**Seminary**

**at the Faculty of Theology, Stellenbosch University**

Five year programme in Ministry Formation

1. **Seminary Programme in Ministry Formation**

The Programme in Ministry formation is a church programme with as its final goal the licensing in the UR and DR Churches. A requirement for licensing is the successful completion of the programme.

1. **Registration**

Students admitted by the Curatoria of the UR and DR Churches with a view to licensing as ministers in the churches, register annually at the Seminary. Only registered students of the Seminary qualify for bursaries from the Curatoria. Registration takes place at the Administrative Office of the Seminary.

Note: Second career students who have completed parts of their studies part-time, also follow the programme in Ministry Formation, just like the full-time students. In such cases the Seminary will adapt the programme to accommodate the student's situation.

1. **Programme for Ministry Formation**

The Programme in Ministry Formation is a journey during which students are shaped for ministry in the church. On this journey the focus is on formative processes through the integration of knowledge, skills, attitudes habits that underpin faith. The journey progresses through five milestones, and the programme has been designed in such a way that students can follow it together with the five years of their theological studies (B Div, years 1-4 and M Div, year 5).

**Milestones in the Programme**

|  |  |
| --- | --- |
| Milestone1 (Year 1) | Personal Development |
| Milestone 2 (Year 2) | Vocational Development |
| Milestone 3 (Year 3) | CREDO |
| Milestone 4 (Year 4) | Ministry Skills and Development |
| Milestone 5 (Year 4&5) | Development of Missional Ministry |

1. **Support**
	1. **Faith promoting group**

Students in years 1-4 word are divided into groups annually in which habits that promote faith are inculcated and practised. Fourth year students assume leadership in the groups.

* 1. **Mentor**

Each student is assigned a mentor with whom they have a consultation at least once a month. The mentor is the primary guide supporting the student on the journey of Ministry Formation.

* 1. **Training Congregation**

The students are attached to Training Congregations where they participate in congregational activities overseen by their mentors. Interaction with the congregations provide student with the context for ministry formation and growth.

Note: Service training modules as prescribed by the Faculty of Theology are done at the Training Congregations.

* 1. **Seminary periods**

There are weekly Seminary periods during which the milestone or year groups have meetings and follow programmes, led by staff of the Seminary, in order to guide students toward successful achievement of the milestones.

1. **Evaluation and report**

Students are assessed annually as follows:

* 1. Students submit prescribed reports to an
	2. Evaluation Committee (mentor, student organisation member and Seminary manager) who renders a recommendation to the Guiding Commission of the Curatoria regarding achievement of the relevant milestone.
	3. The Seminary provides a report to the student and his/her mentor regarding progress with the programme.
	4. On achieving all of the five milestones the Seminary a recommendation is made to the Curatoria concerning licensing.

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Seminary

Programme in Ministry Formation

Milestone 1: Personal development

Faith discerning issue: *Where are God and I now in relation to each other*?

1. **Personal development: Content of the milestone**

During the first year students are exposed to a series of processes, including psychometric tests, to deepen their insight into their personal composition and to identify areas that could be developed further. This insight is passed to formative or, if necessary, therapeutic processes, to maximise the student's capacity for personal growth and to enhance emotional intelligence.

1. **The Journey**
	1. **February Camp in an island situation**

Students are exposed to the Wellness programme of the University. This provides them with a perspective of a healthy and balanced person and empowers them to investigate issues regarding their own personal development.

Students write down their own confession/encounter with God.

* 1. **Groups and Seminary periods (1st and 2nd Terms)**

Students are divided into Bible reading groups and introduced to the Bible reading method of Contact.

Participants in the groups are exposed to the habit of faith of keeping a journal. Each student will receive a journal containing guiding questions to lead them toward answering the question: “Where are God and I now in relation to each other?”

Each student gets the opportunity to fill in an *Organic Scorecard*. The Scorecard enables students to become aware of their personal mental blocks on the journey toward personal development.

During the Seminary periods students are given the opportunity to reflect on their own wellness and on the University's wellness programme.

* 1. **Meeting with mentor**

In the second term each student is allocated a mentor who accompanies them for the rest of their study years at the Seminary.

Students make appointments, at least once per month, with their mentors. They take along their own journals to every meeting and discuss their revelations, challenges or questions. These meetings take place throughout the entire year.

In the third term students submit the results of their Scorecards to their mentors and together they discuss possible mental blocks preventing the student from taking the next step on his/her religious journey.

The mentor suggests a habit of faith which could help the student to manage and overcome the block.

Mentors draw on their student's discoveries noted in their journals to compile two reports for submission at the end of July and again at the end of September.

* 1. **Outreach activities**

Each student is requested to attend an outreach during the July holiday. This outreach may be organized by the congregation of the relevant mentor, or the student's own home congregation.

* 1. **Milestone 1 weekend – July**

Each student's journey with the question, “Where are God and I now in relation to each other?” is explored further and a contextual pastoral programme is presented by the Seminary during this weekend.

* 1. **Groups and Seminary periods (3rd and 4th Terms)**

Within the groups students continue to read the Bible and to practise the habit of faith of keeping and updating their journals.

Seminary periods are presented to help students gain fresh perspectives on their own religious narrative.

1. **Reaching milestone 1**

As completion of the first milestone, students submit a Milestone Report of 3 pages (Times New Roman 12 font, 1½ line spacing) reflecting on the following three aspects:

* What have I discovered about myself and where do God and I stand toward each other now?
* What are the mental blocks in my personality/life story that impede me from being my authentic self?
* What is the next step in my journey?

Students draw on their journals, Scorecard profiles, mentor consultations and the continuous inputs of the programme of the year to help them complete the report.

1. **Evaluation**

Above report is discussed at the annual Evaluation discussion (see 5(b) with reference to Evaluation Committee) in the last week of October.

1. **Recommendation**

The Evaluation Committee makes a recommendation regarding the achievement of the milestone in terms of the Milestone Report and the evaluating consultation and report in writing to the Guiding Committee, with copies to the student and the mentor. (URC process?)

Seminary ****

Programme in Ministry formation

Milestone 2: Vocational Development

Faith discernment issue: *To what service am I being called?*

1. **Content of the milestone**

During the second year students participate in a vocation forming activity, with the aim of developing a sense of vocational identity. The milestone serves as the first step toward a continued journey of vocational development throughout the course of the entire programme.

1. **The Journey of milestone 2**

**a. February Camp in an island situation**

During the camp students gain a deeper understanding of their own *Organic Scorecard.*

Students write down their own religious narrative/encounter with God.

1. **Groups and Seminary periods (1st and 2nd Terms)**

Students are divided into groups where they read the Bible and are exposed to the Bible reading method of Contact.

In the groups participants learn the habit of faith of making journal entries. Each student receives a journal containing guiding questions to help them answer the question: “Where are God and I now in relation to each other?”

Each student is given another opportunity to fill in an *Organic Scorecard*. The Scorecard helps students to become aware of their personal mental blocks which might be impeding their answering the question, “To which service am I being called?”

During the Seminary periods students get the opportunity to reflect on their own vocation and the context within which they live.

1. **Meeting with mentors**

Each student was allocated a mentor in his/her first year. In the 2nd term the process is reactivated for guidance throughout the years of study at the Seminary (the same mentor operates for the entire duration of the period of study).

Students arrange appointments, at least once per month, with their mentors. They take their journals along to each meeting and use these as guidelines to discuss discoveries, challenges or issues. These meetings take place throughout the year.

In the third term students take the results of their Scorecards to their mentors and together they discuss possible mental blocks preventing the student from taking the next step on his/her journey of faith.

The mentor suggests a habit of faith which can help the student to manage and overcome his/her block.

Mentors draw on their students' revelations from their journal to compile two reports, to be submitted at the end of July and again at the end of September.

1. **Milestone 2 weekend – July**

During this weekend the Seminary allows students the opportunity to start formulating their own vocational development plan. Each gets a chance to reflect on their own religious narrative, their journey of faith with God and their environmental context.

Each student gets the opportunity to fill in an MBTI test.

1. **Groups and Seminary periods (3rd and 4th Terms)**

In the groups students continue to read the Bible and to practise the habit of faith of keeping a journal.

Seminary periods are presented to help students reflect on their vocational plan.

1. **Evaluation**
* By the end of the year students submit their Milestone Report: Vocational Development Plan.
* The Vocational Development plan is discussed during the evaluation consultation in the last week of October.
1. **Recommendation**

The Evaluation Committee make recommendations regarding achieving the milestone:

* after receiving the Milestone Report and
* the evaluation consultation.

They report in writing to the Guiding Commission+

* with copies to the student and the mentor.

Seminary ****

Programme in Ministry Formation

Milestone 3: CREDO

Faith discerning issue: *How do I formulate my confession of faith in language which relates directly to my own personal experience?*

**1. Content of the milestone**

* Identifying with reformed theology and tradition:Ecclesial trainingis aimed at schooling students to identify with the reformed theology and finding themselves at home in the reformed church tradition. This includes knowledge of the content and history of the four Confessions of the two churches.
* Bible/theological integration and the formulation an own *theological language,* as would be fitting in the context: The Faculty of Theology assumes responsibility for the professional academic training of students. Ecclesial training focuses on integrating this knowledge with an own “language”. Spiritual leaders must have the ability to formulate a message in their own religious and theological vocabulary. To this end they require a grasp of the “plot” of the Gospel and must be able to assimilate it in language and lifestyle.
* In striving toward this development each student is required to write a CREDO articulating their academic knowledge in their own personal theological language. The CREDO must be submitted for discussion and evaluation at the end of the fourth year. The design of the CREDO is not an assignment with references to academic sources, but rather an expression of the student's experience in the ministry, framed in his/her own personal theological language.
* Such religious language expresses the student's personal integration of Bible, academic knowledge, experience of faith and context. A critical aspect is the student's profound identification with the Reformed tradition and its Confessions and finding himself/herself comfortable in this Christian school of thought.
* From their first year students start to write down their own encounter with God in a short testimony. This occurs during the February camp in the first year.
* This testimony is shared in the small groups into which students are placed and encourages them both to reflect on their faith and to express their thoughts coherently.
* In their second year students are encouraged to reflect on the images of God which are operative in their testimony. Their reflection is discussed with the mentor to promote elucidation and depth.
* The third year of study is the crucial period during which students must formulate their own credo. By this stage, their academic curriculum will have informed students of the basic aspects of theology and those modules will shape their reflection.

**2. The Journey of milestone 3**

**a. February Camp in an island situation**

During the camp students gain a deeper understanding of their own *Organic Scorecard.*

Students write their own religious narrative/encounter with God.

1. **Groups and Seminary periods (1st and 2nd Terms)**

Students are divided into Bible reading groups and exposed to the Bible reading method of Contact.

Within the groups word participants are exposed to the habit of faith of journal inscriptions. Each student receives a journal in which the guiding questions of the journal might help students develop their personal CREDO.

Each student is also given the chance to fill in an *Organic Scorecard* again. The Scorecard serves to help students become aware of their personal mental stumbling blocks to answering the question, “What do I believe?”

During the Seminary periods students have the opportunity to reflect more about their faith and its concomitant answerability.

1. **Meeting with the mentor**

Each student was assigned a mentor in the first year. In the 2nd term the process is reactivated for guidance during the student's years of study at the Seminary (the mentor remains the same person for the entire duration of the study period).

Students make appointments, at least once monthly, with their mentors. At each meeting the student takes his/her journal along, and refers to these to discuss revelations, challenges or questions. These meetings take place throughout the whole year.

In the third term students take the results of their Scorecards to their mentors and together they discuss possible mental blocks impeding the student in taking the next step in the religious journey.

The mentor suggests a habit of faith to help the student overcome his/her mental block.

Mentors use their student's revelations from their own journal to compile two reports, and submit them at the end of July and again at the end of September.

1. **Milestone 3 weekend – July**

During this week students get the opportunity to start working out their own confession of faith (CREDO). Each is allowed to reflect on his/her own story, his/her own religious journey with God and the context or environment.

1. **Groups and Seminary periods (3rd and 4th Terms)**

Within the groups students continue to read the Bible and to practise the religious habit of keeping journals.

Seminary periods are presented weekly to help students reflect on their CREDO.

The students are guided by three activities: writing an own credo, communal reading from the testimonies and discussions to find and substantiate their own formulations. The Apostolic Creed serves as template.

1. **Opportunities for discussion on liminality**

The students share their testimony in non-threatening ways with people who do not share their religious convictions, during two coffee occasions.

The year-groups participate in a critical debate which engages the Christian faith in dialogue with a "cutting edge" actual topic.

**3. Evaluation**

The Milestone Report of the CREDO is a written version of his/her credo which is submitted in the second semester of the 3rd year, last week of October (15 pp, New Times Roman 12 font, 1½ line spacing)

This credo is discussed with the student's Evaluation Committee.

**4. Recommendation**

The Evaluation Committee make a recommendation regarding the achievement of the milestone, following the Milestone Report and the evaluation discussion, and report in writing to the Guiding Commission with copies to the student and the mentor.

Seminary ****

Programme in Ministry Formation

Milestone 4: Ministry skills

Issue: *What should I practise to be of value to others?*

**1. Content of the milestone**

The practice and mastery of basic ministry skills and the levels of proficiency of the students enjoy continuous attention. The congregation and mentor to whom a student has been allocated, report on the student's development and mastery of these basic skills via discussions with mentors and the 360 questionnaire completed by the congregation regarding the student.

**a. Skills**

The skills that are discussed and evaluated, are:

Emotional intelligence

Ability to rationalize

Communication (including conflict management)

Answerability

Leadership

Decision making

Mentorship and training

Faith discernment

Spiritual maturity

**b. Outcome**

*Practised and integrated skills make me a more rounded person who can exercise my vocation with greater confidence and better judgment to be of value to others.*

**2. The Journey of milestone 4**

1. Students are introduced to the nine skills – show how these latch onto the role and profile of the minister.
2. Students are given the opportunity within the small group to define the skills.
3. Group discussion / consensus regarding the definitions. Centre definitions may be used to serve as guidelines.
4. Students recall stories and situations in which they observed skills. Present these to the small group. What was the impact on self, others, context and kingdom.
5. 360 is done of each student and discussed individually with the mentor.
6. Students (in discussion with the mentor) identify the skills on which they would like to work. Mentors help them to identify opportunities to practise skills.
7. Students lay one or two skills before small group members so that they can monitor each other for responsibility.
8. Practising the skills and reflecting on the process. Weekly journal.
9. Note new experiences and insights in the small group for discussion and feedback.

**3. Milestone 4 submission for the second term: 12 April – 24 May 2013**

**April**  12 – Discussion about and with mentors. Importance of writing a journal is emphasised. Agreement that journals are to be written weekly (FreeFlow - FF) and discussed with mentor at the end of the term in report form – Large journal discussion. Valid for all the milestones.

 19 - Introducing the 9 skills

 26 - Students submit their definitions and find consensus

**May** 3 - Journal on leadership challenges in personal life (Compulsory Journal – VJ)

 10 – Discuss where and in whom students observe skills.

 17 - The impact on personal life. Journal on mentorship and training. (VJ)

 24 – Discussing aspect of choice for the term with the group.

**End of term/semester:** Larger journal discussion with the mentor

**Second Semester**

 Completing 360

 Practising skills

 Journal on leadership challenges

**4. Evaluation**

* The students receive feedback from the group members about their answerability (pt 7, above).
* Students receive feedback about the 360 questionnaire done at the Training Congregation.
* Students write a 15 pages (New Times Roman 12 font, 1½ line spacing) Milestone Report based on the above and their journal entries.
* The Milestone Report is discussed by the Evaluation Committee meeting in October.
1. **Recommendation:**

The Evaluation Committee make a recommendation regarding the chances of achieving the milestone in the light of the Milestone Report and the evaluation consultation, and report in writing to the Guiding Commission with copies to the student and the mentor.

Seminary ****

Programme in Ministry formation

Milestone 5 (Year 5): Missional Ministry

Question: *Which kingdom-related opportunity crossed my path today?*

**1. Content of the milestone**

Development of a new missional ministry/community of faith.

Contextual and missional ministry capacity: The formation of spiritual leadership also demands that students develop the ability to read their contexts with discernment, and in considering these, to identify kingdom-related opportunities. This means that they be exposed thoroughly to the SA context and that they must be able to analyse it with faith-discerning insight. In the fifth year students identify a “kingdom-related opportunity” in the context. During this year they develop a new ministry in such a way that the project can run independently afterwards. This ministry development must not be only maintenance of an existent ministry within the congregation, but must establish a new ministry. (In the MBA environment, for instance, students are encouraged to launch a “new start-up”.) The report about this ministry must be submitted for approval by the end of the fifth year. It must be seen as the final stage or completion project which concludes and integrates the Formation Programme as a whole, as at Northern Theological Seminary.

**2. Faith discerning issue**

*Which kingdom-related opportunity crossed my path today?*

This issue is embedded in the process of writing a journal from the first milestone, but moves into the foreground at this milestone

**3. The skills developed here**

a. Leadership

1. Faith discernment
2. Training and mentorship

**4. Journey of Milestone 5**

* 1. Students follow the MSM (Mission Shaped Ministry) of Fresh Expressions during the Seminary periods and are guided in the development of a new community of faith in collaboration with en support by the congregation to which they have been allocated.
	2. The February and June camps are incorporated in the programmes.
	3. The MSM course is an 8 months part-time training in which attendees complete at least 20 modules.
	4. Themes include, amongst others:

God's mission

Missional congregationality

Discipleship

Evangelisation

Missional leadership

Missional values

Gospel and culture

Children and youth

Missional small groups

Preparation for new ministry

Listening to a community, and other matters.

**5. Evaluation**

Students submit a report in October regarding Milestone 5. The Milestone Report is a 10 page report (New Times Roman 12 font, 1½ spacing) which is tabled for perusal of the Evaluation Committee with a view to their recommendation.

**6. Recommendation**

The Evaluation Committee make a recommendation regarding the chances of achieving the milestone in the light of the Milestone Report and the evaluating consultation, and report in writing to the Guiding Commission with copies to the student and the mentor.



**Seminarium**

**at the Faculty of Theology University of Stellenbosch**

**SEMINARY Programme Planning – 2 & 3 April**

**Programme development Workshop**

**Seminary programme: Year**

a. Registration

b. February Camp – Island situation Mentor consultation

c. Groups & Seminary period Journal 8x Discussion

 i.

 ii.

 iii.

* April – Meeting with mentor Mentor consultation

 Journal 8x Discussion

 i.

 ii.

 iii.

 June – Report (1)

d. July Camp – Stellenbosch iv.

e. Groups & period v.

 i. vi.

 ii.

 iii.

 October – Report (2)

f. Evaluation (Last week in Oct – before exam)

 - Plus report 1 & 2



**Seminarium**

**at the Faculty of Theology University of Stellenbosch**

[1 Timothy](http://www.bibler.org/glossary/timothythebooksof.html) 4

International Version (NIV)

**6**If you point these things out to the brothers and sisters,**[**[**a**](http://www.biblegateway.com/passage/?search=1%20timothy%204&version=NIV#fen-NIV-29754a)**]** you will be a good minister of Christ Jesus, nourished on the truths of the faith and of the good teaching that you have followed. **7**Have nothing to do with godless myths and old wives’ tales; rather, train yourself to be godly. **8**For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come. **9**This is a trustworthy saying that deserves full acceptance. **10**That is why we labor and strive, because we have put our hope in the living God, who is the Savior of all people, and especially of those who believe.

**11**Command and teach these things. **12**Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity. **13**Until I come,devote yourself to the public reading of Scripture, to preaching and to teaching. **14**Do not neglect your gift, which was given you through prophecy when the body of elders laid their hands on you.

**15**Be diligent in these matters; give yourself wholly to them, so that everyone may see your progress.**16**Watch your life and doctrine closely. Persevere in them, because if you do, you will save both yourself and your hearers.