



2005 ATFE Biennium

TRAINING SUPERVISORS

Julianne Hallman and Randy A. Nelson

Training Supervisors

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Randy A. Nelson, Luther Seminary

This narrative is designed to accompany a power point/slide presentation that provided the basic content for a seminar session led by Julianne S. Hallman (Andover Newton Theological School) and Randy A. Nelson (Luther Seminary) at the 28th Biennial Consultation of the Association for Theological Field Education (ATFE) in Toronto, Ontario, Canada on Thursday Jan. 20, 2005.

The seminar was described in the following words. "Central to the work of field/contextual education and learning is the importance of good supervision. Quality supervision contributes both to the personal and professional growth of the student and to the likelihood of more faithful and effective ministry in the future.

The seminar will explore what makes for good supervision and how the necessary qualities can be evoked and nourished through supervisory training and education. The presenters will share from their work as field educators and invite dialogue with respect to the models and methods of supervisory education that lead to excellence in supervision."

The format of the seminar used the various slides to frame a conversation around the characteristics of good supervision. As the factors that contribute to good supervision were identified, the presenters added comments and observations to illustrate those factors drawing on their years of experience in their respective positions. Both have served as Contextual Educators for over twenty-five years.

The intention was not to suggest one right way to supervise students; rather the hope was in referencing their two programs, the presenters could provide participants in the seminar resources for their own work as Contextual Educators within the realities of their own context.

After describing supervision in several ways, the importance of the Learning Agreement in providing a focus for supervision and of weekly written reflections in providing focus for supervision was noted. The majority of the seminar then was given over to four areas of discussion-assumptions, qualities, models, and methods-with the power point/slide materials providing the basic content.



TRAINING SUPERVISORS

A Seminar Presentation

with Randy A. Nelson, Luther Seminary,
St. Paul, MN

and Julieanne S. Hallman, Andover Newton
Theological School, Newton Centre, MA

*The 28th Biennial Consultation of the
Association for Theological Field Education*

Thursday, January 20, 2005

3:30 to 5:00 p.m.

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We Will Discover

- What makes for good Supervision?
- How the necessary qualities are evoked and nourished through supervisory training and education?



What is Supervision?

**Supervision
is
the ministry
of
nurturing
seminarians' vocational formation
and
ministerial development
by
helping them
reflect theologically
upon
their theology and practice of ministry**



Supervision is Relational

**Supervision
is
a covenant relationship
using disciplines
that require
specialized skills
and
commitments.**



Supervision Has A Framework and Focus

The seminarian's Learning Agreement provides a framework for supervision.

The seminarian's weekly written reflections focus each supervisory session.



Areas of Discussion

- Assumptions
- Qualities
- Models
- Methods



I. Key Assumptions

- Ministry belongs to all the people of God.
- Supervision is a specialized form of ministry.
- Supervision serves God by nurturing ministerial development and spiritual growth.



II. Qualities of a Supervisor

- Understands the Sacred Trust of Ministry
- Comprehends Covenant Relationship
- Respects All Partners in Field Education
- Sees Oneself as a Partner, not an Expert
- Is Committed to the Disciplines of Supervision
- Values the Uniqueness of the Seminarian
- Honors the Seminarian's Learning Agreement
- Values Written Theological Reflection
- Is Committed to Making Prayerful Commentary
- Focuses on the Seminarian's Ministry
- Works at Theological Reflection
- Seeks Peer Critique, Consultation and Supervision
- Makes the Time to Reflect upon Supervisory Sessions
- Maintains Confidentiality
- Respects Roles and Boundaries in Relationships
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III. Models of Training

- Models are contextual and offer many approaches.
- Transferable values generate some common elements.

IV. METHODS involve

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- An action-reflection learning process
 - Live supervision
 - Peer feedback, affirmation and critique
 - Written self-critique and reflection
 - Identifying and prioritizing issues
 - Analyzing dynamics
 - Focusing upon Supervisor's learning
 - Deepening theological reflection
 - Developing a theology of supervision
 - Forming a spirituality of supervision
 - Role playing to apply new insights
 - Learning, discovering and growing
 - More



What This Means

- Quality supervision contributes to the personal growth and professional development of the supervisor as well as the seminarian.
- Quality supervision increases the likelihood of faithful and effective ministry now and in the future.



Next Steps

- Given your context, what opportunities exist or can be created for supervisory training, establishing or improving it?
- What are your next steps relative to Supervisory Training and Education?
- What help do you need to resource and support your next step, plan or vision?