

WORKSHOP OUTLINE

8/22/2005

1. Comparison of the vows and charges in the Deacon Ordination service with the Baptismal Covenant.
2. Analysis of the competencies needed, and the tools and support to strengthen them in carrying out those charges and vows.
3. Analysis of how this relates to all the baptized in providing similar support to them as they carry out diaconal ministry in daily life.
4. Identifying specific learning goals relating to those analyses.

The first day of the workshop will focus on two parts of our commitment to the grant criteria.

PART 1, MORNING SESSION (1ST DAY):

- Introduce the two lists of commitments.
- Self-reflection on these commitments with the baptismal covenant as the foundational document.
- Making comparisons of the promises with the claimed gifts for ministry on the parts of the participants, identifying personal strengths and gifts
- Considering the context for these gifts in the context of competency and linking the competence to a model for learning in a theological context.
- Extending the model to self assessment and the development of personal learning plans

PART 2, AFTERNOON SESSION (1ST DAY):

- Making connections between personal and community development within the context of the promises (again, the baptismal promises are foundational) (theological context)
- Considering the deacon's role in the development of competence for ministry
- Developing skills for dialogue and linking them to community assessment and development of personal competences of the group members
- Connecting the idea of deacon as equipper and facilitator for competence development (learning to link the strengths within the community)

PART 3, MORNING SESSION (2ND DAY)

- How to negotiate competency with a developmental model (the need for learning)
- How to ask the germinal questions that promote self assessment
- How to translate the self assessment into a learning plan
- How to cycle the same process in community for personal and community development.

PART 4, AFTERNOON SESSION (2ND DAY)

- Use an open spaces model for practicing leadership and identifying common interests
- Do two sessions of sufficient a sufficient number of small groups to elicit a list of potential competences (done with the facilitators modeling the process and the participants practicing the process)

PART 5, MORNING SESSION (3RD DAY)

- Present a list of competences derived from the open space activities.
- Negotiating the list with a learning model in a theological context and providing two examples of how to develop a learning plan (one that is personal and one that is communal)
- Assessing the work of the 2 ½ day workshop and introducing the on-line follow-up.

Participative development of liturgical expressions by participants during the conference.

From a regional conference plan used to carry out a project proposal in 2006