

The Centre for Christian Studies educates leaders for justice, compassion, and transformation.

A new Program Staff person will exhibit skills in the following areas:

- Pedagogy – a demonstrated understanding of how people learn and change; familiarity with adult learning models; experience designing educational activities that are optimal for a variety of learning styles and draw out the wisdom of the learning community; recognition of learners as whole persons, and of staff and students as co-learners.
- Collaboration – strong skills for working with other Program Staff to set curriculum and design appropriate educational activities, and with CCS staff to support the mission of the Centre; demonstrated ability to model constructive teaming and non-hierarchical sharing of responsibility.
- Encouragement and Support – interpersonal skills for establishing one-on-one relationships of trust and accountability with students; ability to assist students in setting personal learning goals that are clear, appropriate, challenging and achievable; trauma-informed communication strategies are an asset.
- Evaluation and Feedback – ability to assess progress based on students' individual learning goals and on established competency-based learning guidelines; ability to affirm gifts and to recognize and identify areas for growth; ability to receive feedback with humility and a collaborative mindset that fosters growth.
- Analysis and Discernment – familiarity with action-reflection models; social analysis skills and an ability to apply a variety of liberatory lenses, for example, marginalization, under-represented communities, class structure, or systemic racism ; ability to recognize and name power dynamics (including one's own power in the teacher-student relationship); interest in the ongoing project of discerning the future ministry needs of the church and/or the world; ability to encourage theological reflection and critical thinking that leads to intentional action in students.
- Justice-making – a demonstrated commitment to dismantling racism and other forms of oppression; to making Indigenous lives, histories, and perspectives central to understanding church, history, and politics in Canada; and to building church communities that embrace equity.
- Academic – familiarity with academic processes; excellent reading, writing, and study skills; familiarity with current scholarship and resources in the fields of ministry, theology, Biblical scholarship, and social justice.

- Theology – knowledge of Christian scriptures and methods of interpretation, and a demonstrated understanding of scripture and faith as a source of radical justice and transformative action; knowledge of a breadth of liberative theologies from marginalized social locations.
- Ministry – practical experience in spiritual care, Christian education, worship and liturgy, and/or social justice ministry; familiarity with practices and ethos of the United Church of Canada and/or the Anglican Church of Canada is an asset.
- Diaconal identity – familiarity and understanding of diaconal history and the historical and current roles of deacons, deaconesses, and diaconal ministers in the church.
- Facilitation – ability to create inclusive processes that encourage group learning and group decision-making; strategies to assist groups in navigating conflict.
- Initiative – ability to set one's own work plan and pursue tasks independently; willingness to reach out to and follow-up with students, volunteers, potential resource people, potential students.
- Time management – experience in scheduling individual and group work, setting priorities, establishing and meeting deadlines, balancing work and home responsibilities.
- Flexibility and Creativity – ability to adapt to emergent situations, to change learning plans when new learning opportunities arise, and to improvise when needed; ability to integrate creative arts into education practice is an asset.
- Technology – comfort with tools for distant education and communication (email, videoconferencing, online learning management systems, shared files, word-processing, etc.) ability to use these tools in safe and accessible ways.
- Self-awareness – ability to set appropriate professional boundaries; understanding of one's own responses to conflict and strategies for dealing with stress; commitment to one's own ongoing growth; understanding of accountability, and ability to admit mistakes.