

## Pioneer Ministry with Children and Young People (TMM1831)

---

Module Level:	4
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None

Aims:	<p>To investigate how social, political, and theological views of childhood and youth influence pioneer ministry with children and young people.</p> <p>To understand how theories of human development, faith journey, learning principles, and group dynamics shape the nurturing of new ecclesial communities with children and young people.</p> <p>To understand the pedagogical and theological importance of participation, empowerment and social justice with children and young people for ministry in non-church communities.</p> <p>To reflect on the values, policies, and ministry frameworks for appropriately working with children and young people in pioneer and community contexts.</p>
-------	---

Content:	<p>Exploring children and young people's place in society and their relationship to pioneer ministry</p> <p>Understanding informal learning, child development, faith development and participation principles, and their relevance for pioneering practice</p> <p>Developing reflective, responsive, and relationship-based professional practice with children and young people, including behaviour management.</p>
----------	--

Learning Outcomes:	By the end of this module students will be able to:
--------------------	---

### ***Subject Knowledge [SSK 3]***

Discuss intelligently the contexts and theologies of childhood and adolescence for pioneer ministry with children and young people.

Discuss intelligently the human and faith development of children and young people.

Discuss knowledgeably some principles and practices for working with children and young people in a range of contexts.

***Subject Skills [SSS 2, 3]***

Facilitate learning and participation with children and/or young people in pioneer and/or community contexts

Support children and/or young people to explore faith and spirituality in a pioneer or community context

Apply reflective practice to evaluate professional conduct and behaviour management in ministry and community work.

***Key Skills [KS 1, 2, 3, 4]***

Identify, gather and evaluate source materials for a specific purpose

Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices

Carry out a guided task that involves independent inquiry, management of time and resources, using IT, meeting deadlines. evaluating the task and learning from it.

Recognise key issues in their own personal and professional development.

Modes of Teaching and Learning:	Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'
Contact Hours:	Contact hours to be specified by each TEI using the 'Guidelines for Contact Hours'.
Formative Assessment:	Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.
Summative Assessment:	Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate programmes.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.