

The Ministry of Pastor

General Competencies



**Ministerial Education Commission
Uniting Church in Australia**

2009

Overview

Competencies for the ministry of Pastor consist of the knowledge, skills and other attributes necessary for the specific role to which they are appointed. Appointment and continuing education of Pastors shall include assessment of competency for ministry in relation to their specific role. (Regulation 2.14.13 (a))

MEC Rules for the Ministry of Pastor

This document outlines General Competencies as determined by the Ministerial Education Commission. General Competencies are those competencies that Pastors need to demonstrate within their specific appointments. These competencies relate directly to each Pastor's particular job description. Hence, not all competencies relate to all Pastors.

Items 4 and 5 of the MEC Rules for the Ministry of Pastor outline the nature and purpose of General Competencies, and the Presbytery's role in oversight of assessment and learning. In summary, the process to be followed is this:

1. The Presbytery designates people to examine the Pastor's job description in order to identify which of the General Competencies relate directly to the Pastor's role and tasks. [see Rule 4 (a)] (The Presbytery may wish to seek guidance from synod personnel at this stage.)
2. Following selection, the Presbytery will assess a Pastor against the particular General Competencies that match his or her job description. [see Rules 4(b) and (c)] (Note: It is possible that **part** of this assessment can take place within the selection process itself.)
3. If there is a gap between the competencies required and those currently held by the Pastor, the development of the said competencies becomes the primary goal of the Pastor's initial competency development, overseen by the Presbytery. [see Rules 4(d) and 5]

The Schedule of Competencies

The General Competencies are grouped under the following headings. Note that the categories are not mutually exclusive, so there are some overlaps of competency in some areas.

1. Community Development
2. Education
3. Evangelism
4. Leadership
5. Pastoral Care
6. Organisation & Administration
7. Worship & Preaching

In order to keep the competencies as succinct as possible, the descriptions are written in generic terms. Hence they do not take into account every possible variation of context, culture, age grouping and level of responsibility for particular Pastor roles. Therefore, the Presbytery assessor will need to determine the extent to which each particular competency unit needs adaptation for a particular role or task. (Note: Some **elements** of competency within particular **units** may not always be applicable.)

It is very likely that not all tasks required of Pastors have been included in these General Competencies. In such instances, the Presbytery will need to add additional competencies, preferably in consultation with synod Human Resources staff or the appropriate synod education agency staff. [Note: Such competencies should be described in a similar competency format.] The Presbytery is asked to notify the Ministerial Education Commission of such additions, so that they might be considered for inclusion in future versions of this Schedule.

Assessment of General Competencies should conform to the assessment principles of validity, sufficiency, fairness and currency. [see Rule 4(b)]. The MEC will produce assessment tools to assist Presbytery assessors in planning and recording assessments.

For further information about these General Competencies, contact:
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Summary of General Competencies

Units of Competency

Community Development

1. Understand community development principles
2. Develop community information and relationships
3. Develop community leadership and networks
4. Develop community programs
5. Support community action

Education

1. Understand foundations and approaches for education
2. Plan learning programs
3. Conduct and evaluate learning programs

Evangelism

1. Understand foundations and approaches for evangelism
2. Articulate an understanding of other faiths and cultures
3. Engage in culturally appropriate conversations about faith and life
4. Plan and conduct an evangelism process
5. Foster new faith communities

Leadership

1. Provide ministry leadership and guidance within a congregation, faith community or agency
2. Provide ministry leadership of a group
3. Mentor others
4. Evaluate effectiveness in ministry

Organisation & Administration

1. Organise ministry priorities
2. Undertake ministry tasks
3. Communicate effectively with people
4. Organise ministry information

Pastoral Care

1. Understand foundations and approaches for pastoral care
2. Identify pastoral care issues or needs
3. Provide pastoral care
4. Review pastoral care
5. Foster a caring community

Worship & Preaching

1. Prepare and lead worship
2. Prepare and present sermons
3. Preside at sacraments
4. Preside at funerals

COMMUNITY DEVELOPMENT COMPETENCIES

These competencies are applicable to Pastors whose role includes responsibility for “service beyond a gathered congregation” [Regulation 2.14.2 (d)] The ‘community’ referred to here is the wider community and may include a focus on particular geographic, social or other groups. Note that there are other competencies covering evangelism and forming new faith communities.

Units of Competency

1. Understand principles of community work
 2. Develop community information and relationships
 3. Develop community leadership and networks
 4. Develop community programs
 5. Support community action
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Unit of competency – Understand principles of community work

Performance criteria

- a. understand key principles of community work
- b. articulate a theological basis for community development as Christian mission
- c. describe a range of models or approaches to community development
- d. understand basic approaches to social analysis

Unit of Competency – Develop community information and relationships

Elements of Competency

1. Gather community information

Performance criteria

- a. gather relevant information about the characteristics, organisations and services relating to the community
- b. identify key community events, places, stories, groups, networks and cultural factors
- c. record, prioritise and summarise community information

2. Establish relationships with key people

Performance criteria

- a. identify people who are key to the life of the community and to ministry goals
- b. make contact and establish positive relationships using appropriate communication skills
- c. gather relevant information about key persons' roles and their organisations/networks

3. Identify community hopes and needs

Performance criteria

- a. use a range of means to gather information about community issues through interpersonal, group, network and data gathering skills
- b. work collaboratively to assess and summarise community information
- c. work collaboratively to prioritise and present community information
- d. identify links between community issues and ministry goals
- e. work collaboratively with key people on the above tasks

Unit of competency - Develop community leadership and networks

Elements of competency

1. Develop community networks

Performance criteria

- a. facilitate communication and meetings between key people
- b. explain obstacles to networking and devise strategies to reduce these
- c. support ongoing communication networks

2. Develop community leadership

Performance criteria

- a. identify sources of leadership support, including people, programs, services and resources
- b. assist groups to design or access leadership development pathways
- c. promote leadership development opportunities
- d. provide individuals with leadership development support

Unit of competency - Develop community programs

Elements of competency

1. Assist groups to set goals

Performance criteria

- a. use a range of approaches to assist groups to assess needs and determine goals
- b. exercise facilitation and negotiation skills in seeking group consensus
- c. consult with people and groups to assess support and resource needs

2. Support key people in developing programs

Performance criteria

- a. support key people in designing program plans
- b. support key people in seeking program assistance from individuals, groups and agencies
- c. assist in identifying and accessing program resources
- d. assist in developing and conducting program evaluation

Unit of competency – Support community action

Elements of competency

1. Assist groups to develop action strategies

Performance criteria

- a. identify avenues and processes for advocacy in a particular community
- b. use a range of approaches to assist groups to identify issues requiring action
- c. use a range of approaches to assist groups to develop strategies to address needs

2. Assist key people to implement community action

Performance criteria

- a. assist groups in planning and implementing community action
- b. assist in managing information and communication
- c. assist in evaluating and adapting community action plan

EDUCATION COMPETENCIES

These competencies are applicable to Pastors whose role includes responsibility for “teaching the beliefs and practices of the Uniting Church” and “service beyond a gathered congregation” [Regulation 2.14.2]

These competencies shall be applied to the particular role and responsibilities of a given Pastor’s appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises an educational role, taking into account the people’s age, maturity, cultural background, and other capacities.

Units of Competency

1. Understand foundations and approaches for education
2. Plan learning programs
3. Conduct and evaluate learning programs

Unit of competency - Understand foundations and approaches for education

(Note: Depending on the setting, the education provided may be Christian education, religious education or more generalised education as ministry)

Performance criteria

- a. articulate biblical and theological foundations for education
- b. demonstrate an understanding of relevant human development and faith development and other related theories
- c. explain the place of education within the life of a congregation, faith community or agency
- d. understand a range of relevant teaching and learning theories and approaches and reasons for utilising them

Unit of Competency - Plan Learning Programs

Elements of Competency

1. *Assess learning needs*

Performance criteria

- a. demonstrate a variety of means to evaluate and assess learners need's and interests
- b. develop clear and achievable learning goals
- c. include learners in determining learning goals and learning processes

2. *Plan an educational program or process*

Performance criteria

- a. develop a learning program to match congregational or agency goals with learners’ needs and capacities
- b. develop plans for individual sessions or lessons
- c. assess resource needs and match needs with available resources
- d. arrange resource provision or negotiate suitable alternatives
- e. communicate evidence of planning to other leaders

Unit of Competency - Conduct and Evaluate Learning Programs

Elements of Competency

1. ***Teach Christian beliefs and practices*** in a manner and at a level appropriate to the particular learners with whom the Pastor is engaged (note: in some settings this will be broadened to refer to religious education)

Performance criteria

- a. identify and discuss key themes and concepts in the Bible (and other religious texts - for religious education)
- b. identify and discuss the contents of key texts and their relationship to one another and to human experience
- c. describe contemporary approaches to biblical study and interpretation
- d. articulate key theological themes in the Christian faith, including Uniting Church doctrines as expressed in the Basis of Union and Assembly documents
- e. articulate key themes in religious faith (including Jewish, Hindu, Buddhist, Muslim and other faiths) as required by the teaching role
- f. lead discussion of texts in relation to contemporary human experience
- g. describe and explore practices of faith and discipleship with groups and individuals

2. ***Facilitate an educational program or process*** appropriate to the learners with whom the Pastor is engaged

Performance criteria

- a. establish a safe, positive learning climate in terms of space, resources and relationships
- b. articulate the purposes and processes of a program to participants
- c. adapt a learning plan to allow for participants' immediate learning needs, capacities or concerns
- d. lead a range of group learning processes
- e. manage group dynamics appropriately within the learning environment
- f. set up and use the necessary resources and equipment

3. ***Evaluate learning programs***

Performance criteria

- a. plan assessment or evaluation in relation to teaching and learning goals
- b. seek and receive appropriate feedback on learners' progress and satisfaction
- c. modify both teaching goals and teaching practices in response to evaluation
- d. provides appropriate feedback and reporting to learners, to other leaders and to supervisors or councils

EVANGELISM COMPETENCIES

These competencies are applicable to Pastors whose role includes responsibility for “evangelism or service beyond a gathered congregation” [Regulation 2.14.2]

These competencies shall be applied to the particular role and responsibilities of a given Pastor's appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises an evangelistic role, taking into account the people's age, maturity, cultural background, and other capacities.

1. Understand foundations and approaches for evangelism
 2. Articulate an understanding of other faiths and cultures
 3. Engage in culturally appropriate conversations about faith and life
 4. Plan and conduct an evangelism process
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Unit of competency – ~~Identify~~ Understand foundations and approaches for evangelism

Performance criteria

- a. articulate a theology of evangelism consistent with the biblical witness, with reference to the reign of God inaugurated in Jesus Christ
- b. outline the nature of apologetics, personal faith sharing, and forming new faith communities as distinct but complementary aspects of evangelism
- c. describe the complementary nature of word and deed in living and sharing the good news of Jesus Christ

Unit of competency – Articulate an understanding of other faiths and cultures

Performance criteria

- a. demonstrate an awareness of the local cultural context(s) as a formative factor in a theology of evangelism
- b. articulate an understanding of cultural differences, including world-views, values and customs
- c. articulate an understanding of the faiths and cultures present in the cultural context(s) in which the Pastor's appointment is based

Unit of competency – Engage in culturally appropriate conversations about faith and life

Performance criteria

- a. describe characteristics of good cross-cultural communication and barriers to good communication
- b. establish and maintain genuine, trusting, open relationships with people in the community
- c. engage in culturally appropriate dialogue about faith and life
- d. articulate Christian beliefs and practices in a culturally appropriate manner

Unit of competency – Plan and conduct an evangelism process

Performance criteria

- a. demonstrate awareness of several processes of evangelism, including processes promoted by the UCA
- b. explain the advantages and disadvantages of particular processes of evangelism
- c. develop an evangelism process for a congregation or faith community in collaboration with others
- d. articulate the appropriateness of the chosen approach to evangelism for the particular generation or cultural group
- e. encourage and equip individuals for participation in the evangelism process
- f. adapt the evangelism process to account for community and congregational factors
- g. assess the evangelism process and provide constructive feedback

LEADERSHIP COMPETENCIES

These competencies may be applicable to Pastors whose role includes any of the duties described in Regulation 2.14.2.

The assumption is that the Pastor has attained the Core Competencies, as defined by the Ministerial Education Commission, in particular the Unit of Competency – “Work within the Code of Ethics and Ministry Practice of the Uniting Church,” which includes:

Articulate and practice key elements of the UCA understanding of gifts, ministry and service

- a. seek to care for all people regardless of age, gender, ethnicity, or other personal characteristics*
- b. encourage and respect the giftedness and ministry of other people and be willing to learn from them*
- c. teach in a manner that seeks to represent faithfully the Scriptures and the teachings and practices of the UCA*
- d. work effectively in a team setting with appropriate accountability and responsibility*
- e. engage others in respectful dialogue and decision-making and respect the decisions of the councils of the church*

Units of Competency

1. Provide ministry leadership and guidance within a congregation, faith community or agency
2. Provide ministry leadership of a group
3. Mentor others
4. Foster new faith communities
5. Evaluate effectiveness in ministry

Unit of Competency - Provide ministry leadership and guidance within a congregation, faith community or agency

Elements of competency

1. Facilitate shared vision and forward planning

Performance criteria

- a. lead processes to foster shared vision for serving Christ's mission in a particular context
- b. explain key elements of strategic planning processes
- c. demonstrate characteristics of effective leadership in a context of change
- d. communicate goals and plans effectively to leaders, members and staff

2. Facilitate group life and decision-making

Performance criteria

- a. explain the four levels of decision making as outlined in the UCA Manual for Meetings
- b. chair or conduct a meeting according to procedures in the UCA Manual for Meetings (or appropriate agency requirements)
- c. provide spiritual guidance and encouragement for group meetings

3. Manage conflict and work collaboratively

Performance criteria

- a. describe common causes of conflict and conflict behaviours, taking account of social contexts
- b. manage communication so that issues are identified, clarified and confirmed appropriately
- c. identify resolutions options including negotiation and mediation, and refers where necessary
- d. involve parties in a conflict in taking ownership and seeking solutions

4. Use appropriate leadership styles

Performance criteria

- a. describe a range of approaches to ministry leadership
- b. explain one's own preferred and primary leadership style
- c. lead at least three different facilitation processes suitable for different contexts
- d. adjust leadership style and method according to cultural factors

Unit of Competency - Provide ministry leadership of a group

Elements of competency

1. Communicate effectively with group members

Performance criteria

- a. communicate clearly by verbal, non-verbal and written means, as is culturally appropriate
- b. articulate and encourage group's agreed purposes, direction, plans and expectations
- c. establish a 'safe' environment for participation and growth
- d. receive feedback from group members and revise plans accordingly

2. Provide leadership of programs and activities

Performance criteria

- a. understand organisational requirements regarding duty of care, use of property and resources, and reporting
- b. lead or guide program planning
- c. delegate and involve others in program leadership according to their maturity and gifts
- d. conduct evaluation, summarise learnings and implement improvements

3. Facilitate group growth

Performance criteria

- a. assist the group to establish and adhere to agreed norms and rules
- b. manage group dynamics/behaviour
- c. demonstrate processes for fostering participative decision-making, collaborative learning, and mutual accountability
- d. encourage, enthuse and inspire others in an appropriate manner

Unit of Competency - Mentor others

Performance criteria

- a. understand the nature and stages of mentoring
- b. able to establish a mentoring relationship through building trust and rapport
- c. assist the mentoree to clarify expectations, develop goals and means of progress
- d. share appropriate knowledge, experience and skills with the mentoree
- e. monitor the mentoring relationship and manage transition and closure

Unit of competency – Foster new faith communities

Performance criteria

- a. provide oversight to the discipling of new Christians
- b. identify and equip potential leaders within the new faith community
- c. work with the community to establish culturally-appropriate patterns for Christian community life
- d. identify resource needs and assist the community to find ways to address these
- e. maintain good communication links with supervisor/s and sponsoring bodies
- f. engage in ongoing theological reflection on the relationship between 'gospel and culture' in the new faith community

Unit of Competency - Evaluate effectiveness in ministry

Performance criteria

- a. articulate a theology of ministry appropriate to the particular role of the Pastor
- b. identify suitable criteria for evaluating one's ministry effectiveness in a particular context
- c. identify the strengths and weaknesses in one's current approach to ministry
- d. seek and receive feedback from other team members and supervisor/s
- e. in consultation with supervisor/s, devise and implement strategies to improve one's ministry effectiveness

ORGANISATION AND ADMINISTRATION COMPETENCIES

These competencies may be applicable to Pastors whose role includes any of the duties described in Regulation 2.14.2.

Units of Competency

1. Organise ministry priorities
 2. Undertake ministry tasks
 3. Communicate effectively with people
 4. Organise ministry information
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Unit of Competency - Organise ministry priorities

Elements of Competency

1. Determine ministry priorities

Performance criteria

- a. explain the relationship between current ministry role, ministry tasks and organisational goals
- b. develop and prioritise clear and achievable ministry goals
- c. define strategies to fulfil ministry goals
- d. adjust priorities according to limits of resources, time, contextual and external factors

2. Organise ministry tasks

Performance criteria

- a. develop programs and processes to match ministry goals
- b. identify key tasks to fulfil ministry programs and processes
- c. arrange ministry tasks to match planned programs and processes
- d. identify people, resource, context and time factors related to ministry program
- e. prioritise ministry tasks according to ministry schedule, team and contextual requirements

3. Evaluate ministry progress

Performance criteria

- a. understand and use a range of relevant evaluation methods
- b. assess progress in ministry tasks in relation to organisational strategies
- c. seek and receive feedback from people involved
- d. identify and implement changes to ministry tasks

Unit of Competency – Undertake ministry tasks

Elements of Competency

1. Work according to organisational policies and procedures

Performance criteria

- a. understand and apply church or agency work policies and procedures
- b. understand and apply legal requirements related to ministry role
- c. understand and apply occupational health and safety requirements related to ministry role
- d. understand and apply duty of care requirements related to ministry role

2. Maintain appropriate records

Performance criteria

- a. understand and apply church or agency policies regarding privacy and confidentiality
- b. understand and comply with record-keeping requirements of ministry role
- c. maintain financial records as required

3. Report to ministry (workplace) supervisor/s

Note: this competency relates to the 'workplace' or local supervisor (eg. minister, agency director, school principal) rather than the person providing professional supervision, who may be at a distance.

Performance criteria

- a. understand ministry supervision relationships and requirements
- b. regularly report honestly and accurately to supervisor/s as required
- c. receive and act upon guidance and direction from supervisor/s
- d. understand avenue/s for expressing concern or complaint regarding supervision

Unit of Competency - Communicate effectively with people

Elements of Competency

1. Recognise ministry communication channels

Performance criteria

- a. understand communication requirements of congregation/agency and ministry role
- b. identify communication channels used with supervisor/s, colleagues, members and clients

2. Communicate effectively with people

Performance criteria

- a. use effective questioning, active listening and feedback skills to build rapport and gather information
- b. speak clearly and respectfully with people
- c. use effective speaking skills to convey information to groups
- d. demonstrate appropriate non-verbal communication
- e. recognise and respond appropriately to non-verbal communication from others
- f. adapt communication to respond to differences in culture, language and abilities.

3. Prepare written information

Performance criteria

- a. understand congregation/agency requirements regarding reports and other written information
- b. present written information clearly with appropriate style and format

Unit of Competency – Organise ministry information

Elements of competency

1. Use communication systems

Performance criteria

- a. identify communication systems in the workplace
- b. use email, telephone, facsimile machine and internet as required
- c. organise, backup and retrieve electronic files related to ministry role

2. Use information systems

Performance criteria

- a. create, format, and edit documents in a word processing program
- b. create, format, and edit documents in a spreadsheet program
- c. create, format, and edit documents in a presentation program
- d. search, sort and print information from a database

PASTORAL CARE COMPETENCIES

These competencies shall be applied to the particular role and responsibilities of a given Pastor's appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises a pastoral care role, taking into account people's ages, maturity, cultural backgrounds, and other capacities.

Units of Competency

1. Understand foundations and approaches for pastoral care
2. Identify pastoral care issues or needs
3. Provide pastoral care
4. Review pastoral care
5. Foster a caring community

Unit of Competency – ~~Identify~~ Understand foundations and approaches for pastoral care

Performance criteria

- a. articulate biblical and theological foundations for Christian pastoral care
- b. describe characteristics of human development and well-being through the life cycle
- c. describe social, environmental, cultural and other factors that relate to well-being and pastoral care needs
- d. articulate the role of the carer and the dynamics of the caring relationship
- e. identify a range of approaches to Christian pastoral care

Unit of Competency – Identify pastoral care issues or needs

Performance criteria

- a. establish relationship of respect, trust and confidentiality
- b. acknowledge verbal and non-verbal communication
- c. assess person's well being and care needs
- d. clarify information about relevant circumstances affecting the person
- e. identify avenues for provision of pastoral care
- f. recognise referral needs and offer appropriate referral support

Unit of Competency – Provide pastoral care

Performance criteria

- a. assist the person to explore and clarify needs or issues using verbal and non-verbal communication skills, active listening, questioning and feedback
- b. determine appropriate pastoral care approach(es) in consultation with person
- c. explain issues relating to boundaries, confidentiality and carer competency
- d. offer pastoral care and support as agreed with person
- e. arrange for additional support or referral as required
- f. provide appropriate support to family or others involved as required

Unit of Competency – Review pastoral care

Performance criteria

- a. keep records of pastoral care in accordance with organisational policies procedures
- b. consult with person regarding effectiveness of pastoral care
- c. assess need for ongoing pastoral care with person
- d. review pastoral care performance with supervisor and identify areas for further learning

Unit of Competency – Foster caring networks and community

Performance criteria

- a. identify pastoral care issues in the life of the community or network
- b. incorporate care and community-building into group communication and activities
- c. identify people in network or community with pastoral care training and skills
- d. identify or establish channels and protocols for pastoral referral, support and education
- e. identify people with caring roles or gifts in community
- f. foster development of pastoral care skills for individuals and groups

WORSHIP & PREACHING COMPETENCIES

These competencies are applicable to Pastors whose role includes responsibility for leading or facilitating worship and / or preaching or proclaiming the gospel. It is assumed that the Pastor has attained the Core Competencies, as defined by the Ministerial Education Commission, which include:

3. *Articulate the place and role of key aspects of the Church's life and witness, in particular*
 - a. *Scripture*
 - b. *Creeds and Confessions*
 - c. *the Sacraments*
 - d. *Christian witness to the Word, including preaching*

5. *Articulate and practice key elements of the UCA understanding of gifts, ministry and service*
 - c. *teach in a manner that seeks to represent faithfully the Scriptures and the teachings and practices of the UCA*

These competencies shall be applied to the particular role and responsibilities of a Pastor's appointment. Hence they will relate to the particular group or groups of people with whom a Pastor exercises a worship leadership or preaching role, taking into account the people's age, maturity, cultural background, and other capacities. NOTE: It is intended that Pastors with responsibility for preaching will have competency at least equivalent to a Lay Preacher.

Units of Competency

1. Prepare and lead worship
2. Prepare and present sermons
3. Preside at Sacraments
4. Preside at Funerals

Unit of Competency – Prepare and lead worship

Elements of competency

1. Prepare material for worship

Performance criteria

- a. articulate a biblical and theological basis for Christian worship, with particular reference to the UCA and its traditions
- b. explain the elements of Christian worship, with particular reference to the 'Service of the Lord's Day' in *Uniting in Worship 2*
- c. explain the seasons of the church year and the contribution of the Revised Common Lectionary
- d. identify the spiritual, cultural and contextual characteristics of the worshipping community
- e. identify and access resources relevant to worship
- f. prepare an order or plan for worship connecting both theological and contextual sources

2. Facilitate shared planning of worship services

Performance criteria

- a. identify, affirm and encourage the use of others' skills and gifts in leading worship
- b. facilitate group planning processes which foster collaboration, consensus and shared responsibility
- c. contribute to the choice of music, visual and other creative elements of worship
- d. facilitate shared evaluation of worship services

3. Set up and utilise worship spaces

Performance criteria

- a. demonstrate awareness of the spatial characteristics of a worship space, including seating, symbols, visibility, lighting and sound
- b. demonstrate appropriate ways to use and adapt a worship space for particular worship services
- c. liaise effectively with people responsible for preparing the worship setting, including music, sound, lighting, projection, visual and other elements

4. Speak and lead in worship settings

Performance criteria

- a. read aloud and speak with sufficient clarity and articulation and appropriate timing and mood
- b. demonstrate effective use of microphones and presentation aids (if required)
- c. provide clear introductions, directions and explanations to facilitate participation in worship
- d. use appropriate gestures and movement to accompany speaking
- e. lead extemporaneous prayer in an appropriate manner
- f. demonstrate sensitivity and responsiveness to the work of the Spirit during worship

Unit of Competency – Prepare and present sermons

Elements of competency

1. Undertake exegesis of biblical texts

Performance criteria

- a. understand the history and main theological themes of the books of the New Testament
- b. understand the history and main theological themes of the books of the Old Testament (Hebrew Scriptures)
- c. understand the main literary forms and styles of the Old and New Testaments
- d. understand and apply exegetical approaches and skills in studying biblical texts
- e. identify and access appropriate reference materials including recent and relevant commentaries and dictionaries

2. Develop sermon appropriate to congregational or group context

Performance criteria

- a. understand a range of preaching styles and how they might be appropriate to different communities, contexts and times
- b. address the pastoral, educational and missional characteristics of the congregation or faith community
- c. express key doctrines of the Christian faith within preaching
- d. draw upon theological and historical insights, cultural and contemporary references, and personal experience in crafting appropriate sermons

3. Present sermons

Performance criteria - as for 'Speak and lead in a worship setting' above in terms of sermon delivery, taking into account a range of sermon approaches or styles as appropriate

Unit of Competency – Preside at sacraments

Note: While a Pastor may be assessed as competent in presiding at the sacraments, it should be noted that authorisation to preside remains the responsibility of the Presbytery where the sacraments are to be conducted.

Performance criteria

- a. explain the foundations of UCA theology of the sacraments, with reference to the Basis of Union
- b. explain the purpose of Holy Communion and Baptism within life of a congregation or faith community
- c. explain the role of a presider in worship, with particular reference to the sacraments
- d. demonstrate steps in preparing to celebrate the sacraments, including baptismal preparation
- e. demonstrate presidency of the sacraments (in settings related to the Pastor's role)
- f. identify issues related to celebrating sacraments in varying contexts, including ecumenical, cultural and interfaith issues
- g. identify resources to assist in the preparation of youth and adults to participate the sacraments, and in confirmation

Unit of Competency – Preside at funerals

Performance criteria

Note: These elements assume competency in leading worship and preaching, and in providing pastoral care.

- a. articulate Christian hope and comfort in the face of dying and death
- b. provide pastoral care through bereavement visits
- c. work with a bereaved family (or next of kin) to create a funeral service
- d. work with funeral directors to complete funeral arrangements
- e. prepare funeral services using *Uniting in Worship II* and other resources, as appropriate
- f. write and deliver a tribute or eulogy