



Working with the Newly Ordained

Workbook

14-15th May 2024

Sarum College,
Salisbury

Course facilitators: **Revd Nigel Done**

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Working with the Newly Ordained

Tuesday 14th May– Wednesday 15th May 2024

Bedrooms available at 2pm. All meetings are in Cavell Room

	Description	Led by
Monday		
10.30	Coffee	
11.00	Welcome, opening prayer Who is everyone, shape of the residential, what are you looking to learn, what is curacy for?	Chris
11.45– 12.30	Session 1 A call to train others -a biblical reflection Biblical reflection, -Story of own curacy -Why and how do we form people for Ministry?	Nigel
12.30-1pm	Session 2 Starting Well Practicalities of starting well including: Reflecting on the matching process what has changed since the appointment The role of the Training Incumbent (Lamdin and Tilley) Agreeing expectations	Chris
1.0pm– 1.45	Lunch	
1.45-	Session 3 Qualities and formation frame work The qualities grid What evidence of inhabiting the qualities looks like	Nigel
14.15	Session 4 Diocesan groups What are the diocesan preferences and practices	All
15.00	tea	
15.30-17.15	Session 4 Moving from theory to practice using: Supervision covering both models of supervision and sharing the practice (inviting curate TI couple to reflect on their practice of supervision). Theological reflection	Angi and Lee
17.30	Evensong in the Cathedral	
18.30	Supper	
20.00	Bar	

	Description	Led by
Wednesday 15th May		
7.30	Morning Prayer in the Cathedral	
8.00-9.15	Breakfast	
9.30	Session 5 Curates as Developing Leaders Preparing for increasing shared leadership Learning to discern what is next for the curate within and beyond curacy.	Nigel and Chris Jo Haine and Danial Harland
11.00	Coffee	
11.15	Session 6 Unpacking Formation	Nigel
11.45	TIs to note: Further development and what is next for you? Record feedback for the consultation	Chris
12.15	Eucharist : Sarum Chapel	Nigel

Note here the issues you would like to gain some wisdom on:

Session 1 The call to train others

Aim: To recall and share the blessings and challenges of our own curacies so that we are more able to work well with our curates.

Biblical Reflection - Mark 4, 35-end

³⁵ That day when evening came, he said to his disciples, "Let us go over to the other side." ³⁶ Leaving the crowd behind, they took him along, just as he was, in the boat. There were also other boats with him. ³⁷ A furious squall came up, and the waves broke over the boat, so that it was nearly swamped. ³⁸ Jesus was in the stern, sleeping on a cushion. The disciples woke him and said to him, "Teacher, don't you care if we drown?"

³⁹ He got up, rebuked the wind and said to the waves, "Quiet! Be still!" Then the wind died down and it was completely calm.

⁴⁰ He said to his disciples, "Why are you so afraid? Do you still have no faith?"

⁴¹ They were terrified and asked each other, "Who is this? Even the wind and the waves obey him!"



Remembering your own curacies, share your stories of when you felt you were:

- A storm (caught up in change and transition)
- A falcon (circling the action from a distance)
- A great song (notes of harmony)

Rainer Maria Rilke

I live my life in widening circles
that reach out across the world.
I may not complete this last one
but I give myself to it.

I circle around God, around the primordial
tower.
I've been circling for thousands of years
and I still don't know: am I a falcon,
a storm, or a great song?

Things I would like to remember or follow up from this conversation:

Keith Lamdin and David Tilley

The Role of the Training INCUMBENT

Adapted from Keith Lamdin and David Tilley, *Supporting New Ministers in the Local Church* (SPCK, 2007)

Quotations from Bishop Alan Wilson (in Lamdin and Tilley)

Manager (Steward)

“In the New Testament, apostolic ministry is described as the ordering or stewardship of a household”

- Discuss, agree and review work and goals
 - Plan time
 - Set boundaries/areas of responsibility
 - Monitor progress
 - Handle issues of difference and conflict
- Discuss and agree reports

Educator (Teacher)

“The giving and receiving of instruction is a central responsibility of those who oversee the people of God”

- Help the curate with new knowledge, attitudes and behaviour
 - Explain how and why things are done
 - Enable the curate’s gifts to develop
 - Reflect on practice (both curate’s and TI’s)
 - Theological Reflection – integrating faith and learning
- Offer feedback, praise and criticism

Mediator (Intercessor)

“Those with supervisory responsibility ... have a special responsibility to establish and sustain relationships in God’s name”

- Pray for your curate
- Connect the curate to people, in church community and beyond
- Ensure the curate is well treated (housing, expenses, IME etc.)
- Protect the curate from parish conflicts
- Public support for your curate

Ensure the curate has time off

Supporter (Pastor)

“The prime task of the shepherd is to keep the flock together, to provide for its nurture and safety”

- Help the curate face difficult issues
- Point to blind spots
- Help the curate to analyse what is going on for them
- Affirm the curate’s work
- Enable the curate to express distress
- Help the curate discern future priorities and possibilities in ministry

Session 3 Formation Qualities

- Choose up to three boxes of Qualities/domain and initially on your own, then with a partner reflect on what evidence you would look for.

Priest	Christ	Church	World	Self
Love for God <i>The curate...</i>	Is reliant on God - Father, Son and Holy Spirit - and lives out an infectious, life-transforming faith	Is rooted in Scripture, the worship of the Church and the living traditions of faith	Whole-heartedly, generously and attractively engages with God's world	Is prayerful and studies the Bible
Call to Ministry <i>The curate...</i>	Responds to the call of Christ to be a disciple	Understands the distinctive nature of ordained priestly ministry	Is committed to being a public and representative person	Articulates an inner sense of call grounded in priestly service
Love for People <i>The curate...</i>	Welcomes Christ in others, listens, values and respects; cares for those in poverty and the marginalised	Builds relationships which are collaborative and enabling	Shows God's compassion for the world	Has empathy and is aware of how others receive them
Wisdom <i>The curate...</i>	Is inquisitive, curious and open to new and lifelong learning	Shows leadership that enables thriving and healthy churches, handles conflict, and can lead in mission	Is robust and courageous and prepared to take risks	Is a mature and integrated person of stability and integrity
Fruitfulness <i>The curate...</i>	Embraces the different and enables others to be witnesses and servants	Shows the capacity to exercise sacramental, liturgical and an effective and enabling teaching ministry	Shares faith in Christ and can accompany others in their faith	Has resilience and stamina
Potential <i>The curate has potential to...</i>	Grow in faith and be open to navigating the future in the company of Christ and guided by the Holy Spirit	Manage change, and see the big picture	See where God is working in the world and respond with missionary imagination	Be adaptable and agile
Trustworthiness <i>The curate...</i>	Follows Christ in every part of their life	Leads maturely which promotes safe and harmonious Christian communities	Lives out their life as a representative of God's people	Has a high-degree of self awareness



What is a curacy for?

- Learning within a safe space to inhabit the role(s) of an ordained minister
- Taking what has been learned in IME1 and applying it to the context of practical / parochial ministry
- Confidence effectively to exercise independent ministry (even for Assistant Ministers)
- Acknowledging that we're living through a time of rapid change...

What does supervision provide?

- One of the main places of support for formation and learning.
- A bounded place, both in terms of space and time
- Covenantal (*to agree, to come together*)
- Rooted in the formation criteria and IME 2 framework

A place where:

- aspects of the work of ministry can be negotiated and reviewed
- praise, encouragement and feedback can be offered and received
- focused (theological) reflection can take place
- Differences and disagreements can be dealt with healthily

What do we need to remember?

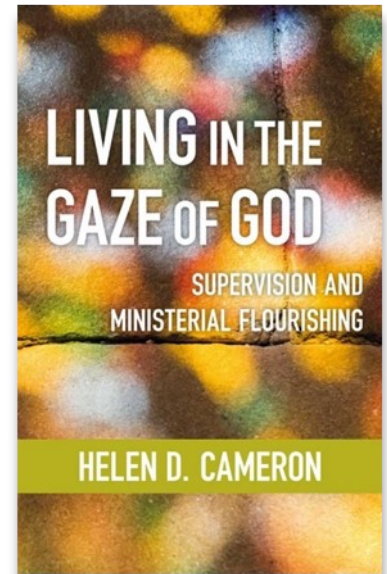
- Who are our curates?
- Where have they arrived from?
- Where are they headed?



“Supervision can be a compassionate, supportive and appreciative inquiry into a ministerial life that decreases isolation, provides a framework of accountability and enables growth and development...”

“In supervision ministers can learn to examine and rewrite the stories of their own ministerial practice because supervision interrupts practice regularly and intentionally by providing an opportunity to stop our constant activity and examine in the company of an experienced minister what we are doing and how we might do it better and who we might become.”

(p. 48)



“We believe that human beings are made for goodness, that people grow best and flourish most in the provision of stable, positive learning environments and from the encouragement and trust of others. But we know that human beings also learn, are shaped and formed by separation, loss, failure, conflict and contestation...”

“Resilience can be found and borne in the face of considerable adversity if attention is paid during and at the end of the experience to the nature of key relationships, if frailties and fears are acknowledged and if there is reflection and self-reflexivity about the experiences faced.”

(p. 5)

Being C.L.E.A.R



Being C.L.E.A.R

Contracting:

Agree how you will spend your time.

What are the things you are going to want to talk about?

In the time you have agreed, what is the focus?

How are you going to do this?

How will you know it's been useful?

Being C.L.E.A.R

Listening:

Begin reflecting and opening out the 'thing'

Hold the space

Listen and notice

Exploring:

Together

Question and probe

Do the work of theological reflection



Good Supervision is all about asking good questions...

- Where is God at work in this situation?
- How does the Trinitarian God work in the world?
- What ministerial response will bring liberation, reconciliation and salvation here?
- How can we know what the will of God is for these people?
- How is the dignity of the human person made manifest (e.g. in a pastoral visit)?
- What signs of the Kingdom are to be discerned?

Session 4 Moving from theory to Practice

Being C.L.E.A.R

Action:

- What do you think you need to do next?
- How will you start?
- Who else needs to be involved?
- What will be different moving forwards?
- SMART targets



Being C.L.E.A.R

Review:

- Opportunity for both to reflect on the time
- Considering what is unresolved
- Finishing well
- Prayer



3D Coaching CLEAR 'Lozenge'

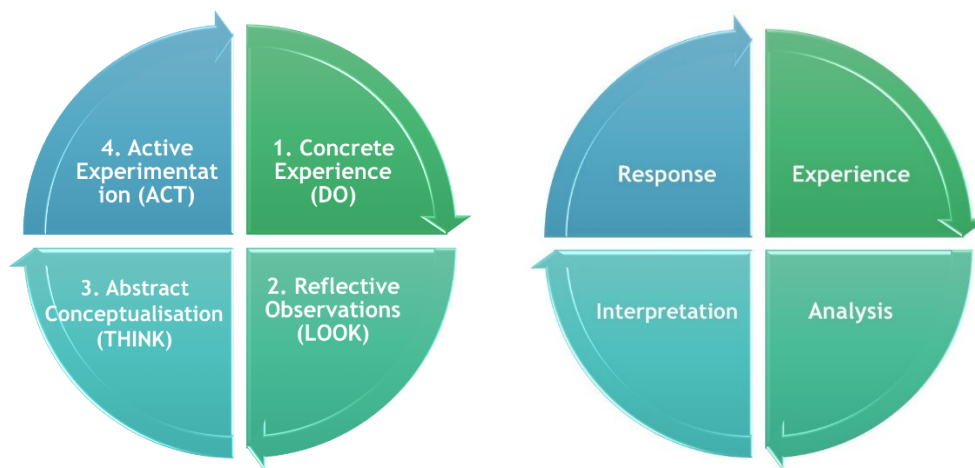


1. A way to make connections between experience and understanding, taking action as a result
2. Allows scripture & theology, other disciplines and human experience to 'speak' to one another
3. Happens with God's help and by his grace - a prayerful process of 'interpretation'
4. Not just an intellectual exercise but a seeking of wisdom for faith-full living and ministry



Kolb's learning cycle

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*.



Experience

- The event and its context: *outer* and *inner*
- The task is to examine, or re-enter the experience without judgment
- We don't yet ask 'Why?' to avoid short-circuiting the 'revelatory power of the experience.' (Killen and de Beer, 1994, p.25)



Analysis

- Noting what's significant, analyzing and questioning 'why?'
- A stage we often skip in our enthusiasm to act.
- Using our critical imagination to gain 'provisional' insights

Interpretation

- Where is God in all this? What might matter most to him?
- Looking specifically to scripture and the Christian tradition to discover connections

Response

- Allowing the insights gained to reframe the issue and to inform action/response.
- What seem to be the most relevant insights?
- How has my understanding changed?
- What action is needed in the light of these insights? The cycle begins again...

Pause and Reflect

- How important has TR been in your own ministry practice? (If not, why not?)
- What are the barriers to effective reflection?
- Which aspects might you need to be more intentional about, for yourself and your curate?



The Ladder of Inference

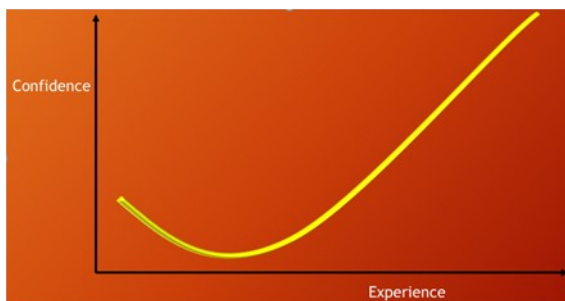
- Moving from an experience to assumptions which become a self-fulfilling prophecy.
- REACTING rather than RESPONDING
- TR provides a context to challenge assumptions and create awareness
- Space is made for God to speak

- ↑ Actions
- ↑ Core Beliefs
- ↑ Conclusions
- ↑ Assumptions
- ↑ Affixed Meaning
- ↑ Experience
- ↑ Real Data



- ‘We see the world as we are, not as it is.’
- How might TR help to challenge assumptions?
- What would you want to reflect upon with your curate?

The J-Curve



	Conscious	Unconscious
Competence	↑	→
Incompetence	←	←

Pause and Reflect

- With regards to becoming a TI, where are you on the J-curve?
- What experiences can you reflect on to help grow in confidence and competence?



Reflection exercise using the new Formation Qualities (see separate grid):

A large, empty rectangular box with a black border, intended for a reflection exercise. The box is completely blank and occupies most of the page's vertical space.

Formation in curacy **is** supporting and challenging someone to be the person God is calling them to be.

It is not creating a priest or minister just like you!



<https://youtu.be/f7pgfJZj0Ow>



https://youtu.be/_EY89GdVxBg



<https://youtu.be/m6Uw2DJ9Md8>

Activity (in groups of 4-5)

1. With these images in mind, consider the following words and definitions below and overleaf that contribute to formation.
2. Agree the top five with your group members.
3. Divide the circle on the next page into five segments of variable size, depending on the proportion of 'formation' that is made up by that word.
4. Record the rationale for your thinking - why have you chosen these words?

becoming [bih-kuhm-ing]

adjective

that suits or gives a pleasing effect or attractive appearance, as to a person or thing: suitable; appropriate; proper: a becoming sentiment.

noun

any process of change.

Aristotelianism. any change involving realisation of potentialities, as a movement from the lower level of potentiality to the higher level of actuality.

coaching [kohch-ing]

verb (used with object)

to give instruction or advice to in the capacity of a coach; instruct: *She has coached the present tennis champion.*

verb (used without object)

to act as a coach.

to go by or in a coach.

crystallizing [kris-tl-ahyz-ing]

verb (used with object), crys-tal-lized, crys-tal-liz-ing.

to form into crystals; cause to assume crystalline form.

to give definite or concrete form to: *to crystallize an idea.*

to coat with sugar.

verb (used without object) crys-tal-lized, crys-tal-liz-ing.

to form crystals; become crystalline in form.

to assume definite or concrete form.

challenging [chal-in-jing]

adjective

offering a challenge; testing one's ability, endurance, etc: *a challenging course; a challenging game.*

stimulating, interesting, and thought-provoking: *a challenging suggestion.*

provocative; intriguing: *a challenging smile.*

creating [kree-eyt-ing]

verb (used with object) cre-at-ed, cre-at-ing.

to cause to come into being, as something unique that would not naturally evolve or that is not made by ordinary processes.

to evolve from one's own thought or imagination, as a work of art or an invention.

verb (used without object) cre-at-ed, cre-at-ing.

to do something creative.

to make a fuss.

developing [dih-vel-uh-ping]

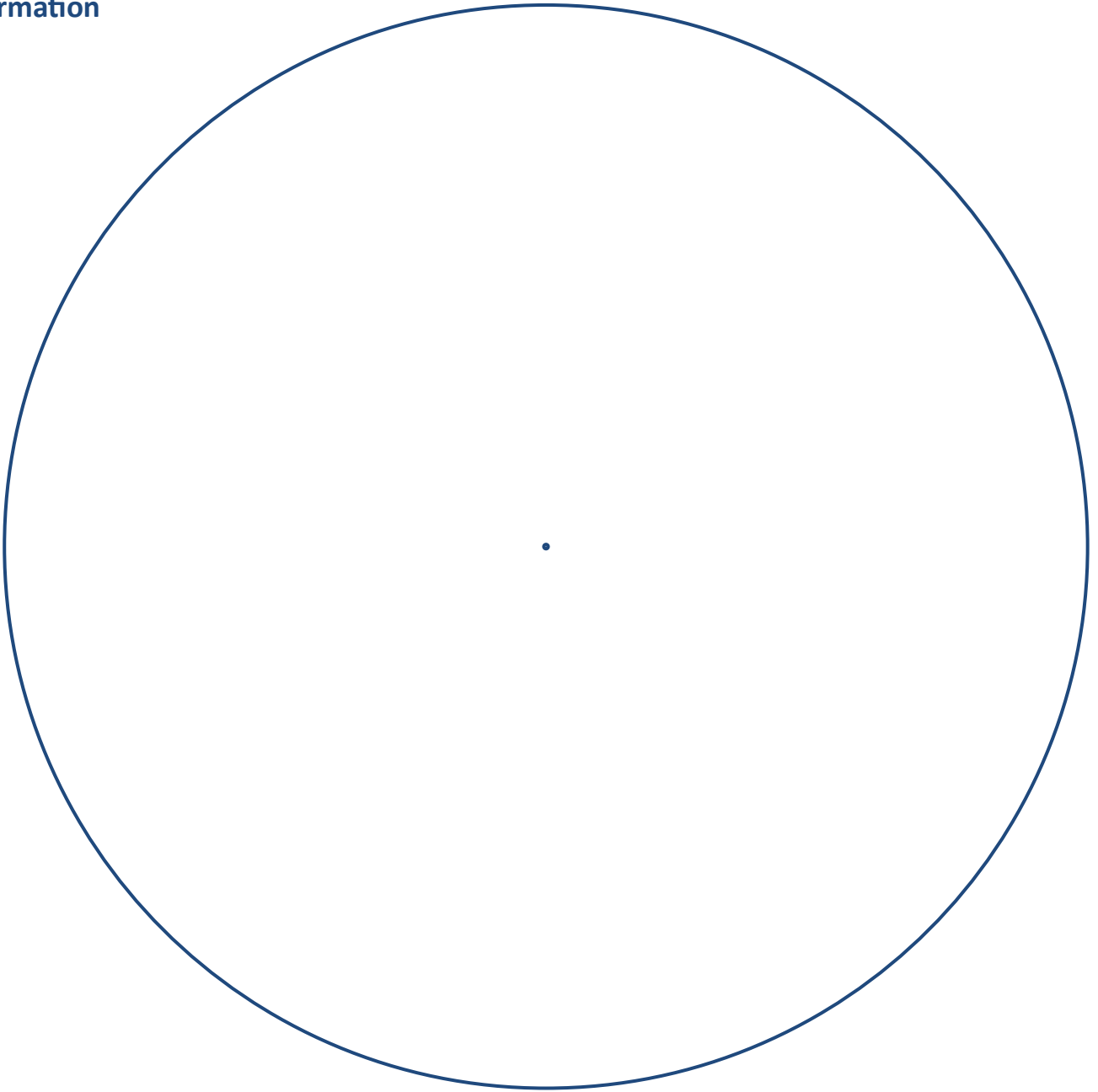
adjective

undergoing development; growing; evolving.

(of a nation or geographical area) having a standard of living or level of industrial production well below that possible with financial or technical aid; not yet highly industrialized: *the developing world*

<p>directing [dih-rekt-ing] <i>verb (used with object)</i> to manage or guide by advice, helpful information, instruction, etc.: <i>He directed the company through a difficult time.</i> to regulate the course of; control: <i>History is directed by a small number of great men and women.</i> <i>verb (used without object)</i> to act as a guide, to give commands or orders.</p>	<p>emerging [ih-mur-jing] <i>adjective</i> becoming apparent or prominent: <i>established and emerging artists.</i></p>
<p>enabling [en-ey-bling] <i>adjective Law.</i> conferring new legal powers or capacities, especially by removing a disability; having the right to license or regulate: <i>an enabling act; enabling power.</i></p>	<p>establishing [ih-stab-lish-ing] <i>verb (used with object)</i> to found, institute, build, or bring into being on a firm or stable basis: <i>to establish a university; to establish a medical practice.</i> to install or settle in a position, place, business, etc.: <i>to establish one's child in business.</i> to show to be valid or true; prove: <i>to establish the facts of the matter.</i> to cause to be accepted or recognised: <i>to establish a custom; She established herself as a leading surgeon.</i></p>
<p>facilitating [fuh-sil-i-teyt-ing] <i>verb (used with object), fa-cil-i-tat-ed, fa-cil-i-tat-ing.</i> to make easier or less difficult; help forward (an action, a process, etc.): <i>Careful planning facilitates any kind of work.</i> to assist the progress of (a person).</p>	<p>generating [jen-uh-reyt-ing] <i>verb (used with object) gen-er-at-ed, gen-er-at-ing.</i> to bring into existence; cause to be; produce. to create by a vital or natural process. to create and distribute vitally and profusely: <i>He generates ideas that we all should consider. A good diplomat generates good will.</i> to reproduce; procreate. to produce by a chemical process. <i>verb (used without object) gen-er-at-ed, gen-er-at-ing.</i> to reproduce; propagate.</p>
<p>mentoring [men-tawr-ing] <i>noun</i> to act as a mentor: <i>She spent years mentoring to junior employees.</i> <i>verb (used without object)</i> to act as a mentor: <i>She spent years mentoring junior employees.</i> to coat with sugar. <i>verb (used with object)</i> advise or train (someone, especially a younger colleague): <i>both trainees were expertly mentored by a site supervisor.</i></p>	<p>moulding [mohld-ing] <i>noun</i> the shape created or imparted to a thing by a mould. something formed in or on a mould: <i>a mould of jelly.</i> a frame on which something is formed or made.undergoing</p>
<p>nurturing [nur-cher-ing] <i>verb (used with object) nur-tured, nur-tur-ing.</i> to feed and protect: <i>to nurture one's offspring.</i> to support and encourage, as during the period of training or development; foster: <i>to nurture promising musicians.</i> to bring up; train; educate.</p>	<p>shaping [sheyp-ing] <i>verb (used with object) shaped, shap-ing</i> to give definite form, shape, organization, or character to; fashion or form. to couch or express in words: <i>to shape a statement.</i> <i>verb (used without object) shaped, shap-ing</i> to come to a desired conclusion or take place in a specified way: <i>If discussions shape properly, the companies will merge.</i></p>
<p>teaching [tee-ching] <i>noun</i> the act or profession of a person who teaches. something that is taught. Often teachings. doctrines or precepts: <i>the teachings of Lao-tzu.</i></p>	<p>telling [tel-ing] <i>adjective</i> having force or effect; effective; striking: <i>a telling blow.</i> revealing; indicative of much otherwise unnoticed: <i>a telling analysis of motivation in business.</i></p>
<p>tutoring [tyoo-ter-ing] <i>verb (used with object)</i> to act as a tutor to; teach or instruct, especially privately, to have the guardianship, instruction, or care of. <i>verb (used without object)</i> to act as a tutor or private instructor, to study privately with a tutor.</p>	

Formation



Reasons:

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Appendix Training Incumbent's Role Description

An example of a Training Incumbent's Role Description:

- As Training Incumbent you are the key person in the development of the curates ministry. You are charged by the Bishop with the day-to-day oversight of this phase of the curates ongoing formation, and you have the responsibility to make sure that the curate (and any family) are properly welcomed into the benefice.
- Training Incumbents are:
- people of prayer, who are self aware and have a security in their faith and ministry
- committed to giving dedicated time to a curate, assisting in their ongoing formation through regular supervision, training in skills, and enabling the curates ministry to establish.
- able to exercise shared ministry, appropriately offering and allowing the curate to have areas of responsibility and to begin new initiatives
- modelling ongoing theological and strategic thought and active in reflective practice, enabling the curate to develop in these skills
- committed to the training of a curate, rather than a need for an extra pair of hands
- active in engaging their ministry teams, PCC's and congregations in the welcome and the ongoing training needs of the curate
- engaged in their own ongoing development and training (CMD etc.) and supervision/ spiritual direction
- active in establishing the ministry spec and curacy development plan of the curate, reviewing this regularly with flexibility for change
- able to foster a working relationship as trainer, guide, advisor and consultant, offering feedback for growth and sharing ministry experience; both the difficult and the 'success'
- open to positive engagement in theological and doctrinal difference, with the awareness that the curate may not have the same views or traditions
- encouraging of the development, formation and calling in those around them
- committed to the IME2 program, and able to engage in the reporting and contribute to ongoing appraisal- feedback

The role of the training incumbent is complex and demanding. It calls for gifts of sensitivity and generosity and the skill to identify and foster all the gifts and interests that their colleague brings. At the same time there is a need to encourage the curate not to specialise too early. Both incumbent and curate should be able to look beyond the needs of the immediate situation to the development of the curate's ministry throughout life.

First few weeks before and after the arrival of a curate

A useful checklist:

- Facilitate a good and appropriate welcome and introduction to the congregations, ministry/ clergy team and wider parish connections. (This is as important for a curate who has been part of your community already, as it is someone new. For those who have been part of the parish/ benefice already this will require, in consultation with the curate, an explanation of the change of role, new or different responsibilities, change of ministry focus and a wide understanding working pattern's- especially if SSM)
- Explore parish/ benefice demography and geography together
- Tell the story of the parish/ benefice- especially recent COVID changes and note anything that is 'COVID Temporary' that may be likely to change
- Plan some visiting together
- Discuss and draft Ministry Spec/Role Description and Development Plan
- Agree working expenses (national guidance: <https://www.churchofengland.org/sites/default/files/2017-10/Parochial%20Expenses%20Guide%20-%202017.pdf>)
- Outline and discuss parish policies and priorities
- Provide or arrange for provision of keys and buildings tour, how to use the photocopier, who owns each cupboard (!!)
- Go through the curacy handbook/ guidelines together
- Diarise IME2 dates together, committing to priority of training days and residentials
- Discuss each other's expectations, and consider committing to ongoing review of these
- Agree praying together, staff meetings, supervision and other times together
- Discuss and agree meetings attendance and participation and note if this may change as curacy progresses
- Email Introduce Area Dean and other local clergy and talk through chapter and synod dates
- Email Introduce other significant local contacts (eg Headteachers of local schools, local councillors, police contacts, funeral directors, etc) and work with curate to set up, as needed, meetings/ drop-ins to say hi etc.
- Work together on the shape of the week and note how this will / may change as things progress
- Discuss liturgy and worship, small group, parish events, etc
- Agree policy and use of social media- what will they be expected to do as part of ministry online?
- Agree holidays and days off
- Discuss wellbeing

- Discuss spiritual direction or equivalent
- Discuss Guidelines for the Professional Conduct of the Clergy (<https://www.churchofengland.org/sites/default/files/2017-10/Clergy%20Guidelines%202015.pdf>)

...and remember- the curate (whether new or in an ongoing context) won't know what they need to know until they are stuck! A lot of the above will be obvious, but be aware of what you think they need to know and how you are going to communicate that well i.e. not all in first meeting!

Cover Illustration by Nigel Done

Widening Circles 2022

