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THEOLOGICAL EDUCATION MODELS RECONSIDERED

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ANESAP

AUGUST 21-24, 2018

Asia Pacific Regional Priorities



Ongoing Discipleship

Making Christlike disciples in the Nations lies at the core of all that we do. It's our identity not just a slogan, and it is a lifestyle that should be intentionally practiced by all who call themselves Nazarene.



Intentional Leadership Development

The future of the church is largely dependent upon the character and competencies of those who are entrusted with the leadership thereof. It is often stated that everything rises and falls on leadership.



Cohesive Education Ministerial Preparation

As part of its objective, ministerial preparation must provide the clergy and laity alike with new tools and training to help them overcome the apparent obstacles of bi-vocationalism, language, distance and culture. While the tools of the past were good, they need to be reformatted for today.

Asia Pacific Regional Priorities



Communication that Connects

A connected church must learn to communicate effectively, in a way that connects the intended message with the intended audience. We need to learn to communicate in appropriate ways that connect so that confidence in the mission can be maintained.



Church Multiplication & Expansion

The Asia-Pacific Region is of immense diversity, and the full impact of the gospel has yet to be made. Church growth statistics demonstrate that the most effective way to evangelize is through the multiplication of churches. Healthy churches should be reproducing churches who in their turn plant churches.



District Development

A church is a dynamic entity that constantly changes and shifts as a result of demographics and culture. To be fresh and relevant in society, ongoing development is required. A district is composed of the sum of the local congregations in its geographical area of responsibility. A healthy district emerges as a result of the sum of its healthy churches.

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Member (Team) Care

Ministry is about people. As a Region, we will establish systems and initiatives that develop and care holistically for all of the cross-cultural workers and their families serving on the Region.



Operational Effectiveness

All that the Region does must be for the glory of God and the expansion of His Kingdom. The priority of Operational Effectiveness is to ensure through systems management that the right things get done properly.



Purposeful Compassion

The mission of God is holistic. Increasingly, ministries of compassion have become part of the work of the Region, often serving as the bridge into unreached areas. This holism is healthy and crucial to the gospel.

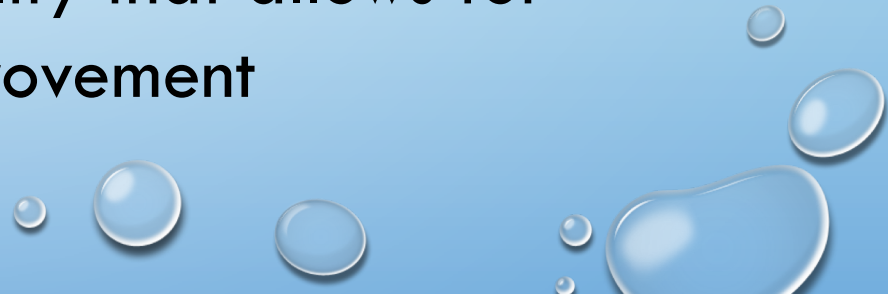


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Cohesive Theological Education in the Asia Pacific in the Church of the Nazarene

1. Begins with discipleship within the local church
 2. Accessible, applicable, affordable, approved
 3. Outcomes based education delivery in new communities of learning
 4. Sustainable with a flexibility that allows for continuous, reflective improvement
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Challenges to Overcome:

1. bi-vocationalism in ministry
2. language
3. distance
4. culture
5. sustainable in an organic evangelistic system
that allows for continuous, reflective
improvement



Two broad themes to be addressed:

1. Coherent theological education that reaches from local church to the academy
2. Contextuality that responds to the accessibility and formational elements to be sustainable in an organic system




A synthesised model will need to address:

1. Character formation at the core of theological education
2. Mission of God that embraces heart and head
3. Inclusive of lay and clergy
4. Strong experiential component empowered by God's Spirit
5. Sustainability (reproducibility)



Basis for the Emmaus Model

Luke 24: 1- 48

1. Jesus came along side
 2. Centrality of Scriptures
 3. Hospitality and grace
 4. More than cognitive – a “burning of their hearts”
 5. A changed world view resulted in mission action
 6. Became witnesses to their encounter with Christ
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Symbol	Athens	Jerusalem	Emmaus
Model	Classical	Missional	Journey in the company of others
Context	Academy	Community	Community of faith living in the wider diverse world
Goal/ Purpose	Transforming the individual	Converting the world	Discipled 'disciple multiplier' as a lifelong learner
Emphasis	Personal formation, knowing who	Mission, partnership, knowing for	Personal & group formation toward Christlikeness in the <i>mission Dei</i>

Symbol	Athens	Jerusalem	Emmaus
Formation	Individualised and focus on inner personal, moral & religious transformation	Learning referenced to all of life, family, friendships, work, neighbourhood	Shaped by encounter with Christ and His community
Theology	Knowledge of God, not about God	Missiology the mother of theology, action - mission	Embodiment of the Gospel i.e. incarnation of Kingdom principles and servanthood
Teacher	Provider of indirect assistance thro' intellectual and moral disciplines	Practitioner/ missionary not removed from practice; sharing lives as well as truth	Discipler /Mentor/ Coach/ fellow-learner sharing life as well as knowledge
Student	Cultivate the mind, character and spirit	Discipled to become a disciple-maker	Discipled to become a disciple-maker/ multiplier and shaper of culture

Key Question	Training for laity	Training for Christians in the marketplace	Training for Ministerial Theology	Training for Professional Theology	Training for Academic Theology
Who is the target?	Local faith community; new Christians	Professionals with a sense of call in the marketplace	Lay leadership in the local faith community	Clergy / leadership	Teachers, clergy, researchers
What is the content?	Spiritual & character formation; place of the faith community within wider community	Understanding the faith community and its place in wider community; nature of being a culture shaper	Christian leadership; hermeneutics and place of faith community within wider community	Biblical studies; theology; theol. Reflection; critical thinking	Research skills; theological reflection; discernment; critical thinking

Key Question	Training for laity	Training for Christians in the marketplace	Training for Ministerial Theology	Training for Professional Theology	Training for Academic Theology
Why training being done?	To disciple and be a disciple-maker/multiplier	To be a disciple-maker/ multiplier and reflective practitioner	Equip for service as a disciple multiplier and equip others as reflective practitioners	Equip others for ministry as disciple multipliers; specialist ministry roles	Equip others as disciple multipliers; specialist studies
How is training done?	Small groups; learning by doing	Small groups; seminars, workshops	Small groups (formal cohorts); seminars	Learning cohorts in ministry context	Academy

Key Questions	Training for laity	Training for Christians in the marketplace	Training for Ministerial Theology	Training for Professional Theology	Training for Academic Theology
What Values and spirituality permeate?	Growing together toward Christlikeness in mission	Growing together toward Christlikeness; spiritual discernment	Growing together toward Christlikeness; spiritual discernment	Growing towards Christlikeness; Discovery; spiritual discernment; community of faith formation	Growing toward Christlikeness, Critical thinking and inquiry
Where is training conducted?	Home and local faith communities	Homes, local faith communities, workplace	Local faith communities, academy, faith community networks	Local faith communities, academy, church networks	Local faith communities, academy



Key Questions	Training for laity	Training for Christians in the marketplace	Training for Ministerial Theology	Training for Professional Theology	Training for Academic Theology
Who? How does the faith of those involved define the education?	Members of the community of faith	Members of the community of faith involved in the market place; pastors; leaders	Some members of the community of faith; leaders	Pastors and leaders / mentors	Pastors and leaders / mentors

Focus In Education Balanced Throughputs 4 C's

THE 4 C's



Christlikeness for mission

**Discipled 'disciple-multiplier'
(outcome)**

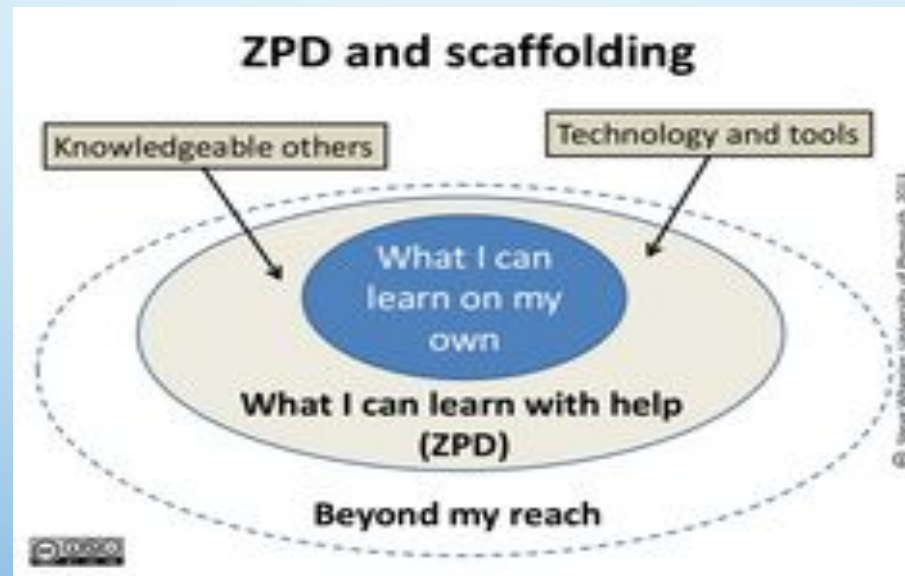
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Implications

1. Relationships within the learning context is a critical feature and the part time student may become the norm.

Implications

2. Learning takes place in the context of ministry





Implications

3. Scripture to provide the scaffolding for the educational lens of Christlikeness
4. Role of the teacher is mentor / coach
5. Assessments shaped for application in student's context


Implications

6. Important role for the congregation in the educational system





Local Church in Partnership with Education Provider

1. Venues for decentralised delivery
 2. Place for experiential learning –
avenues of service
 3. Provider of mentors and reflectors
 4. Recruits learners for the educational system as
part of their overall discipleship initiative
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District in Partnership with Educational Provider

1. Helps describe the disciple multiplier graduate - helps describe the context
2. Provides the resources of the Board of Ministry, Credentials Board, Ministerial Studies Board
3. Provides a wider network / recruits learners than the local faith fellowships

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District in partnership with the Local Church

1. District provides credentialing process for ministry
2. Affirms the mission of the local church
3. Provides a conduit for effective networking

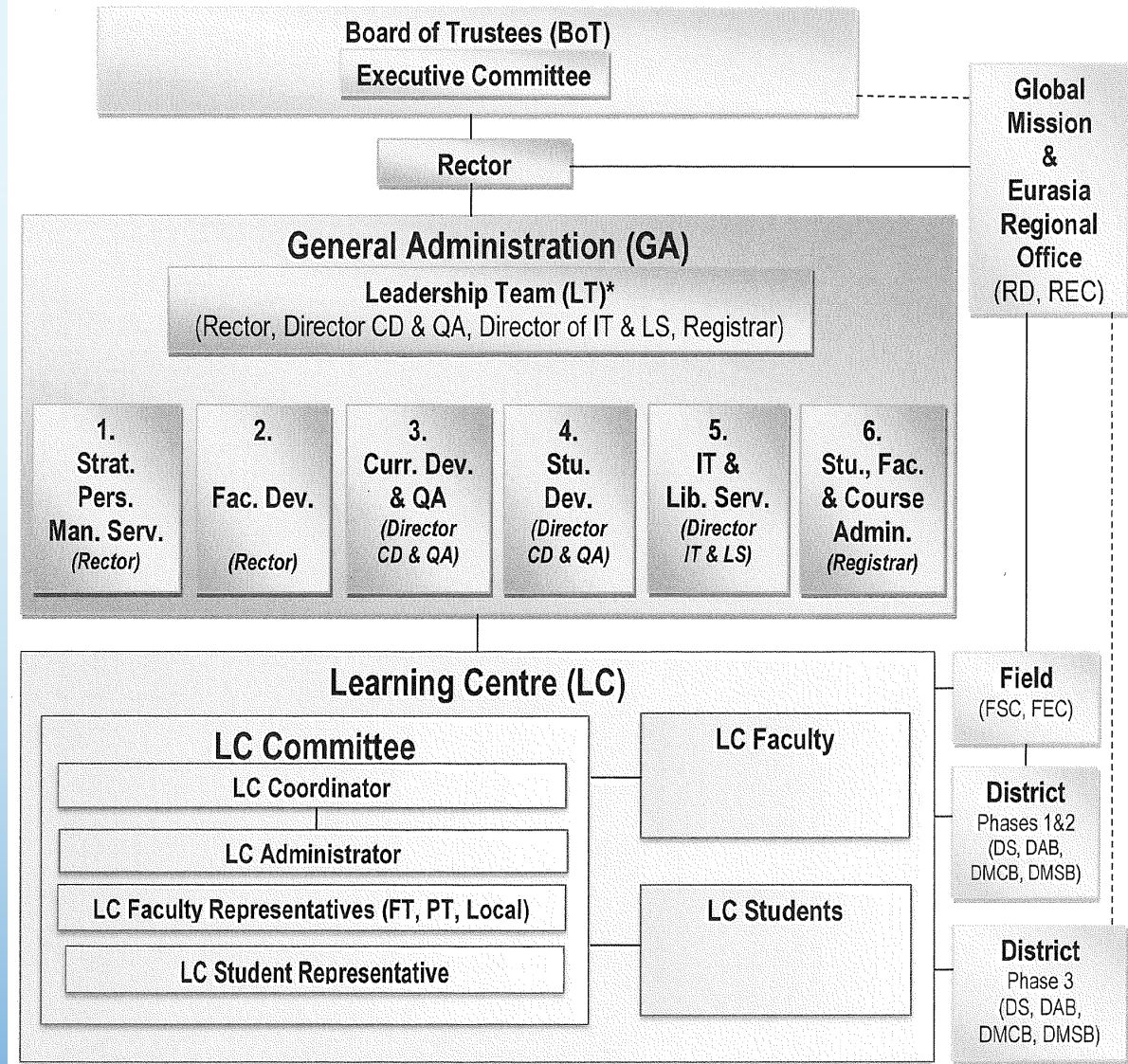
An Experiment with the Emmaus Model: CALD



Similarities with Emmaus Model: EuNC “One School in Many Nations”



EuNC Structure



Parallels with the Emmaus Model: NTC-AKL

