DM520D
Introduction to Church-Based Children’s Ministry

Semester 1, 2017

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

DM520D is offered by Malyon College as part of the Master of Divinity, Master of Ministry 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 unit provides the student with an opportunity to explore the theory and practice of church-based ministry to children. Consideration is given to the Biblical, theological and historical foundations of ministry to children, and to child development theories which impact on programs and relationships with children. Various practical aspects of children's ministry in the contemporary local church setting are discussed, and students will be required to undertake supervised field work in this context.

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:

Section A: Children and Faith Development (40%)

2. Human and child development; ages and stages of growth; introduction to developmental theories; implications for programs and relationships.
3. Children and God; overview of moral and faith development; survey of a variety of perspectives such as Fowler, Westerhoff, Groom, Bridger, Buckland.
4. Children and the church; history of children in the church; recent trends.
5. Children and their culture; influences on children – school, friendships, family, media; introduction to multi-cultural/multi-faith issues.
Section B: Church-Based Children’s Ministry: An Introduction (40%)

6. An introduction and overview of children’s ministry; a definition; exploration of the experience of participants; aims, philosophy and strategy; introduction to leadership – motivation, self-care, integrity, leading teams.

7. Developing aims, philosophy, strategies, evaluation, vision; principles for good organisation and planning; exploring a variety of models and sizes; choosing and adapting curriculum and materials.

8. Children as part of the worshipping community; children’s ministry as an integral part of the life of the church; all age worship; designing services that are all age friendly; learning together and separately; building an all age community; environment and facilities.

9. Nurturing faith and discipleship; encouraging parents, caregivers, and the church in nurture and discipleship of children, prayer for and with children; helping children read and understand the Bible; children and the Holy Spirit; involving children in ministry; children and spiritual gifts.

10. Evangelism and outreach; organisation and planning; structures and programs; liaison with other churches; evangelism and the family; evangelism and schools; evangelism and the community; relational work; assisting children to faith.

11. Safety and care for staff, parents and children; developing a safety policy; premises; insurance; legal issues.

Section C: Ministry in Practice (20%)

12. Supervised Field Education: At least 20 hours work to be undertaken in one of the following areas: holiday and after-school programs; family ministry; camps; school religious education; church-based religious education; other work as approved by the course coordinator.

Unit Outcomes

On successful completion of this unit, students will:

Knowledge and understanding, know and understand:

1. Leading biblical, theological, historical and strategic foundations of children’s ministry.
2. Leading aspects of child development and contemporary children’s culture.
3. The nature, shape and forms of children’s ministry.
4. Leading issues in children’s ministry.
5. Selected approaches to children’s ministry.
Skills, be able to:
1. Explain the leading biblical, theological, historical and strategic foundations of children’s ministry.
2. Discuss the leading aspects of child development and contemporary children’s culture.
3. Analyse the nature, shape and forms of children’s ministry.
5. Evaluate selected approaches to children’s ministry.

Application, be in a position to:
1. Integrate perspectives from ‘Church-Based Children’s Ministry’ with their other theological and ministry studies.
2. Apply perspectives and skills from ‘Church-Based Children’s Ministry’ to personal formation and ministry practice.

Workload Requirement

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
   a. Lectures – 3 hours per week;
   b. Preparation and revision – 2 hours per week;
   c. Assignments – 5 hours per week.
2. Distance students:
   a. Home study; including forums and revisions – 5 hours per week;
   b. Assignments – 5 hours per week.

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. Child development research assignment.
2. Analysis of a church’s children’s ministry philosophy and program.
3. Personal critical reflection.

Contact students will be expected to attend all lectures. The forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.

Required Resources

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


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.
## Lecture Schedule

<table>
<thead>
<tr>
<th>Mod</th>
<th>Date</th>
<th>Topic/s</th>
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<tbody>
<tr>
<td>1</td>
<td>13 Feb</td>
<td>Unit Introduction and Children: Biblical Perspectives</td>
</tr>
<tr>
<td>2</td>
<td>20 Feb</td>
<td>Theology of children and implications for ministry</td>
</tr>
<tr>
<td>3</td>
<td>27 Feb</td>
<td>Child development: ages and stages</td>
</tr>
<tr>
<td>4</td>
<td>6 Mar</td>
<td>Children and God: moral and faith development</td>
</tr>
<tr>
<td>5</td>
<td>13 Mar</td>
<td>History of children and the church</td>
</tr>
<tr>
<td>6</td>
<td>20 Mar</td>
<td>Children and their culture</td>
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<tr>
<td>7</td>
<td>27 Mar</td>
<td>Introduction to philosophy, aims and models of children’s ministry</td>
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<tr>
<td>S/W</td>
<td>28 Mar</td>
<td>Study Week</td>
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<tr>
<td>S/W</td>
<td>4 Apr</td>
<td>Study Week</td>
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<tr>
<td>8</td>
<td>18 Apr</td>
<td>Organization and curriculum evaluation</td>
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<tr>
<td>9</td>
<td>25 Apr</td>
<td>Children as participants in the worshipping community</td>
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<tr>
<td>10</td>
<td>2 May</td>
<td>Nurturing faith in children</td>
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<tr>
<td>11</td>
<td>9 May</td>
<td>Evangelism and children</td>
</tr>
<tr>
<td>12</td>
<td>16 May</td>
<td>Introduction to leadership and working with volunteers</td>
</tr>
<tr>
<td>13</td>
<td>23 May</td>
<td>Safety and care of children</td>
</tr>
</tbody>
</table>
**Lecturer**

After working as an Air Traffic Controller in the South African Air Force, Charles de Jongh commenced his ministry experience working with children, teenagers and young adults while completing his initial theological studies at the Baptist Theological College in Cape Town, South Africa, where he graduated with a Licentiate in Theology. He continued to focus on young adults’ ministry while completing a BA with majors in Biblical Studies and Psychology.

In 1991, he commenced ministry in a church plant as the solo pastor; during his ministry the church grew from 6-10 attendants to over sixty. At the same time, he completed an MA, researching ‘contemporary developments in Christology in Africa.’ After five years of ministry, he took up a lecturing position at the Baptist Theological College of Southern Africa with a focus on Biblical Studies and Practical Theology. While lecturing, he carried out doctoral research into the ‘significance of hermeneutical method in recent biblical scholarship.’ Other ministry involvement at this time included serving on the Executive of Baptist Youth of Southern Africa and chairing the Board of Mission Aviation Fellowship South Africa.

Charles has been a lecturer at Malyon College since July 2007, with his main teaching areas being Biblical and Youth Studies. He has since completed a doctorate in Higher Education, examining ‘theories of multiple intelligences and learning assessment for deep learning in higher education.’

Contact details:
Office number (07) 3354-5656
E-mail charles@malyon.edu.au
The notes and learning activities for most of this unit were prepared by Faith Giovas. Faith is a registered primary school teacher (BA, GradDipTeach) who has completed a Graduate Diploma in Religious Education at Griffith University, a Bachelor of Ministry at Morling College, and a Master of Arts in Ministry at Malyon College. Her roles have included writing and editing Scripture Plus, a Religious Education curriculum for use in public schools published by the Baptist Union of NSW, training Sunday School and Religious Education teachers as part of the ministry of the PNG Baptist Theological College, and developing resources to help children grow in their understanding of God's heart for the world, as Global Inter Action's children's ministry consultant. She was a volunteer Religious Education teacher for over 30 years and been involved in holiday outreach programs, and intentional discipleship and mentoring of children. Faith was a member of Queensland Baptist's ‘QB Kids and their families’ team for over 5 years and served for 7 years as event coordinator of the IGNITE Conference and Expo, Queensland's annual cross-denominational training event attracting around 800 children's ministry leaders. She is currently involved in ministry at Annerley Baptist Church where her husband is the senior pastor.

Julie Terry, a previous member of the 'QB Kids and their families' team, prepared Module 10 of this course: ‘Nurturing faith in children.’ Julie’s training includes a Bachelor of Education (Primary), and Diplomas in Education and Christian Ministry. Until recently she was an associate pastor of Hervey Bay Baptist Church with responsibility for Family Ministries, having worked in that area for over 20 years.
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 **Student Assignment Guide** is 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%
Grade Criteria

Graduate Diploma and Master’s students at the foundational graduate degree 500-level should note that grades are awarded on the following criteria:

Units at a foundational level introduce graduate students to the introductory features, broad scope and principles of a discipline or topic. The study of primary sources and the principles underlying their analysis are introduced, especially in Biblical Studies and Church History and where relevant in other fields of study. The foundation for the critical evaluation of ideas is established.

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 the primary sources, is beginning to understand their setting and historical context.
✓ 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 pronounced ability in engaging 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 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.
**Requirement 1: Research Assignment**

A person in your church expresses the view that "There’s no differentiation in the Bible between ministry to adults and ministry to children, so why do we need to plan differently for children today?" How would you respond?

Your answer will provide evidence of an understanding of developmental theories and theological principles relevant to ministry with children.

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

1. Shows an understanding of the place of children in the Bible
2. Demonstrates a familiarity with several theories of child development
3. Provides evidence of theological reflection on childhood
4. Is reasonable in terms of what is argued

*Length: 1500 words*

*References: at least 6 academic references*

*Due: Monday 10 April by electronic submission on Moodle*

*Mark allocation: 30%*
**Requirement 2: Church-Based Children’s Ministry Proposal**

Select ONE of the following:

a. Describe and justify the elements of a local church ministry that will engage children and disciple them to be lifelong followers of Jesus. Assume children and their families attend regularly.

b. Describe and justify the key elements of a local church ministry that will engage *non-church* children and help them towards becoming lifelong followers of Jesus.

To answer either question effectively, ensure that you consider a range of topics such as philosophy of children’s ministry, values and vision, choice of models, curriculum, programs and processes, leadership, connection with the faith community and connection with parents.

Analyse the likely effectiveness of your model in achieving your goals.

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

1. Reflects an understanding of essential principles
2. Demonstrates an ability to apply principles and knowledge to a practical situation
3. Identifies and justifies at least 4 core elements which will enable a children’s ministry to fulfil set goals
4. Shows an appreciation of some challenges of working in a local church context
5. Identifies some indicators of success in achieving set goals
6. Is reasonable and able to justify what is proposed

**Length:** 3000 words

**References:** meaningful academic and practical references, including journals

**Due:** Monday 15 May by electronic submission on Moodle

**Mark allocation:** 50%
Requirement 3: Personal Critical Reflection

Part A
Spend a minimum of 20 hours in at least 3 different children’s ministry contexts such as after-school programs, holiday programs, and children’s camp, religious education in school, church-based religious education, or other as approved by the course coordinator. “Children” refers to primary school age or younger.

Keep a record of your ministry hours which includes:
- church/school name and/or location
- name of program
- date and time spent

Include a record of time spent in reflection/evaluation with your supervisor or mentor. Attach this to your assignment.

Part B
Briefly describe the nature of your ministry involvement (250 words). Identify 3 lessons you have learned about ministry to children (750 words), relating your practical ministry experience to principles studied during the course. Identify 2 areas where you need to do further thinking, research or training in order to be better equipped to provide leadership in church-based children’s ministry (500 words).

DUE TO THE NATURE OF THIS ASSESSMENT ITEM, STUDENTS ARE TO ENSURE THAT THEY PLAN WELL IN ADVANCE, AS EXTENSIONS WILL NOT BE GRANTED WHERE STUDENTS ‘RUN OUT OF TIME’

The key assessment criteria for this requirement are as follows:

1. Presents evidence that requirements of practical ministry participation have been fulfilled
2. Shows evidence of personal reflection and reflection with a mentor
3. Identifies reasonable and significant lessons learned regarding children’s ministry as a result of observation and participation
4. Relates practical ministry experiences to principles studied during the course
5. Self-critiques appropriately and identifies areas needing consolidation

Length: 1500 words / 20 hours’ ministry participation
References: as required
Due: Monday 29 May by electronic submission on Moodle
Mark allocation: 20%
**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>
<th>1.</th>
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<th>4.</th>
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</thead>
<tbody>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
<td>✓</td>
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<td></td>
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<tr>
<td>c. is self-aware and maintains self-care</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. seeks and builds healthy relationships</td>
<td>✓</td>
<td></td>
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<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
<td>✓</td>
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<tr>
<th>Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’</th>
<th>1.</th>
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<tbody>
<tr>
<td>a. knows and trusts the Bible</td>
<td>✓</td>
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<tr>
<td>b. understands the context of diverse theological ideas</td>
<td>✓</td>
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<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
<td>✓</td>
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<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
<td>✓</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>
<td>✓</td>
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<tr>
<th>Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’</th>
<th>1.</th>
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<tr>
<td>a. is able to have a godly influence over others</td>
<td>✓</td>
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<tr>
<td>b. possesses skills needed for chosen ministry path</td>
<td>✓</td>
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<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
<td>✓</td>
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<tr>
<td>d. is able to work with and lead a team</td>
<td>✓</td>
<td></td>
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<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
<td>✓</td>
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</table>

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 references that relate to the unit material and topics under consideration.

**Children and Faith Development**


**Practical Church-Based Children’s Ministry**

Clark, R.E., J. Brubaker and R. B. Zuck, eds. 1986. *Childhood Education in the Church (Revised and expanded)*. Chicago: Moody.
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):

1. Undergraduate Handbook.
5. Distance Education Handbook.

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