to take place.

The case study that forms the basis of this paper, draws on the group supervisory experience within the ministry formation process of the Baptist church in Melbourne, Victoria. Whilst the processes of STFE were developed in a largely Anglo-Western context, the changing cultural landscape of Melbourne, and the local church itself, has brought challenge to the way the supervisory processes are managed. Currently, there are eight ministry candidates within the supervision group from five different language and cultural groups. The dynamics that manage communication were bound to be complex, so to extend thinking about this, I invited a Chinese pastor to co-supervise the group. Together, we were able to reflect upon the High/Low Context cultural nuances, the nature of power, and perceptions and illusions around cultural literacy. We came to consider supervision in terms of a collaborative inter-cultural conversation that prompts theological reflection.

**4.00pm-4.45pm:**

**Presenter:** PastorLinda Flett

National Internship Coordinator

Lecturer – Theology

Laidlaw College, Auckland, NZ

*Title:* ***Designing Integrative Assessments for Field Education***

Education in the 21st Century recognises the importance of factors such as emotional and cultural intelligence, systems thinking, collaboration and creativity for ministry practice yet often the opportunity for developing students in these aspects is lost when learning is contained within the classroom or focused intensely on the field.  This workshop will consider the liminal space between classroom and practice; revisit the learning cycle and guide participants in how to create or revisit integrative assessments to ensure key building blocks for development and ongoing learning are considered. Participants are encouraged to bring samples of up to two integrative assessments with them for group discussion.

**4.45pm-5.30pm**

**Presenters:** Dr Rick Ferret, Dr Erika Puni & Pastor Mike Parker

Avondale College of Higher Education, NSW

*Title:* ***The Challenges in Providing Pastoral Mentorship to Students Studying by Distance Mode***

For the past three years students enrolled in the BA Ministry/Theology and Grad Dip Ministry/Theology can choose to study by oncampus, distance mode, or a combination of both.

Navigating the nuances of ministry practicum placements including mentorship processes and appropriate supervisory training for oncampus students is for the most part, effective. Students enrolled in distance mode face unique challenges. We would like to elaborate on and share our responses to the challenges.

**4.45pm-5.30pm:**

**Presenter:** Rev. Dr Graham J. O’Brien

Bishopdale Theological College, Nelson, NZ

*Title:* ***Two Years of Intentional Reflective Practice for Post-Ordination: Professional Development: What has been learnt.***

In 2016, I instituted a culture change in the professional development of our ordained ministers, by organising “Communities of Practice” for regular and intentional reflective practice (O’Brien GJ. “A scenario for change: reflective practice for post-ordination professional development”, *Reflective Practice* Vol 17 no 4, 2016, 379-392. DOI: 10.1080/14623943.2016.1164684). By changing from a largely “instructional” model to a “learning paradigm”, this strategy represented a pedagogical change in how we form ministers as life-long learners. The proposed workshop seeks to unpack what has been learnt after almost 2 years of reflective practice, by considering the responses of participants, and by discussing practical issues such as regularity, group size, facilitation, and reflective questions.

Session 3: Wednesday 6 December

**2.00pm-3.30pm:**

**Presenter:** Prof. James Dalziel

*Title:* ***Learning Designs for theological formation.***

My goals are: (1) to introduce Learning Design ideas to a theological audience; and (2) to question the narrow pedagogical assumptions of much of modern higher education, and to point to Formation as an example of where we need a wider view of education.

**2.00pm-3.30pm:**

**Presenter:** Rev. Dr Geoff Broughton

*Title:* ***‘Intentional Pastoral Practice’: an Anglican model of formation (including***

***regional and remote field education).***

Bishop John Vincent, at the end of his career as founder of Sunday schools a century ago:

The church school of the future will be less like a school and more like a home …. Its keynote will not be recitation but conversation … natural, simple, wisely conducted conversations with a view to the promotion of practical and spiritual life. (Vincent 1905: 166). The workshop will focus on two distinct features of the IPP approach (that emerged from the CPE model): i) the communalorientation and ii) the conversationalpractice.

**2.00pm-2.45pm:**

**Presenter:** Rev. Sean Gilbert,

Lecturer in Ministry Practice   
 Uniting College for Leadership & Theology, SA 

*Title:* ***The Teacher & Spiritual Formation***

Parker Palmer’s seminal work, *The Courage to Teach,*introduced the provocative notions of vulnerability and personal narrative into discussions around pedagogy. In many respects Palmer directed attention away from technique toward teacher self-awareness and courageous self-giving; qualities that in themselves call out a deeper, life-giving learning in others.

Beginning with Jesus, the Christian tradition has always held teaching to be a charism. As such, it is a vehicle of Spirit for both teacher and student. Using the spiritual ‘Infusion’ and ‘Effusion’ synergisms of Saint Bernard of Clairvaux (1090-1153), who succinctly wrote, “First be filled then control the outpouring,” (Sermon 18, *Song of Songs*), I intend to suggest that pedagogical formation begins with the teacher, that is, in and through their own spiritual attentiveness. This also raises the question as to whether teaching can be offered and received as a spiritual practice.

**2.45pm-3.30pm:**

**Presenter:** Rev. DrMark Johnston

Auckland Field Coordinator and Lecturer

Knox Centre for Ministry and leadership

*Title:* **Redesigning Field Education for Missional Leadership Skills, Pastures and Innovation**

Missional educating involves not only moving students from classroom instruction to action-reflection based learning in context but also re-designing the field experience opportunity itself. Missional skills, postures and innovation constitute a form of ecclesial leadership that mobilises communal discernment and theologising in a mission context, cultivates alternative imaginations, engages people’s existing commitments and patterns of behaviour, and structures processes of change and practice. This workshop examines 3 years of field education in 6-month-long projects that ministry students initiate in existing church contexts, in order to test missional skills and postures, grow missional acumen and generate reflective learning. A pedagogy that includes action research, just-in-time learning, online tutorials and peer learning, lectio divina, and reflective practice is deployed, and this workshop invites interaction with data from student project assessments to improve learning outcomes.