

Centre for Christian Studies

# Forms Package

for the Educational Ministry Year 2013-2014

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Forms are available individually, in Rich Text Format or PDF, under “Forms” on the CCS website - <http://ccsonline.ca/resources/student-resources/>

# Proposal for Field Placement

Please submit this form to CCS staff:

- Theme Year and Reflection Year students by **May 30**.
- Leadership Development Module students by **June 30**.

## Theme Year:

## Date:

Please complete (in full) and forward the following form outlining your field placement proposal to CCS staff. Prior to a final decision on a placement, staff will have a discussion with the potential facilitator and diaconal/vocational mentor. **Please ensure that your conversations with people in potential field placement(s) convey that staff approval is required before any placement can be finalized and that you are initially exploring possibilities. It is essential that the status of your conversations is clear.**

Please see the ***Process for Setting Up the Field Placement*** (in Student Kit) for further details.

### Student

Name

Phone:

E-mail

### Potential Theme Year Field Site

Name

Phone:

E-mail

### Potential Learning Facilitator

Name

Phone:

E-mail

### Potential Diaconal/Vocational Mentor

Name

Phone:

E-mail

## Profile of the Potential Field Placement

Briefly describe the site, including what people participate in this ministry setting as staff and key volunteers.

Briefly describe any previous relationship with this ministry setting or type of ministry setting.

Attach your *learning plan* draft. Identify how this potential field placement connects to your goals for this theme year and supports your learning plan?

Outline the possible learning opportunities and roles that you might assume in this placement and indicate how they relate to your learning goals/plan.

Describe how you have assessed this possible placement (With whom have you spoken? What kind of response has there been?).

How are you feeling about the potential learning facilitator and diaconal/vocational mentor?

Are there any concerns that should be noted now?

Is this the only field placement you explored? Are there other options?

Have you been able to identify potential members of a Local Committee?

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Approved by: \_\_\_\_\_  
(Primary staff person) (Date)

## **Covenant Agreement for Field Placement:**

*This form is to be filled out by the student, the Learning Facilitator and the Diaconal/Vocational Mentor in the first weeks of the field placement. Students are to submit this form to the CCS Program Administrator - **by first day of Fall Learning Circle. Please retain a photocopy of the signed document for your records.***

### **Theme Year:**

#### **Student**

Name:

Street Address:

City:

Province:

Postal Code:

Phone: (W)  
(H)

Fax:

e-mail

#### **Theme Year Field Site**

Name:

Street Address:

City:

Province:

Postal Code:

Phone: (W)  
(H)

Fax:

e-mail

#### **Learning Facilitator**

Name:

Address:

City: Province:

Postal Code:

Phone: (W)  
(H)

Fax:

e-mail

#### **Diaconal/Vocational Mentor**

Name:

Address:

City: Province:

Postal Code:

Phone: (W)  
(H)

Fax:

e-mail

### **Learning Goals of the Student (please attach final draft of theme year Learning Plan)**

From theme year Learning Plan, please isolate the major learning goals related to the field placement:

Entered into Database: \_\_\_\_\_

(Date)

**Learning Opportunities and tasks in the field placement**

Please list the learning opportunities and tasks envisioned in this field placement:

**Learning Facilitation**

When will the Learning Facilitator and student meet?

What does the Learning Facilitator expect from the student? (record keeping, communication, written materials, etc.)

What does the student expect from the Learning Facilitator? (feedback, regular meetings, etc.)

Will there be a service of covenanting/formal recognition of the student's presence with the ministry/agency setting? What will that be? When will that happen?

We understand and appreciate the responsibilities of entering into covenant agreement in these field placement relationships.

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*(signature)*

**Learning Facilitator:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*(signature)*

**Chair/Representative  
from Vestry/Board/Council:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*(signature)*

Entered into Database: \_\_\_\_\_  
*(Date)*

**Contact information:**

**Local Committee:**

Name:

Street Address:

City:

Province:

Postal Code:

Phone: Fax:

e-mail

Name:

Street Address:

City:

Province:

Postal Code:

Phone: Fax:

e-mail

Name:

Street Address:

City:

Province:

Postal Code:

Phone: Fax:

e-mail

Name:

Street Address:

City:

Province:

Postal Code:

Phone: Fax:

e-mail

**Local Committee meetings**

When will the Local Committee and student meet?

Entered into Database: \_\_\_\_\_

(Date)

## Acknowledgement of CCS Harassment Policy and Procedures Form

After reviewing the excerpts of the CCS Harassment Policy and Procedures document, (the full document is located on the CCS website at [www.ccsonline.ca](http://www.ccsonline.ca)), sign and return a copy of this form to the CCS Program Administrator by the first day of the Fall Learning Circle.

Name of Student: \_\_\_\_\_

Name of Diaconal/Vocational Mentor: \_\_\_\_\_

Name of Learning Facilitator: \_\_\_\_\_

We understand and appreciate the responsibilities of entering into a learning relationship. We have reviewed together the Harassment Policy of the Centre for Christian Studies and we understand that it is to govern our behaviour and relationship.

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(signature)

Diaconal/Vocational Mentor: \_\_\_\_\_ Date: \_\_\_\_\_  
(signature)

Learning Facilitator: \_\_\_\_\_ Date: \_\_\_\_\_  
(signature)

**This signed document has an important legal status regarding the Harassment Policy and must be on file at CCS. (When this form is signed and completed copies should be retained by the student, Learning Facilitator and Vocational Mentor; and copies sent to the Local Committee and Program Administrator.)**

Entered into Database: \_\_\_\_\_  
(Date)



**PART B: FIELD PLACEMENT LEARNINGS**

**Name:**

**Field Placement Site:**

**Four or Five Learnings from the Period**

- September 1-September 30
- October 1-November 30
- December 1-January 15
- January 15-March 1

Learning	Where/how learning occurred	Implications for Ministry	Connection to CCS "Learning Guidelines" and student's Learning Goals/Plan
1.			
2.			

3.			
4.			
5.			

**Student:**

**Staff:**

**Date and Time:**

# Preparation for Interview with Program Staff Form

*In preparation for the interview with staff time, students are asked to reflect on and record responses to these questions.*

## **Priorities**

Because the formal time for interview with staff is limited, it would be helpful if you could identify areas of priority to discuss in this interview.

## **Learning in Community**

How are things going for you in this Learning Circle?

To what extent were you able to prepare adequately for the Learning Circle (e.g. completing readings, finding resources for student led sessions, setting goals)? If preparation is a difficult issue for you, what resources might you draw on to strengthen this aspect of your involvement in the program? How might your learning partner offer support?

How are you feeling about your relationship with the community?

How is the experience of your planning team going?

## **Learning Plan**

What has been your experience of working with your learning plan this year? Challenges? Celebrations?

## **Field Placement:**

How is your experience in your field placement this year?

How are things going with your:

Learning Facilitator?

Mentor?

Local Committee?

## **Learning Guidelines**

When considering the Learning Guidelines, what areas did you make progress on this year? What are your areas of strength? What are your areas for further growth?

### **External Courses**

What courses have you already taken/been give credit for? (check against transcript)

What courses are you taking currently?

What courses are you planning to take in the foreseeable future?

Are there any required courses you are having difficulty in finding a suitable arrangement?

### **Learning Partners**

How are things going with your learning partner (staff will have read the Learning Partner report).

### **What are your plans for next year?**

### **Impact of the CCS program on other aspects of your life**

Are there any sensitive areas about which the staff need to be aware in order to work effectively with you and to offer appropriate support?

### **Feedback to Staff**

What feedback would you offer to staff about their leadership and involvement with your learning in the program?

## Learning Partnership Preferences Form- Confidential

### Your Name:

*In order to assist staff in the process of matching learning partners, please complete the following form and return it to staff during the Fall learning circle (**by noon of the second Friday**). Partnerships will be “announced” no later than the following Monday.*

*Once matched, we encourage you to make intentional connections with your learning partners during the remainder of the learning circle. This could be a chance to share information and preferred approaches to partnership.*

1. Please review the Learning Partner Job Description. Indicate two or three qualities that are especially important to you in being assigned a learning partner. (i.e. what are the qualities in a learning partner that would enhance your learning?).
2. Please indicate what your hopes or expectations are regarding ongoing contact (frequency and timing of responding, mode of communication, style of comments and responses, confidentiality, etc.).
3. List the names of three or four people you would be interested in as your learning partner for the Theme Year.
4. List the names of any persons you feel would impede your learning as a learning partner.
5. Given the understanding that it is challenging to satisfy everyone’s needs in terms of matching learning partners, is there anything that staff need to know about your preferences or needs?

## REVIEW OF LEARNINGS - SELF ASSESSMENT LEARNING CIRCLE

### Identification of Learnings and Areas for Further Work

Your name: \_\_\_\_\_

Date of the Learning Circle: \_\_\_\_\_

In preparation for the Review of Learnings/Assessment sessions, each person will (for her/himself) complete the following work:

For yourself:

#### 1. Preparation

- Review your learning goals for this Learning Circle, journal notes where you have identified learnings or areas of work/learning to pursue, and feedback you have received (formally or informally) from other students, resource people, staff.
- review the CCS “Learning Guidelines” noting areas where you have grown and areas for further work

#### 2. Learnings

- identify four or five major learnings from the time at the learning circle
- connect these learnings to the competencies articulated in the CCS “Learning Guidelines”
- on this form, print your learnings with its corresponding “Learning Guideline” (in full)
- as well, either make copies of this sheet *or* write your learnings on flip chart paper for sharing with your review of learnings group.

### **3. Areas for Further Work**

- identify two or three areas for further work for yourself
- connect these learnings to the competencies articulated in the CCS “Learning Guidelines”
- on this form, print your learnings with its corresponding “Learning Guideline” (in full)
- as well, either make copies of this sheet *or* write your areas for further work on flip chart paper for sharing with your review of learnings group.

## Review of Learnings Feedback Form

*(Fill out a copy of this form for each person in your group)*

Name of person to whom feedback is being offered: \_\_\_\_\_

Your name: \_\_\_\_\_

Date of the Learning Circle: \_\_\_\_\_

Based on my experience of you, these are some of the gifts and skills for ministry that I observe:  
(In each case please cite:

- specific examples to illustrate your observation and
- the statement from the CCS “Learning Guidelines” to which you connect your comment)

1.

2.

3.

4.

One or two areas of work that I would encourage you to consider seriously for further attention:  
(In each case please cite:

- specific examples to illustrate your observation and
- the statement from the CCS “Learning Guidelines” to which you connect your comment)

## POST REVIEW OF LEARNING ASSIGNMENT FORM

*(due 2 weeks after learning circle)*

After reflecting on your key learnings and areas of growth, and on the encouragements and feedback received from your review of learnings student group and staff, you are to outline how you plan to continue to work on the key learnings and areas of growth, how you will address and/or integrate both the encouragements and the affirmations into your ongoing learning journey and where this work will take place (e.g. field placement, next theme year, in learning facilitation time, personal work, with learning partner, in a particular assignment). The Action Plan is considered an addendum to your theme year Learning Plan and to your Review of Learning documentation.

A chart, such as the one below, may be used for this assignment, *or* you may develop another format for reporting on how you will work on and incorporate into your ministry the feedback that you received and the areas of growth, and for further work, that you identified.

Feedback Received/Area of Learning/Area for Further Work	Goal	Specific Tasks or Activities which will help you to work on this feedback			
		Where?	Who	What?	When?
1.					
2.					

Feedback Received/Area of Learning/Area for Further Work	Goal	Specific Tasks or Activities which will help you to work on this feedback			
		Where?	Who	What?	When?
3.					
4.					
5.					



## Preaching Response Form

This form is intended to be a tool that deepens the feedback by offering occasion for conversation about the meaning and purpose of preaching while identifying the student's areas of strength and further work in this aspect of ministry.

Preacher \_\_\_\_\_

Comment-er \_\_\_\_\_

What did you understand as the essential message of the sermon?

### **Theology**

Comment on the theology:

(For example: the relationship between theology and scripture; was the theology expressed: comforting? challenging? hopeful? liberative? pertinent social analysis? relevant to the context? invitational? and so on.....)

### **Presentation**

Comment on the presentation:

(For example: were the voice and gestures appropriate to the message? did the preacher seem confident? comfortable? animated? sincere? prepared? and so on.....)

### **Writing**

Comment on the composition:

(for example: was there an appropriate use of humour? story? movement? biblical reference?; did the language and images aid the hearer in understanding? was there appropriate application to the context of the hearers, and so on.....)

### **Structure**

Comment on the structure:

(for example: was the style/genre appropriate to the message?; did the sermon flow and provide for movement?; was the length appropriate? and so on .....) )

### **General Comments**

## Learning Partnership Report Form

Deadline: Spring Learning Circle

### Purpose:

This form is intended to provide the opportunity for students to reflect on and share with staff on the status and strength of their learning partnerships.

### Goals:

- to enable a forum for reflective assessment on the learning partnership
- to share celebrations and concerns with staff
- to identify learning from learning partnership experience

Your name:

Name of Learning Partner:

Describe the patterns of communication between you and your learning partner this year.

- frequency of contact
- mode of contact
- degree of intentionality
- connection during learning circles
- commenting on assignments

How did you offer support and accountability to each other re your respective learning goals?

What joys and frustrations do you have with this relationship? How has it changed over the course of the year?

What image symbolizes your learning partnership?

How has your Learning Partner contributed to your learning this year?

How are you trying to contribute to the learning of your Learning Partner?

What did you learn from this learning partnership?

- about facilitating learning?
- about yourself?
- about ministry?

What plans do you need to put in place to bring closure to this relationship?