

Continuing Education

2009 Deacon Retreat

Colorado Springs

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Continuing Education

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- NAAD / DC / BOEC / COM
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 - Kolb Cycle Of Experiential Learning Model
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Canonical Requirement

- Canonical Change - 2003 General Convention
- Title III, Canon 7: *Of The Life And Work Of Deacons*, Section 5
- Traditional classroom-based education or seminars may be possible on occasion, but this likely will not be the norm for the ongoing continuing education.
- Self-study will almost certainly be the primary component.

Canonical Requirement

- Framework For Permanent Diaconate
- Five Canonical Areas Title II, Canon 6: *Of The Ordination Of Deacons*, Section 5 (f)
 - *Academic studies including, The Holy Scriptures, theology, and the tradition of the Church*
 - *Diakonia and the diaconate*
 - *Human awareness and understanding.*
 - *Spiritual development and discipline.*
 - *Practical training and experience*

NAAD/DC/BOEC/COM

- Framework Aligned With NAAD Lifelong Learning Articles
- Framework & Resource List
 - Approved By Diaconal Council
 - Approved By Board Of Examining Chaplains
 - Approved By Commission On Ministry
 - Endorsed By The Bishop

Methodology (Approach)

- Adopted framework based on work of Borgeson & Willets in *Lifelong Learning and Ministry*
 - Outlines The Kolb Cycle
- Two Similar Models
 - K&DB Theological Reflection Model
 - Kolb Cycle Of Experiential Learning

Lifelong Learning and Ministry

- Borgeson & Willets:
 - *Learning that is done to satisfy a requirement of which the learner is not convinced, and for which the learner sees no application, is just jumping through the hoops. (The typical canonical approach.)*
 - Most learning for adults is driven by usefulness in real life.

Lifelong Learning and Ministry

- Borgeson & Willets:
 - Classic Canadian Study - Early 70s
 - All adults, regardless of level or type of educational background, pursue individual learning projects.
 - Sometimes projects pursued out of passion for a subject or for pleasure, but most often pursued because it is **something one needs to learn to do** or because it is **something that needs to be done**.

Theological Reflection Model

- Killen & De Beers:
 - *The Art of Theological Reflection*
- The Movement Toward Insight:
 - When we enter our **experience**, we encounter our **feelings**.
 - When we pay attention to those **feelings**, **images** arise.
 - Considering those **images** in light of Scripture and Tradition sparks **insight**.
 - **Insight** leads to **action**.

Kolb Cycle

- Kolb's theory of experiential learning
 - (Kolb, 1984)
- Four Phases:
 - Concrete Experience (CE)
 - Reflective Observation (RO)
 - Abstract Conceptualization (AC)
 - Active Experimentation (AE)

Kolb Cycle

- Concrete Experience (CE)
 - Most of us are experiential learners.
- Reflective Observation (RO)
 - Beginning with an experience, we think about what happened during that experience.
 - The movement is CE to RO.

Kolb Cycle

- Abstract Conceptualization (AC)
 - What assists the process of reflection?
 - Story-telling.
 - Those who can tell a good story about the past can teach us a lot about reflective observation.
 - If I am able to tell a good story about an experience it leads me naturally to making meaning from the story.

Kolb Cycle

- Active Experimentation (AE)
 - The meaning making leads to the list of learnings that are connected to continuing education.
 - Finally, once we make meaning from our experiences, we have the possibility and opportunity to apply that knowledge to new experiences.
- CE leads to RO that leads in turn to AC that culminates in AE that results in what Kolb calls the Cycle of Experiential Learning.

Baptismal Covenant Example

- *If I promise that I will proclaim by word and example the Good News of God in Christ? Then I need to reflect on what skills and resources I need to fulfill this promise. I have to have the skills of proclamation which include critical skills of reading, analyzing, synthesizing, inferring, and applying ideas and concepts to my life and the world in which I live, as well as the speaking skills the promise implies. I need knowledge skills of the Good News, what is in the bible and what are the examples from the life of Christ that help me to understand my own behavior and the behaviors that I see in the society and communities in which I live. I understand that even though I took a good course about the New Testament in seminary or in school, this is not a substitute for ongoing bible study that is both personal and in community. Even if I learned methods of theological reflection in a class or through EFM, I need to continue to develop these skills because competency is developmental and I should be getting better and better at it. I need to learn to apply the skills of bible study, constantly connecting what I learn to the experiences of my life and reflecting on them, making meaning from them, and reapplying what I learn in new ways.*
- **CE => RO => AC => AE => CE**

Bibliography

- Living Document
- Comprised Of Seven Areas:
 1. Holy Scripture
 2. Tradition
 3. Theology
 4. Diakonia
 5. Human Awareness & Understanding
 6. Spiritual Development & Discipline
 7. Practical Training & Experience

Conclusion / Questions

- Diocesan Web Site: COM Section.
- Send additions / updates to Marc for incorporation into the bibliography.
- Reporting requirement will be handled in revised *Letter Of Agreement*.
 - New template is under development.
- Questions?