Master of Arts
Unit Guide

PC754
Pastoring in the 21st Century

Semester 1, 2016

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

PC754 is offered by Malyon College as part of the Master of Arts, authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
MALYON COLLEGE
(www.malyon.edu.au)

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
(www.actheology.edu.au)

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 Australia 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

Upon the successful completion of this unit, students should be able to understand and respond effectively to the challenges of pastoral ministry in the 21st century; evaluate the necessity for change in the church through an understanding of the culture of their ministry context and their own personal philosophy of ministry; adapt strategies for bringing change to their own church context; and establish healthy and intentional strategies to enable them to maintain pastoral integrity and health through the risks and challenges of pastoring in the 21st century.

CREDIT POINTS

This unit is valued at 8 credit points.

CO- AND PRE-REQUISITES

None.

EXCLUSIONS

None.

UNIT OUTLINE

The unit is made up of the following sections:


b. Processing and Facilitating Change in the 21st Century: understanding diverse church cultures; developing a personal philosophy and theology of ministry and change; principles of change; models for managing change; pastors as change agents.

c. Pastoral Health for the 21st Century: understanding the particular health hazards of 21st century pastoral ministry (for example, stress, secularism, sex and success); strategies for building intentional spiritual, relational and emotional health in the face of these hazards.
UNIT OUTCOMES

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

a. Distinguish the particular theological and cultural challenges of Christian ministry in the 21st century and critique various ministry responses to them.

b. Justify needed changes in a specific Christian ministry through an understanding of 21st century culture, specific ministry context, and their own personal philosophy of ministry.

c. Explain how models and strategies for bringing change can be applied to a particular ministry context.

d. Generate healthy and intentional strategies to enable them to maintain personal integrity and health through the risks and challenges of ministry in the 21st century.

WORKLOAD REQUIREMENT

A unit will generally require about 200 hours for contact students or distance students for preparation and study, and assignment work over the semester. This generally should be distributed as follows:

1. Contact students:
   a. Preparation, reading and Forum Activities – 50 hours (about 4 hours per module);
   b. Lectures – 30 hours for one week intensive;
   c. Extra Reading and Assignments – 120 hours.

2. Distance students:
   a. Home study – 40 hours (about 3 hours per module);
   b. Reflection Activities and Forum Activities – 40 hours (about 3 hours per module);
   c. Extra Reading and Assignments – 120 hours.
STUDY GUIDE

The unit is broken up into 13 modules corresponding to the 13 lecture weeks of the semester. Each module has a ‘Learning Guide’ available from Moodle. The module Learning Guides are the ‘road map’ for your learning journey. They contain a number of elements:

1. **Introductory Content**: The lecturer will provide notes and a framework to help you ‘get a handle’ on the material.

2. **Resources**: The Learning Guides will also refer you to a number of readings (usually a chapter from a book or journal article) or other resources, either downloadable from Moodle or another web site. Read the pages and make notes of the key points.

3. **Additional Readings**: There may also be additional readings. These readings, though optional, are valuable and will help you gain understanding for assignments, if you read them.

4. **Reflection Activities**: These are learning activities which will help you process the learning materials. Intensive students will do some of these activities during their lectures, but are not required to complete them before the intensive.

5. **Forum Activities**: Intensive students complete every Forum Activity for each module.

ASSESSMENT REQUIREMENTS

The student shall complete the following assessment requirements:

1. Forum Activities (5%)
2. 21st Century Ministry and Change Assignment - 4500 words (55%)
3. Pastoral Health under 21st Century Stress Assignment - 3000 words (40%)

*Contact students will be expected to attend all lectures.*

*The reflection activities and the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, reflection activities and forum participation are compulsory for distance students.*
REQUIRED RESOURCES

In order to complete the unit, the student will be required to have access to the following resource/s:

1. You will need access to reference books to complete the assignment work. There will be quite a few resources on the Moodle site that should provide an excellent start, but you will still have to read more widely. If you are a distance student without easy access to a library, the article Extra Assignment Resources may provide other options to access books.

2. You will need to reference journal articles, if available, in the assignments. Malyon has purchased access to almost 300 online, full text, journals. Further information is in the Extra Assignment Resources.

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.
**LECTURE SCHEDULE (Intensive)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Section</th>
<th>Module</th>
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<tbody>
<tr>
<td>Mon</td>
<td>1. Ministry in the 21st Century</td>
<td>Introduction</td>
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<tr>
<td>Mar 14</td>
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<td>1. Getting to Know the 21st Century</td>
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<td>2. Ecclesiology in the 21st Century</td>
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<td>3. Church in the 21st Century</td>
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<tr>
<td>Tue</td>
<td>1. Ministry in the 21st Century</td>
<td>4. New Models of Church</td>
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<td>Mar 15</td>
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<td>5. The Pastor in the 21st Century Panel</td>
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<td>Reflection</td>
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<tr>
<td>Wed</td>
<td>2. Facilitating and Processing Change</td>
<td>6. An Introduction to Change</td>
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<td>Mar 16</td>
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<td>7. Models for Managing Change</td>
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<td>8. Being a Change Agent</td>
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<td></td>
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<td>Reflection</td>
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<tr>
<td>Thu</td>
<td>2. Facilitating and Processing Change</td>
<td>9. Changing Church Culture</td>
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<td>11. Spiritual Health</td>
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<td>Reflection</td>
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<td>Mar 18</td>
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<td>13. Relational Health</td>
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<td>Reflection</td>
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<td>Review</td>
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**DAILY LECTURE PROGRAM**

- 9.30 – 11.00  Lecture 1 (1.5 hours)
- 11.00 – 11.15  Morning tea
- 11.15 – 12.30  Lecture 2 (1.25 hours)
- 12.30 – 1.15  Lunch
- 1.15 – 2.15  Lecture 3 (1 hour)
- 2.15 – 3.00  Chapel & Afternoon tea (with other students)
- 3.00 – 4.00  Lecture 4 (1 hour)
UNIT LECTURER

**Rev Dr John Sweetman** is the Principal of Malyon College. John was in pastoral ministry from 1979 to 2001, ministering in two Brisbane churches, Kenmore Baptist (for 9 years) and Bracken Ridge Baptist (for 14 years). In both these churches, John developed and led a biblical, contemporary ministry and he remains passionate about developing churches that can effectively grow God’s kingdom in the 21st century. John has been a faculty member at Malyon College since 1993 and has been Principal since 2002. He lectures in the field of pastoral ministry. In 1999 John completed a Doctor of Ministry through Denver Seminary in which he majored on leadership and pastoral ministry. His thesis explored the development of leaders through mentoring. John is also Director of the Malyon Leadership Centre.

John can be contacted at Malyon from Monday to Thursday if you wish to discuss an issue or a problem.

- ☏ 07 3354 5656
- Mobile 0407 741143
- ✉ john@malyon.edu.au
- Fax 07 3354 5660
- ✉ PO Box 6166, Mitchelton QLD 4053
UNIT ASSESSMENT

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. 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.

4. 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.

5. 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%
ACADEMIC STANDARDS

The marking scale used for all ACT instruments is as follows:

- **High Distinction (HD)** = 85-100%
- **Distinction (D)** = 75-84%
- **Credit (C)** = 65-74%
- **High Pass (P+)** = 58-64%
- **Pass (P)** = 50-57%
- **Fail (F)** = 0-49%

Candidates will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgments appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

**Pass**
- Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context
- Evidences a sound grasp of features of the discipline as they intersect with a select area of study
- Shows an ability to evaluate critically a range of scholarly perspectives with empathy

**Credit**
- Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- Evidences a confident grasp of the features of the discipline as they intersect with a select area of study.
- 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.

**Distinction**
- Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- Evidences a confident grasp of the features of the discipline as they intersect with a select area of study.
- Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.

**High Distinction**
- Demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- Evidences a confident grasp of the features of the discipline as they intersect with a select area of study.
- Exhibits genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study.
The learning outcomes of an MA essay differ from the outcomes expected in the research degrees in that the following are not expected:

a. Advanced critical or synthesising ability,
b. A comprehensive and penetrating assessment of scholarly literature,
c. The sustaining of extended and sophisticated argument, and
d. The emergence of a creative or original contribution.
ASSESSMENT REQUIREMENTS

Requirement 1 (Pre-intensive): Forum Activities [Unit Outcomes a, b, c, d]

The Forum Activities will require a considerable amount of effort. They must be completed to graduate from the Unit and they count 5% towards the result.

The Forum Activities make up the pre-intensive assignment and must be completed before the Intensive. For each Module, you will need to read through the Learning Guide and then complete the Forum on Moodle. It will help if you can also complete the extra readings in the Learning Guide. At least 500 pages of pre-reading is compulsory.

Some students are concerned that their effort on the Forums does not count more towards the overall result, but there is a clear reason for this. The Forum Activities are designed to help you interact with and apply the teaching of each Module. I don’t want them to be finished research pieces but to be honest, raw, vulnerable responses to the material. I don’t want you to have to design your Forum responses to achieve high results. However, the 5% weighting doesn’t mean that they are unimportant. They are vital to the learning process and must be taken seriously.

When posting on the Forum, make sure that you remove all the formatting.

The key assessment criteria for this requirement are as follows:

1. **READING & CONTENT.** Students are required to show that they are aware of and can insightfully interact with the content of the module in their Forum Activity post.

2. **EVALUATION.** Where appropriate, students are required to evaluate lecture content and other resources and arrive at their own thoughtful, well-founded conclusions.

3. **APPLICATION.** Where appropriate, students are required to show how the principles derived from a module can be applied effectively to their personal life and/or ministry.

4. **INTERACTION.** Where appropriate, students are required to interact thoughtfully with the forum responses of other students.

*Length: 200 words per forum post*
*Time: 15 hours*
*References: None*
*Due: Completed by Mon Mar 14*
*Forum Activities on Moodle*
*Mark allocation: 5%*
Requirement 2: 21st Century Ministry and Change [Unit Outcomes a, b, c]

Critically discuss (including biblical reflection) two significant transformations that churches or Christian organisations may face in the 21st century and what is being done in the church to respond to these transformations (about 3000 words). In the light of theories and models of change and transition, explain how a specific church or Christian organisation could be transitioned through a change related to one of these transformations (about 1500 words).

The key assessment criteria for this requirement are as follows:

1. **READING & CONTENT.** Students are required to read widely in order to encounter a range of disparate views on the issues facing Christianity in the 21st century. This reading must encompass ideas and perspectives not dealt with in detail in the lecture content. Sources should include the Bible and journal articles if possible, and must be accurately referenced.

2. **ANALYSIS.** Students are required to analyse the various elements of the differing concepts or opinions on transformations that are occurring. They should refer to a range of perspectives, recognise the basic distinctives of the concepts or views, and discern any essential common ground and/or incompatible differences between different sources.

3. **EVALUATION.** Students are required to evaluate different responses in the church to these changes, with particular reference to their biblical foundations and to the different contexts that may account for their development.

4. **SYNTHESIS - TRANSFORMATIONS.** In the light of the evaluation, students are required to come to personal conclusions about two significant transformations needed in the church.

5. **SYNTHESIS - CHANGE MODEL.** Students are required to synthesise and justify their own model of change from those offered in various sources. The model must be useful and relevant.

6. **IMPLEMENTATION.** Students are required to show how their model for change could be implemented in a specific context. The model would normally be useful in bringing the specific change desired, but if not, this should be admitted and explained. Please be realistic about the process of change.

7. **PRESENTATION.** Students need to fulfil the conventions required of essays at a post-graduate level of study. They include formatting, referencing, bibliographical, and structural conventions.

*Length: 4500 words*
*Time: 60 hours*
*References: Referring to at least 15-20 sources (including journals)*
*Due: Sat 30 April by electronic submission on Moodle*
*Mark allocation: 55%*
Requirement 3: Pastoral Health under 21st Century Stress [Unit Outcomes a, d]

Critically discuss two possible 21st century stressors on Christian leaders and evaluate the impact of these stressors on the health of Christian leaders, including in your research interviews with two anonymous leaders (70%). Prepare a biblically-informed, personal, practical plan to maintain personal and spiritual health in the face of these two 21st century ministry stressors (30%).

The key assessment criteria for this requirement are as follows:

1. **READING & CONTENT.** Students are required to read widely in order to encounter a range of disparate views on the stressors Christian leaders face in the 21st century. This reading must encompass ideas and perspectives not dealt with in detail in the lecture content. Sources should include the Bible and journal articles if possible, and must be accurately referenced.

2. **ANALYSIS AND SYNTHESIS.** Students are required to choose and analyse three of these stressors and the impact they have on Christian leaders. They should recognize the perspectives of various sources and discern any essential common ground and/or incompatible differences. They need to evaluate the strengths and weaknesses of the various concepts or views, with particular reference to their biblical foundations and to the contexts that may account for their development. They need to come up with a clear synthesis of these stressors and their possible impact.

3. **EVALUATION.** Students are required to evaluate the impact of these stressors on Christian leaders in the students’ context by gaining and reflecting on the views of two Christian leaders who may be aware of or facing these stressors. The perspectives of the interviewees must be thoroughly discussed, but the final evaluation will be that of the student.

4. **IMPLEMENTATION.** Students are required to develop a biblically-informed, personal plan to maintain personal and spiritual health in the face of these stressors. A presentation of clear, realistic, practical steps is required.

5. **PRESENTATION.** Students need to fulfil the conventions required of essays at a post-graduate level of study. They include formatting, referencing, bibliographical, and structural conventions.

Length: 3000 words
Time: 50 hours
References: Referring to at least 12 sources (including interviewees)
Due: Sat 4 June by electronic submission on Moodle
Mark allocation: 40%
**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)

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<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity</th>
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<tr>
<td>‘Shepherds with God’s heart’</td>
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</tr>
<tr>
<td>a. Is secure in God, living in the truth and freedom of the gospel</td>
<td>✔</td>
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<tr>
<td>b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines</td>
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<td>c. Intentionally plans for growth, being aware of personal strengths and weaknesses</td>
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| d. Grows spiritual, personal and relational health, especially through accountability | | | | ★
| e. Is committed to influencing and serving others in the church and the world | | | | ✔

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<tr>
<th>Graduate Attribute 2: Theological Maturity</th>
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<tbody>
<tr>
<td>‘Knowledge and understanding of God’s heart’</td>
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| a. Understands the ‘big story’ of the Bible and the gospel | | | | ✔
| b. Is personally able to interpret and apply the Bible | | | | ✔
| c. Is formulating a biblical, historical and contemporary theology | | | | ✔
| d. Reflects biblically and theologically on life and practice | | | | ✔
| e. Is committed to communicating and demonstrating the gospel | | | | ✔

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<th>Graduate Attribute 3: Ministry Maturity</th>
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<tr>
<td>‘Knowledgeable and wise shepherds’</td>
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<tr>
<td>a. Has a godly influence on others</td>
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</table>
| b. Possesses the knowledge and skills needed for chosen ministry path | | | | ✔
| c. Ministers and communicates the gospel with clarity in a range of contexts | | | | ✔
| d. Works well in a team and intentionally does so | | | | ✔
| e. Is committed to servant leadership and the mentoring of others | | | | ✔

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

Specific readings are stipulated in the Learning Guides on Moodle.

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 publicly available in the following handbooks, through links on ACT’s home page (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 home page.