Bachelor of Ministry & Bachelor of Theology

EM626i
CHURCH PLANTING

Semester 1, 2016  1-5 February
8:30am to 5.00pm daily

Malyon College
is an approved institution of the
Australian College of Theology

EM426i is offered by Malyon College as part of the Bachelor of Ministry and Bachelor of Theology and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

**The Australian College of Theology**

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

1. the Anglican Primate of Australian and the Dean of the ACT,
2. the principals of 10 Anglican Theological Colleges,
3. 21 persons elected by the House of Bishops of the General Synod,
4. the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
5. 5 graduates holding an ACT research degree,
6. 5 graduates holding any other degree of the ACT.
**Unit Details**

**Unit Description**

This subject is an advanced elective in the field of Evangelism and Mission. Evangelical Christianity has a longstanding involvement in establishing new churches as a significant expression of mission. This unit is intended to help students who are interested in planting a church now or in the future, either as a planter, or member of a planting team or as someone who will oversee it from a sponsoring church. This may be in a sub-cultural or cross-cultural mission’s situation, or in a new local area. In either case, the theological basis as well as the practical application of principles and practices that have been effective in new church development will need to be understood. Then, the student will be able to develop and implement appropriate strategies for planting healthy churches in the contemporary world.

The emphasis will be on planting churches for the purpose of reaching people who are not yet followers of Christ, and therefore having an understanding of how to implement an appropriate missional strategy to reach unreached groups of people will be an important emphasis throughout the unit.

**Credit Points**

This unit is valued at 4 credit points.

**Co- and Pre-Requisites**

None.

**Exclusions**

None.

**Unit Content**

The unit is made up of the following sections and sub-sections:

1. Biblical perspectives on church planting, including:
   b. The example of Christ.
c. Apostolic patterns.
d. The nature of biblical Christianity

2. Strategies of church planting.
3. Models of church planting, including:
   a. Strengths and dangers.
   b. Considering different contexts.
4. Church planting personnel, including:
   a. Personal factors.
   b. Selection criteria
5. Stages in church planting:
   a. Initial stage.
   b. Developing stage.
   c. Maturity stage.
6. Feasibility studies of a local or other situation.
7. Case studies in various models in diverse cultural settings

Unit Outcomes

On successful completion of this unit, student should be able to:

1. Outline a biblical basis for church planting and the spiritual demands placed upon those involved in church planting ministry:
2. Explain different methodologies by which church planting can be undertaken in a given cultural context;
3. Establish a church planting program for a particular context, including planning, implementation and evaluation.

Workload Requirement

Students will be required to attend the entire week of intensive lectures. In addition, students will be required to spend an average of 4-6 hours a week for the duration of the semester, completing the unit assessment items.

Students should note that permission will not be given for absence from any day or part thereof during the intensive. If students are unable to commit to every day, then they should not enrol for the unit.
**Learning Guides**

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

**Assessment Requirements**

The student shall complete the following assessment requirements:

1. Pre-reading.
2. Critical analysis.
3. Research essay.

**Required Resources**

In order to complete the unit, the student will be required to have access to the following resources:


Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.
Lectures will be held over the period Monday to Friday 1-5 February 2016.

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<tr>
<th>Session 1</th>
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<tr>
<td>08:30-11:00</td>
<td>Introduction to church planting</td>
<td>The role of contextualisation in Church planting</td>
<td>E + D</td>
<td>Determining suitable models for particular contexts</td>
<td>Church planting movements</td>
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<td>Asking the right questions</td>
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<th>Session 2</th>
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<tr>
<td>11:30-13:00</td>
<td>Biblical and theological foundations &amp; the Missional imperative</td>
<td>Various models for planting new churches</td>
<td>The first five years</td>
<td>Leadership styles; selection; development</td>
<td>Workshop: Church planting feasibility study</td>
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<th>Session 3</th>
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<tr>
<td>13:30-15:30</td>
<td>Reasons &amp; Objections to Planting</td>
<td>Case study 1 (Matt Hunt – multi site and hybrid planting)</td>
<td>Case study 2 (Dean Thomas – simple church &amp; evangelism)</td>
<td>Workshop: Discipleship and spiritual formation in a church plant</td>
<td>Workshop: Church planting feasibility study</td>
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<th>Session 4</th>
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<tr>
<td>16:00-17:00</td>
<td>Skype Interview with Church Army Planter (Tim Scheuer)</td>
<td>Biblical and theological foundations &amp; Missional imperatives</td>
<td>Life Cycle Issues</td>
<td>Personnel issues in church planting (apostolic leadership)</td>
<td>Workshop: What have we learnt and what do we do with it?</td>
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Colin Stoodley is the currently leader of Mission to Queensland which promotes and resources church planting for Queensland Baptists. Colin planted first in Canberra and then here in Brisbane. In addition he was for 6 years the Director of Training at The Pines Training Centre that was a training centre for the training of Church planters. He has completed a research Masters into the training and coaching of Church planters and is presently enrolled in a PhD examining the factors that determine the viability of a new church.

*Dip. Min; B.Min & MA (Theol) – all received from Australian College of Theology (Sydney)*
*A.Dip.A – Classical piano qualification (Melbourne) MEd(R) (ACU). PhD candidate (Sydney University)*

Contact details:
Office number 0423484640
E-mail colin.stoodley@qb.com.au
Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

6. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
   a. **Body of assignment:**
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. **List of References and referencing:**
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
Grade Criteria

Bachelor’s students at the advanced undergraduate degree 400-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed at depth; and the critical and evaluative faculties of the students are developed in dialogue of scholarly literature.

Pass
✓ Demonstrates an engagement with primary sources.
✓ Has begun to grasp the foundational features of the discipline.
✓ Is beginning to engage with a range of scholarly viewpoints.

Credit
✓ Demonstrates ability in engaging primary sources.
✓ Evidences a grasp of the foundational features of the discipline.
✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Distinction
✓ Demonstrates a pronounced ability to engage primary sources and understands their setting and historical context.
✓ Evidences a sound grasp of the foundational features of the discipline.
✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

High Distinction
✓ Demonstrates a pronounced ability in the analysis of primary sources and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.
**ASSESSMENT REQUIREMENTS**

**Requirement 1. Analysis of Pre-Reading**

Students are required to read Bevans, S.B. & Schroeder, R.P. (2004) *Constants in Context: A Theology of Mission for Today* and submit a critical evaluation of the following quote “…to be church is to be in mission, to be in mission is to be responsive to the demands of the Gospel in particular contexts, to be continually reinventing itself as it struggles with and approaches new situations, new peoples. New cultures and new questions....” (p31). Reflect the role that the authors thesis plays in the planting and sustaining of new faith communities.

The **key assessment criteria** for this requirement are as follows:

1. Demonstrate that you have a clear understanding of the theological principles presented by the thesis of Bevans and Schroeder;
2. Evidence of some critical analysis of the concepts in church planting specifically;
3. Discuss the aspects of this thesis that you found most advanced your thinking on effective Church planting methodology;
4. Show evidence of reflecting Biblically on what you have read;
5. A list of references is not required for this assignment; however, page referencing of material you are commenting upon from the book is essential;
6. Requirements for the writing of assignments have been

*Length: 1000 words*
*References: as required*
*DUE: Monday 1 February, 2016 by electronic submission on Moodle*
*Mark allocation: 15%*
Requirement 2: Critical Evaluation

Students are to choose one of the church planting models discussed in this unit and critically assess the strengths and weaknesses.

The essay is to include an intentional consideration of actual church planting contexts known to them; a demonstration of how these strengths and weaknesses impact on the practical application of the model you have selected. In particular analyse the role of leadership, the team around the Church planting leader and the “sending” relationship in the overall effectiveness of the new Church plant.

The key assessment criteria for this requirement are as follows:

1. Demonstrate that you have a clear understanding of the theology and principles of Church planting and show how you use this as the criteria for your analysis.
2. Critical analysis of the model in relation to appropriate contexts in which each may be used.
3. Demonstrate an understanding of the leadership required for this model and how it needs to be exercised to effectively plant in a specific context.
4. The list of references is indicative of appropriate research, both academic and contextual.
5. Requirements for the writing of assignments have been adhered to.

Length: 2500 words
References: as required
Due: Friday 11 April, 2016 electronic submission on Moodle
Mark allocation: 35%
Hirsch notes that **Christology** determines **Missiology** that determines **Ecclesiology** (see Forgotten Ways p143)

Discuss the impact of Hirsch’s views on a Church planting context (a context of the student’s choosing) with particular reference to:

(a) *the methodology of the evangelism employed;*
(b) *the process of disciple making;*
(c) *the maintenance of a commitment to plant a new church; and,*
(d) *the approach to church life, order and liturgy that is contextualised.*

The **key assessment criteria** for this requirement are as follows:

1. A clear articulation and understanding of the theological framework behind this thesis and the likely impact on church planting;
2. Evidence that the student is able to demonstrate the role of evangelism and disciple-making in the way this theological framework impacts on church planting;
3. The student uses the model to specifically illustrate the way the theological framework interacts with the church plant in terms of the maintenance of the commitment to planting;
4. Outline the effect of this framework on the life, order and liturgy of the church plant the student has chosen;
5. The list of references is indicative of appropriate research.
6. Requirements for the writing of assignments have been adhered to.

**Length: 3500 words**
**References: as required**
**Due: Friday 13 May, 2015 by electronic submission on Moodle**
**Mark allocation: 50%**
**UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES**

*Developing Christians of Influence*

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

(Jeremiah 3:15)

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’</th>
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<tbody>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
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<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
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<tr>
<td>c. is self-aware and maintains self-care</td>
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<tr>
<td>d. seeks and builds healthy relationships</td>
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<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
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<tr>
<th>Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’</th>
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<tbody>
<tr>
<td>a. knows and trusts the Bible</td>
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<td>b. understands the context of diverse theological ideas</td>
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<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
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<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
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<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
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<tr>
<th>Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’</th>
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<tbody>
<tr>
<td>a. is able to have a godly influence over others</td>
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<tr>
<td>b. possesses skills needed for chosen ministry path</td>
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<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
</tr>
<tr>
<td>d. is able to work with and lead a team</td>
</tr>
<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
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1. A major thrust of this unit
2. A contribution that this unit should make
3. A possible function of this unit, but not targeted
4. An unlikely product of this unit

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
RECOMMENDED READINGS

The list below provides the learner with library references (* key references) that relate to the unit material and topics under consideration:

Feeney, J H 1988, *Church Planting by the Team Method*, Abbott Loop, np.
Hinds, R J 1990, *The Helensvale Story: Planting and Growing a Middle Class Australian Church*, BTCQ, Brisbane.
________ 2004a, *Church After Christendom*, Paternoster, Carlisle.
Stetzer, E 2003, *Planting New Churches in a Postmodern Age*, Broadman & Holman, Nashville.
*________ 2006, Planting Missional Churches*, Broadman & Holman, Nashville.
Wagner, C P 1990, *How to Plant a Church: Self-Study Kit*, Fuller Institute, Pasadena.
**ACT POLICIES AND PROCEDURES**

**Key Policies**

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

**Accessing Documents**

These and other policy documents are publically available in the following handbooks, through links on ACT’s home page ([www.actheology.edu.au](http://www.actheology.edu.au)):

1. Undergraduate Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.*