PRIMARY MINISTRY PLACEMENT INDUCTION DECLARATION

Your Name:
Your Organisation's Name:
Your Address:
Email address:
Contact Number:

All Christian Ministry Students must participate in a Primary Ministry Placement. This activity must involve a minimum of 40 hours, which includes planning, preparation, meetings, implementation, evaluation. They must keep a record of the hours they have completed including details of what they have done.

Minimum requirements for Ministry Supervisor:

- An active member of a recognised Christian community
- Recognised within that community for a significantly mature Christian faith
- Have a valid "Working With Children Check' number.
- Able to make time commitment required for Ministry Supervisor's role.

Your role is to:

- To promote the Christian growth of students
- To supervise the student's Ministry Placement
- To fulfil practical requirements of the Ministry Supervisor role.

The practical requirements include:

- Collaborate with student to complete the 'Planning Primary Ministry Quiz'.
- Complete the induction process and sign to declare that every part has been discussed with the student
- Ensure student is recording Ministry Placement hours.
- Complete End of Term Review at the end of Terms 1, 2 and 3. (See attached Primary Ministry Review Form) IMPORTANT: Students must achieve consistent in all the points below by their Term 3 Review to achieve competency. At the end of each term, please discuss how students can improve to be marked consistent.
- Communicate with student and their teacher as required. rebecca.dillon@tyndale.edu.au

I (Ministry Supervisor) …… agree to complete and carry out the roles and responsibilities of Ministry Supervisor as stated above, and I have attached a copy of my Working With Children's Check to this signed form.

Ministry Supervisor signature: …… Date: / /

It is essential that all the following points are discussed and agreed upon as part of this induction process. Please tick each of the boxes below.

1. Please discuss all the following and points and tick each box once it has been discussed and agreed on.

- Legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
  - ☐ codes of conduct
  - ☐ discrimination
  - ☐ duty of care
  - ☐ mandatory reporting
  - ☐ privacy, confidentiality, and disclosure
  - ☐ records management
  - ☐ work role boundaries
  - ☐ responsibilities and limitations
  - ☐ work health and safety

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☐ policies and procedures

- nature of groups and the way they operate at an overview level, including:
  - ☐ dynamics of groups
  - ☐ stages of group development
  - ☐ stages of change
  - ☐ styles of group leadership and decision- making
- communication techniques and how they are used within groups, including:
  - ☐ active listening and questioning
  - ☐ rapport building
  - ☐ non-verbal communication
- nature of resources provided to groups, including:
  - ☐ information/referrals
  - ☐ facilities
  - ☐ equipment/materials
  - ☐ administrative support
  - ☐ facilitation of meetings
  - ☐ worker skills/expertise
- nature of support provided including:
  - ☐ resources managed by the organisation
  - ☐ advice, information, and facilitation
  - ☐ individual or group supervision.

2. Student understands the goals, needs and expectations of their role in their ministry placement.	☐ **YES**
3. Ministry Supervisor understands that student must keep records of group interactions according to Tyndale's documentation requirements.	☐ **YES**
4. Student understands appropriate processes to address breaches of behaviour according to organisation protocols	☐ **YES**
5. Student has communicated to Ministry Supervisor the need to select a basic workplace issue within job role to be resolved	☐ **YES**
6. Student understands who to collaborates and consult with when problem solving	☐ **YES**
7. Ministry Supervisor understand that student will need to document responses to questions asked according to Tyndale's requirements	☐ **YES**
8. Ministry Supervisor understands that student must achieve consistent in all the points in the Review Form for Term 3 Review to achieve competency.	☐ **YES**
9. I acknowledge that the information in this application is true and correct.	☐ **YES**

I (Student Name) …… agree to abide by the policies and procedures discussed in my induction process.

Student Signature: …… Date: / /

I (Ministry Supervisor) …… agree that I have completed an induction with this student and confirm that I all the points listed above have been discussed and agreed upon.

Ministry Supervisor signature: …… Date: / /

Please note: The above forms and process must be completed before the student can begin the Ministry Placement. Any delay may jeopardise the student's ability to complete the course.

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PRIMARY MINISTRY PLACEMENT REVIEW FORM TERM: 1 / 2 / 3

Please circle the correct term. RQ- Requires Work, D-Developing; C- Consistent

IMPORTANT: Students must achieve consistent in all the points below by their Term 3 Review to achieve competency. At the end of each term, please discuss how students can improve to be marked consistent.

PERFORMANCE CRITERIA	RQ	D	C
1. Student identifies and determines activities which meet the group purpose with members of the group			
2. Student has discussed and agreed to the rules for group behaviour with all group members as a participant			
3. Student identifies, acknowledges and respects individual differences of workers and group members			
4. Student seeks, identifies and accommodates the goals, needs and expectations of participants according to available resources and scope of own role			
5. Student keeps records of group interactions according to organisation documentation requirements			
6. Student is able to confirm role played by self and other group members			
7. Students encourages participation of other group members			
8. Student models clear communication and encourages group members to use clear and appropriate communication			
9. Student ensures that communication and interactions with the group are appropriate to the aim and purpose of group			
10. Student implements appropriate processes to address breaches of behaviour according to organisation protocols			
11. Student encourages participants to abide by agreed behaviours			
12. Student promotes group achievements in a way which motivates and recognises participants' efforts			
13. Student Identifies support and resources to achieve the objectives of the group			
14. Student provides information to group about resources available and guidelines for their use			
15. Student encourages a cooperative approach to the use of resources			
16. Student can complete reports on use of resources according to organisation procedures			
17. Student collaborates with relevant stakeholders and share ideas on different types of questions, styles of questioning and applicable problem-solving techniques			
18. Student identifies challenges in the types of questions, styles of questioning and basic problem-solving techniques			
19. Student selects a basic workplace issue within job role to be resolved			
20. Student identifies ways to structure questions on identified issue in consultation with relevant stakeholders			
21. Student develops questions to consolidate knowledge of selected issue			
22. Student asks prepared questions to relevant personnel			
23. Student documents responses to questions asked according to organisational requirements			
24. Student clarifies responses given with further questions and comments			
25. Student applies basic problem-solving techniques and document responses to workplace issue			
26. Student consults with relevant stakeholders and identify improvements for problem solving process			
27. Student seeks feedback on questions, questioning style and problem-solving technique from relevant personnel			

Further comments, suggestions, encouragement, or recommendations:

STUDENTS NAME:

NAME OF MINISTRY SUPERVISOR:

SIGNED OF MINISTRY SUPERVISOR: **DATE:**

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