

Reflective Practice: Ministry and Mission with Children and Families (TMM3721)

Module Level:	6
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	<p>To support students in their ministerial development by developing their engagement with well-informed and structured forms of theological reflection which underpin reflective practice in a ministerial / professional / vocational context.</p> <p>To develop a thorough understanding of Christian mission and ministry with children and their families, and the transfer of these to specific groups and contexts.</p> <p>To enable students to interpret and analyse the self-narratives of the local church and its ministry with children and their families using a variety of methodological resources drawn from, for example, sociology, anthropology and contextual theologies.</p> <p>To enable students to take a proactive and self-reflective role in developing models of professional and ministerial practice and relationships in mission and ministry with children and their families in the local context.</p>
Content:	<p>Examine contemporary forms of mission and ministry with children and their families from biblical, historical and theological perspectives, particularly in relation to application to specific local situations.</p> <p>Explore selected contemporary themes, approaches and metaphors in mission and ministry with children and their families such as: play, children's spirituality and faith development, healing, integral mission, reconciliation, belonging, relational care, welfare etc.</p> <p>Critically explore the contributions of various disciplines (eg. sociology, anthropology and contextual theology) for developing an understanding of the inter-relation between the local church, children and their families.</p> <p>Discuss and critique appropriate methods and means for mission and ministry with children and their families in contemporary contexts.</p>

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

Subject Specific Knowledge [BA SSK 2, 3] [Graduate Cert SSK 2/ Graduate Dip SSK 1, 2]

Research and give a coherent and analytical account of theologies of childhood and family, analysing their relationship to historical and contemporary patterns of ministry and mission with children and families.

Describe and analyse the nature and purpose of educational, pastoral and/or missional practices with children and families in the mission and ministry context, drawing on theological, ecclesial and contextual perspectives, and comparing and contrasting them within the broader field.

Subject Specific Skills [BA SSS 2, 3] [Graduate Cert/ Dip SSS 2]

Critically inquire into ongoing professional and/or ministerial practice with children and/or families, in the light of a critical theological understanding of patterns of theology, ministry and mission.

Extend and apply new and existing knowledge and understanding of ministry and mission within a variety of creative contextual responses to children and/or families within either ecclesial or non-ecclesial settings.

Key Skills [BA/ Graduate Dip KS 1, 2, 4] [Graduate Cert KS 1, 2, 3]

Identify, gather and evaluate source materials for a specific purpose, including material from primary sources, and scholarly research and communicate findings with clarity and fairness via arrange of media.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments showing critical awareness of their own and others' beliefs, commitments and prejudices, to both specialist and non-specialist audiences

Take responsibility for their own learning 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'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning 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 modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.

