



Lutheran Church
of Australia

**CONTINUING
EDUCATION
FOR
PASTORS**

HANDBOOK

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CONTINUING EDUCATION FOR PASTORS HANDBOOK

By way of introduction

The continuing education of its pastors has been an important issue within the LCA for many years. Back in 1993 the general synod adopted a resolution which has provided the framework for much of the CEP taking place in the LCA since then. A copy of that resolution may be found in the [Appendices](#). [Note: After visiting a hyperlink in this document, use Alt+Left Arrow to return to the original link.]

As beneficial as the previous CEP program may have been, it did have several short-comings.

- It has essentially been an *ad hoc* approach to continuing education; i.e. most CEP activities have occurred in a fairly random kind of way.
- It has been a District-based program, making it difficult for the church and its pastors to experience a cohesive and co-ordinated approach to their professional development.
- Most CEP offerings have been of a generic and somewhat haphazard nature, and have not necessarily taken into account the specific needs of individual pastors.

In 2010 the College of Presidents asked me to undertake a review of the present system, and to develop a proposal for the enhancement of the program. This I have done in the two years since, and in the process have:

- researched CEP programs in other Lutheran and other churches around the world,
- consulted with staff members at Australian Lutheran College,
- gradually drawn up a proposal, and then
- refined the proposal in constant reference to the CoP, and after consultation with pastors at District pastors' conference.

The result of all that is now condensed into this handbook which is intended to enable each of you to engage in a program of continuing education which, I pray, will be of blessing to your individual ministries. Aware of the weaknesses in the previous system, this refined approach has as its important features a program which

- is nationally based, now residing under the oversight of the College of Presidents,
- is over-seen by a CEP co-ordinator appointed by and responsible to the CoP [for a copy of the terms of reference for this position, refer to the [Appendices](#)];
- takes into account the needs of the individual pastor, and encourages professional development study and activities which are tailored to those needs;
- offers a wide variety of pathways into personal study and in the process is therefore more intentional and co-ordinated in its application;
- absorbs and, in some instances, replaces the present CEP programs of the LCA and its districts.

As we begin...

.... I acknowledge that there is still much to do in developing this new approach to CEP in our church. The presidents are also aware that the fullest possible participation in the program will only evolve over a period of time, even a generation. Nevertheless, I am confident that what follows in this handbook provides a substantial foundation and framework for each of our ongoing professional development from now on, and enables each pastor of the LCA immediately to participate in it.

Therefore:

- Please read carefully the guidelines provided in the handbook, and begin to act on them as soon as possible.
- Do not hesitate to contact me with your questions.
- Provide me with any suggestions regarding improvements in the program, the handbook, and any other ways we might better develop it all.
- If you know of, or come across, any study courses or programs which may be of benefit to other pastors, please let me know of these, and I shall publicise them as part of my regular contact with you all.

So, blessings on us all as we begin this new venture!

- *Bob Kempe*
CEP co-ordinator
January, 2012.

Foundational principles

The LCA's CEP program is based upon the following principles:

- Theological education and pastoral formation are lifelong processes.
- The under-graduate studies which prepare for ordination into the ministry of the LCA provide the essential basic training for pastoral ministry, and these studies are neither exhaustive nor sufficient for a lifetime of effective pastoral practice.
- Preparation for specialist pastoral ministry (e.g. school, hospital, armed forces, prison, aged care and other chaplaincy; specialist leadership positions; teachers and instructors at ALC; etc) is a task usually and best undertaken as a post-graduate activity.
- The increasing complexity of contemporary pastoral ministry places demands upon pastors which can be redressed to some extent by appropriate pastoral self-care, an important aspect of which is the ongoing pursuit of study related to each pastor's specific needs and interests.
- An effective program of CEP therefore enhances the ministry of the individual pastor, and is of benefit and blessing to the pastor, to the congregations and communities which the pastor serves, and to the life of the LCA.
- The provision of a CEP program by the LCA will provide a more cohesive and comprehensive program of study than the present *ad hoc*, spasmodic, and essentially District-based program. It will also empower pastors to tailor studies to their own personal situations.
- Continuing education is considered to be an integral part of the pastor's vocation (not as an added extra to nor apart from regular ministry), and is therefore factored into the pastor's annual calendar.

Note: The provision of a CEP program dovetails with the LCA's Code of Ethical Standards of Behaviour for the LCA ('Together in Grace'). See especially 3.3.2 of that document.

The essence of the program

Put as simply as possible, the LCA's CEP program requires all active pastors to participate in a minimum of 40 hours of professional development per annum.

Of these 40 hours, at least 20 hours per annum should be formal training in either an accredited or non-accredited study program.

[For an explanation of the term 'hour', see [Appendices](#).]

By way of some comparison, this formal expectation is in line with other professional organisations such as:

- Australian Institute of Engineers requiring 150 hrs per triennium (50hrs per year)
- Australian Society of Certified Practising Accountants requiring 120 hrs per triennium (40hrs per year)
- Australian Institute of Chartered Accountants requiring 90 hrs per triennium (30hrs per year)

Study choices

The number of study choices open to pastors for their continuing education is virtually boundless. Use the following grid of study options to guide you in your choice.

Type	Style	Provider	Sector	Description
Accredited	Full Course/ Qualification	ALC	Higher Education Courses	Courses are available in the Graduate Diploma, Masters and Doctoral programs of ALC.
			VET Qualifications	The VET program is constantly developing new courses in Cert IV and Diploma level studies related to such issues as Theological and Ministry Studies, and Organisation and Leadership.
		Other HEP/RTO	Higher Ed or VET Qualifications	Numerous programs can be selected (e.g., CertIV TAA or Grad Dip Ed for College Pastors, VocGradDip Counselling, Diploma of Youth Work)
	Stand-alone	ALC	Any unit	Pastors can select to undertake a single ALC unit of professional development study from either Higher Education or VET programs of study.
		Other	Any unit	Pastors can select to undertake a single ALC unit of professional development study from another training provider.
	Non-accredited	ALC		All ALC units can be taken in audit mode. For example a Pastor may choose to attend a two day workshop on Teamwork & Leadership
Other		There are countless other non-accredited courses offered by various training bodies, organisations, groups and individuals, and including workshops, seminars, conferences, etc.		

By way of explanation:

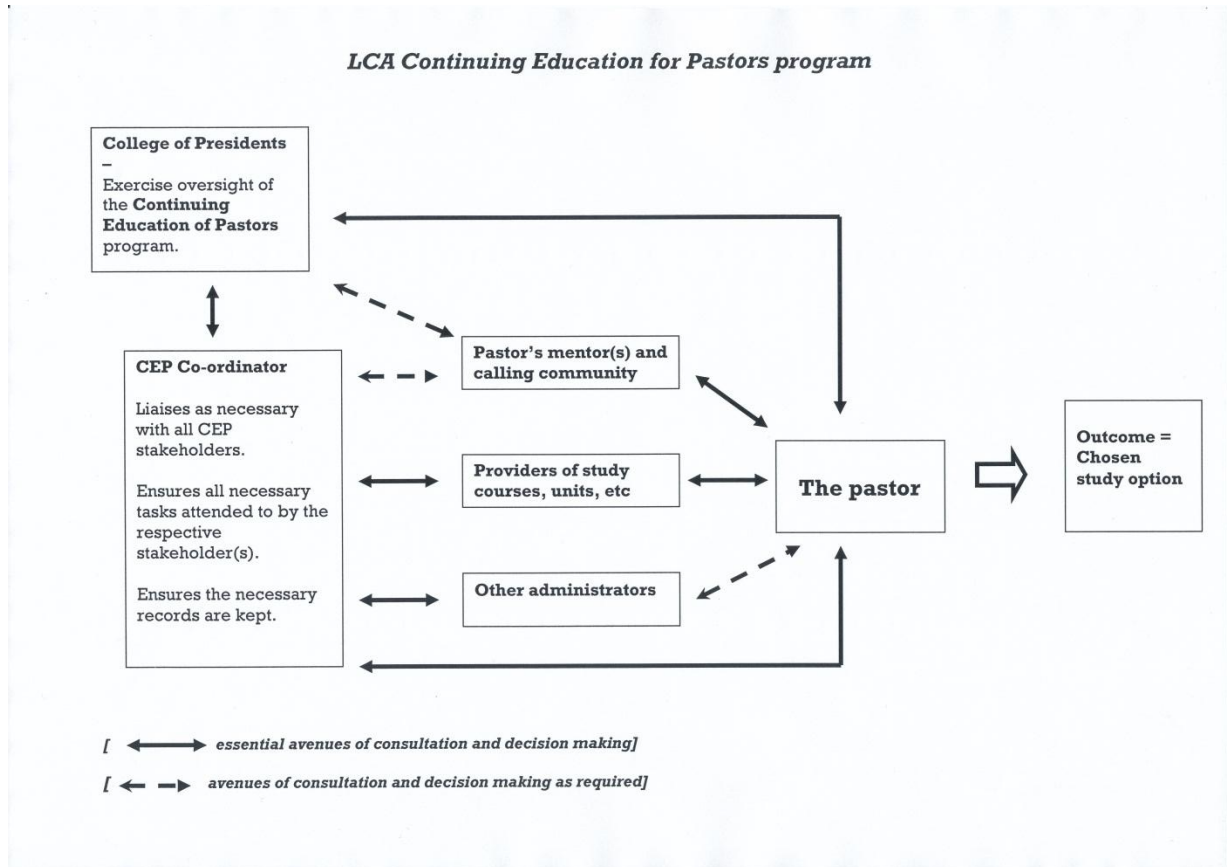
- Pastors can choose an area of study from any Higher Education Provider (HEP), or any Registered Training Organisation (RTO).
- Preference is given, of course, to Australian Lutheran College, as this will be most suitable to a Lutheran context and an Australian setting. But by no means are pastors bound to the ALC pathway.
- The accredited study courses provide their own study requirements, assessment activities and recognition of study.
- The non-accredited units will usually require some negotiation between the various stakeholders regarding assessment and recognition. The obvious best focal point for such discussions (at least initially) is the CEP co-ordinator.
- While a heavy emphasis is placed in the grid upon the first six pathways of study, it is most likely that the seventh pathway ('non-accredited other') will receive the greatest attention

from LCA pastors. As we develop the program, it is also the pathway that will require our greater attention in relation to requirements, assessment and possible accreditation.

- It is also recognised that pastors are required regularly to participate in stand-alone workshops on *Safe Place, Child Safe, Mandatory Reporting* and *Ambassadors of Reconciliation*. These, too, are considered to be part of each pastor's ongoing professional development.

How the program works

[Use the following flow chart to guide you through the process of choosing your study program.]



By way of explanation:

- Pastors will be responsible for designing their own personal program of study, and will do so in consultation with their District presidents, mentors, and calling bodies.
 - N.B. The principle of each pastor being responsible for their own study program is the essential critical new factor of this program. Each pastor is asked to give prayerful consideration to their present pastoral situation, and to relate their ongoing study to those needs. It is the presidents' sincere desire that such an approach will significantly enhance each pastor's enthusiasm for ongoing participation in theological and pastoral formation.
- It is strongly recommended that pastors' study choices are negotiated with the above-mentioned people as part of their regular pastoral reviews, and also in consultation with those overseeing the review.
- In the case of newly-ordained pastors, the College of Presidents is moving as quickly as possible to develop a specific 5-year study program that is linked to the graduate program.

[For examples of ways in which study programs might be decided upon, see Appendices.]

- The oversight of the College of Presidents is an important feature of the new program, and that oversight is mostly administered through the District president. Thus, pastors consult with their president in selecting a study program. However, they are also required to have their study program approved by their president before proceeding into it.
- Having made a decision about a study pathway, it is the responsibility of the pastor to follow through with the necessary requirements for the completion of the study, and to inform those responsible for the oversight of the program of the progress and conclusion of that study.
- A record of studies will be kept on the LCA LAMP data base. This information will be of special benefit to congregations in the calling process, and to other church bodies, agencies, boards, committees, etc in the appointment of suitable pastoral personnel for their needs.

Cost

In relation to cost and payment issues, the basic rationale is that those who reap the benefit of the professional development should shoulder the cost.

- In the first instance, the individual pastor receives personal benefit and therefore will contribute to the cost of the professional development. All pastors receive a research and/or library allowance as part of their salary package, and the use of this allowance for professional development is strongly encouraged. In addition, as part of the contribution by the pastor, consider the availability of FEE-HELP and/or scholarships for any of the chosen study pathways.
- Parishes and other calling bodies (e.g., schools and Districts) also benefit from their pastor's professional development, and will contribute by supporting professional development as an integral part of the pastor's annual calendar, and by contributing toward the expenses of any study.
 - Note: The Synod resolution of 1993 is Synod's commitment to this program. Part of our ongoing promotion of the CEP program needs to be a reminder to LCA members of this resolution, and an encouragement to them to support it through their understanding of it, and their giving of funds towards it.
- The LCA as a whole also receives benefit and it is therefore appropriate that it also bear some of the cost. An ongoing consideration in this regard is the way in which the LCA might financially support the program through a system of subsidies. In the initial phases, the LCA's contribution to the scheme is a matter of personal negotiation between individual pastors and/or employing bodies and the LCA.

How to begin. . .

As a guide to enabling you begin to participate in this new venture, I encourage you to take the following steps.

- If you are already involved in professional development studies for this year, or have made plans to begin such studies, please notify me – the CEP co-ordinator – of these immediately. The easiest way for you to communicate with me is via e-mail. My address is robert.kempe@lca.org.au
- If you are already in the process of making plans for study, but have not yet finalised those plans, please also inform me of your intentions, and I shall note these in the records.
- If you are uncertain about what study to undertake in the next year, there are a number of options open to you:
 - give prayerful thought to your current ministry situation, seeking discernment as to the most important area of growth for you
 - seek the input of trusted members of your congregation, your spouse, your colleagues, your mentor, and other similar people in helping you make a choice
 - consult with your District president, to seek any insights and suggestions he may have and/or to at least keep him informed of your thinking
 - reflect upon your most recent review, and be guided by recommendations and/or suggestions for professional development that came from this
 - make use of your own resources to search out possible providers for your area of study interest
 - inform the CEP co-ordinator of your plans, and seek his assistance in connecting you with possible study opportunities and avenues (again, the best way for such communication is via e-mail, through robert.kempe@lca.org.au)
- Remember: Before you undertake your chosen study program, inform your District president of your choice, and have that choice approved by him.

Please note: As indicated elsewhere in this handbook, a record of all your CEP activity will be added to LAMP. However, at the time of writing this handbook the LCA website and LAMP are in the process of being upgraded, and it will therefore be several months before we can begin to add the CEP data to LAMP. In the meantime, we are devising a separate data base for the recording of all material.

Appendices

CONTINUING EDUCATION FOR PASTORS

- A GENERAL GOAL
To assist pastors to grow in ways that will help them to develop in their ministry.
- B SPECIFIC GOALS
- 1) To encourage pastors to develop a positive attitude towards self assessment.
 - 2) To encourage pastors to take part in Continuing Education for Pastors as a means of personal growth.
 - 3) To encourage pastors and parishes to ascertain specific needs in order to assist the pastor in meeting those needs.
- C OBJECTIVES
- 1) To involve pastors in a consultative process to help pastors to define their ministerial goals.
 - 2) To encourage pastors and parishes to adopt a co-operative approach in providing pastors with opportunities to participate in Continuing Education for Pastors programs.
 - 3) To encourage pastors and parishes to find ways of funding continuing education courses and determining the appropriate amount of committed time.
 - 4) To develop ways of involving pastors, parishes and districts in collaborative planning for such continuing education programs.
 - 5) To develop ways of evaluating continuing education programs.
- D PROCEDURES
- 1) *District based*
The District shall have a Continuing Education Committee which shall:
 - (i) seek annually to promote a positive attitude among pastors and parishes towards Continuing Education for Pastors and publicise it;
 - (ii) identify and prioritise needs of pastors
 - (iii) arrange a program to meet those needs (approximately 4 days annually)
 - (iv) attend to organisation, promotion, costing, and conduct of the program (using zones if necessary)
 - (v) arrange for an evaluation at the end of each course.
 - 2) *Parish based*
 - (i) the local parish (eg, through elders/parish council) together with the pastor will develop a mutually acceptable program for the pastor at the beginning of each year;
 - (ii) the parish shall regard the time the pastor spends in the annual district-sponsored Continuing Education for Pastors as a part of his employment (parish payment of salary/costs involved);
 - (iii) any other participation in continuing education desired by the pastor in parish time should take place only with the approval of the parish;
 - (iv) the District President shall be consulted where necessary.
- E PARTICIPATION
- 1) Participation by pastors should be positively encouraged at all levels by district Continuing Education for Pastors committees.
 - 2) Pastors be urged to submit records of continuing education courses completed to Lutheran Church of Australia church office so that details can be added to the Roll of Pastors curriculum vitae.
 - 3) Incentives for participation by pastors should be consider (eg: Fellowship for Ministry Development Anglican Diocese of Synod, which includes a 'Credit Point System' providing for gathering of credit points for work done leading to official recognition). This, however, is not an essential part of Continuing Education for Pastors at this stage.

Adopted by General Synod
1993.

Position Description

Co-ordinator Continuing Education for Pastors Lutheran Church of Australia

Position Title

Continuing Education for Pastors (CEP) Co-ordinator

Reports through the secretary of the Lutheran Church of Australia (LCA) to the College of Presidents (CoP), who exercise overall responsibility for and oversight of the CEP program; and for purposes of employment conditions reports to the LCA business manager.

Position Summary (Initially, app 10 hours per week, or 0.25 FTE)

Liaises with all stakeholders involved in the LCA's CEP program to ensure that each stakeholder is attending to their respective tasks in enabling LCA pastors to engage in appropriate ongoing professional development.

Key Responsibilities

- Confers with each pastor regarding selection of a new study program, progress of current study, and successful completion of each educational undertaking.
- Consults with the pastor's respective president(s) regarding the pastor's proposed study.
- Where necessary, also consults with the pastor's calling community and/or mentor(s) regarding the pastor's proposed study.
- Ensures that each study course, unit or program selected by the pastor complies with the standards, content and assessment/accreditation criteria specified within the LCA's CEP Framework.
- Monitors each pastor's progress against original study plan, and where necessary reports to the respective president(s).
- As required, negotiates with providers of study courses, units and programs for the development and delivery of requested and suitable study units, courses or programs.
- Checks that all necessary records are kept in the LCA's LAMP database.

Requirements

- A comprehensive appreciation of the life and needs of pastoral ministry.
- The ability to relate well to the pastors of the LCA.
- A wide-ranging knowledge of the educational opportunities available for pastors, as well as expertise in working with the various requirements, content and accreditation processes of educational institutions and other providers.
- Self-motivated and capable of working independently.
- Note: it is not required that this position be located in Adelaide.

What is an 'hour' of study?

The understanding of an 'hour' of study has different weighting in different contexts. These varying understandings need to be taken into account when calculating the number of hours given to professional development.

In its most obvious form, an 'hour' is an hour. Thus, a student engages in, say, a two-day workshop or conference on a designated theme or topic, and the numbers of hours spent in session (e.g. 12-15) are the accredited hours for that study. If, in addition to the time spent in sessions, the student is required to devote time at home in preparation, reflection or reporting upon that particular study, the number of hours actually spent in that activity (e.g. 20) is added to the conference time, giving a total number of hours for that study of 32-35.

Within the more regulated academic world, an 'hour' becomes more complicated. Typically, a unit or subject of study is rated at a certain number of contact hours (e.g. 30 or 35 or 40). These are the actual number of hours spent in the classroom over the period of the term, trimester, or semester. However, as a rule of thumb, for each contact hour a student is expected to engage in extra private study at a ratio of 2:1. Thus, for a study unit with a weighting of 40 contact hours, an additional 80 hours of study will be undertaken outside of the formal classroom setting, bringing the total number of hours for that unit to 120.

Other accredited study units are weighted on a credit point system, where each institution will have its own definition of a 'credit point'. Thus, to cite from the ALC Handbook for 2011:

For undergraduate courses a 10 credit point unit usually involves four class hours per week for 10 weeks and another eight hours of required student work per week. This means for each unit students are requested to complete 12 hours per week giving a total of 36 hours per week for a full time student load. (23)

Within study programs such as Clinical Pastoral Education (CPE), 'hours' are computed differently again. A standard CPE unit requires 400 hours of study, where an 'hour' is again an hour. However, 200 of those hours consist of actual pastoral practice, and are readily accounted for in the pastor's day-to-day ministry. Actual contact time in group and one-on-one work is 70-80 hours. And the remaining 120-130 hours of a unit are spent in written preparation and reflection, and private study of the student's choice.

Selecting a study program

The LCA's CEP values the importance of all professional development studies being grounded within the context of a total theological and pastoral training, and the special learning and professional needs of each pastor.

The following possibilities are provided simply as examples of ways in which a specific study program may be chosen from a diversity of options.

- In the case of graduate pastors, the immediate need is to become proficient in the daily practical management of a congregation/parish. Therefore, an appropriate study pathway in the first years of ministry might be the ALC VET *Certificate III Frontline Management* course. Undertaken in conjunction with the *Diploma of Management* course, this program of study provides valuable learning for the early stages of ministry.
- Within the context of a more established parish ministry, a pastor may develop an interest in or be encouraged/called to a specialised form of ministry (e.g. hospital, school, aged care or other chaplaincy). In this instance it would be both appropriate and wise for the pastor to develop a study program (possibly of several years) related to the specialist ministry.
- Other pastors may simply wish to develop their interest and competency in a particular area of theology, and may therefore choose to enrol in a post-graduate degree or other course (again over a period of years). Such study is strongly encouraged, not only for the enrichment of the pastor's person and ministry, but also as a way of nurturing a pool of qualified pastors from whom the LCA can select teachers of theology and ministry.
- Pastors wishing to develop their essential understanding and practice of their ministry are encouraged to consider participating in one or more units of Clinical Pastoral Education. Not only does CPE help to integrate the practice of pastoral ministry with one's person and theology, but it also enables the pastor to identify future learning needs.
- Where a pastor links the selection of a study program with the regular review processes required by the LCA, a range of study possibilities may suggest themselves. These may come about as a result of the pastor's own reflection and evaluation, or as suggestions from members of the congregation and/or review panel, and from the pastor's president or mentor. In this situation the pastor will be guided through prayerful discussion with others (especially his president) in making a specific professional development choice.