

BAPTISTS TOGETHER

Newly Accredited Ministers' Programme

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Newly Accredited Ministers' programme

Introduction

We are pleased to welcome you to the programme for Newly Accredited Ministers, or NAMs. Congratulations on getting to this point, either by completing your studies at college, or following the commendation of a Residential Selection Conference, or after transfer from a ministry body outside BUGB. The programme provides a flexible framework that supports your development and review, whether you are a church pastor, chaplain, pioneer, evangelist, or children's youth or families' specialist.

When successfully completed, you will enter the list of fully accredited Baptist ministers. However, our hope is that this programme will help you establish habits that will nurture your ministry far beyond these first few years.

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Section A. Overview

1. Overall aim

The aim of your Newly Accredited Ministers' (NAMs') programme is threefold.

1. To provide you with pastoral support and advice for a probationary period.

2. To help you establish good habits of continuing ministerial development, or CMD.

3. To confirm that the Baptist Union of Great Britain (BUGB) may continue to commend you to their churches and other ministry settings following completion of the programme, as a fully accredited BUGB minister.

2. Duration and time commitment

The NAMs' programme typically lasts three years, though this can be either shortened or lengthened depending on circumstances. The three years are roughly coincident with academic years and are referred to below as years 1, 2 and 3. A diagram of what typically happens at what point is shown in appendix A.

It is difficult to be precise about the number of hours you will need to complete the various requirements, but you should plan to allow an average of half a day each week.

3. Relationships

Responsibility for your progress through the NAMs' programme lies with yourself. However, there are four key relationships that both shape the programme and support you through it.

1. **With your regional association**. Your association will encourage you to engage with the NAMs' programme and support your well-being throughout. They do this through informal pastoral care from their regional ministry team; NAMs' association days that enable you to think through practical matters of ministry; the provision of a mentor; and a review process that monitors your progress for accreditation purposes.

2. **With a mentor.** Your association finds a mentor for you. You arrange to meet with them regularly during the NAMs' programme. Their role is to accompany you on the journey. They offer a listening ear as you talk through your experience of ministry; advise you in areas where they have greater experience; and challenge you in areas where you need to progress. They also report on your progress annually to your regional minister.

3. **With a Baptist college.** You undertake two 'learning contracts' with one of the five Baptist colleges that partner with BUGB for NAMs' studies. These involve a mixture of theological reflection, assignments, books reviews and college days. They may also encompass any academic qualification you are completing or further qualification you wish to pursue.

4. **With your association's Ministerial Recognition Committee (MRC).** Your association's MRC, or a sub-group appointed by it, receives reports from your mentor, regional minister and, where appropriate, your church or other ministry setting. They also interview you at the conclusion of the programme and, all being well, commend you to the national MRC for full accreditation. (Please note that some associations call their association MRC by another name, such as Ministry Development Group, or Regional Review Group.)

4. Embedding the habits of Continuing Ministerial Development

All accredited ministers, however long they have been in ministry, are asked to engage in Continuing Ministerial Development, or CMD. You are automatically enrolled for CMD as part of your enrolment as a NAM, though you initially meet all the requirements of CMD simply by engaging with the NAMs' programme.

A full description of the Baptists Together CMD framework can be found in the CMD handbook. However, the heart of it lies in two expectations:

1. **Ministers practise five 'CMD habits'**, which are:

   Learning – by gaining new understanding and new skills.
   Attentiveness – to our spiritual, physical and relational health.
   Accountability – to a trusted companion outside our ministry.
   Connection – to our fellow Baptist ministers and wider Baptist family.
   Review – of our work as ministers at least once every three years.

   The NAMs' programme is designed to help you engage with these five habits and ensure they are sustainable once the probationary period is over. You are supported in each habit in the following way:

   Learning. You are guided by the learning contracts with a college and by your NAMs' association days to maintain the discipline of reading, study and theological reflection. The aim is to establish through a mandatory programme a habit of learning that you will voluntarily sustain throughout your ministry.

   Attentiveness. Your mentor helps you not only to reflect on your work as a minister, but also to be attentive – to your relationship with God; your own physical, social and emotional needs; and to those nearest to you. Together you examine the interaction between the different spheres of your life.

Accountability. Your mentor provides you with a space where you can talk through your experience of ministry and seek their perspective and advice. They ask questions that provoke self-awareness and probe your assumptions and conclusions. Towards the end of the NAMs' programme, they help you to consider who might best accompany you next, whether another mentor, a spiritual director, coach, pastoral supervisor, soul friend or learning community.

Connection. Your association, through its NAMs' association days, enables you to connect with the wider Baptist family as you meet with other NAMs and the regional team. They will also encourage you to attend any local ministers' gatherings and expect you to attend the annual association ministers' conference.

Review. Accredited ministers are asked to submit their ministry to some form of review at least every three years. Your first review takes place during year 2 of your NAMs' programme. It draws on your own view of your progress alongside feedback from those who see you in your role as minister in your church or other setting.

2. **Fully accredited ministers meet annually with a 'CMD peer', for a 'CMD audit'.** A CMD audit takes the form of a meeting with a fellow accredited minister – a CMD peer – in which they both discuss their practice of the five CMD habits over the previous year and plan their development for the following year. Ministers are free to choose any other accredited minister to act as their CMD peer. They should be someone who will give supportive and honest feedback about their development. Once a CMD audit is completed, ministers confirm to the Ministries Team that it has taken place, though they do not share the content of the conversation.

   CMD audits are usually held in October or November of each year. However, because the CMD habits are already baked into the NAMs' programme, you do not have to hold a CMD audit until year 3 of your NAMs' programme. The focus of this first audit is to look ahead and identify how you will continue to grow as a disciple and as a minister when you no longer have a formal programme of development. Your CMD peer could be a fellow NAM, a local minister you have grown to trust, or you could ask your mentor.

5. Enrolment as a NAM

The Ministries Team send you a NAMs' enrolment form once your settlement in a church or other ministry setting is confirmed, whether this is during or after your final year at college. If you are starting as a NAM following a Residential Selection Conference (RSC) or after transfer from a ministry body outside BUGB, you also are sent an enrolment form. Please note that you cannot be enrolled as a NAM until this form and any other paperwork requested is completed and returned to Yvonne Voyce in the Ministries Team – yvoyce@baptist.org.uk.

Enrolment therefore usually happens by December of year 1 at the latest.

Section B. The detail

6. NAMs' association days

Your regional association hosts NAMs' association days two or three times a year. These meetings gather all your association's NAMs together with the regional ministers and are an expression of the **CMD habit of 'connection'**. They provide an opportunity to relate to and learn from fellow NAMs and the regional ministry team. The days might include peer reflection and support, investigation of a topic relevant to contemporary ministry and mission, or an opportunity for retreat. Some associations combine these days with input from a college in two-day NAMs' conferences that take place twice a year.

You are also expected to attend your association's annual ministers' conference and you are encouraged to attend the Baptist Assembly at least once during your probationary period. The Assembly ticket price is paid for you every year you attend as a NAM. You will be prompted to apply for a free ticket each year by the BUGB Ministries Team.

7. Mentoring

Your association works with you to identify a mentor. This happens as soon as possible after you enrol as a NAM. The association will try to select a mentor who will in some way resonate with your experience. In particular, if you are a woman and wish to be mentored by another female minister, your association will do all they can to arrange this. Mentors are almost always themselves fully accredited Baptist ministers, though exceptions can be made by an association if a fit is otherwise hard to find. If you already know of someone whom you think might be a good mentor for you, please ask your regional minister about this.

Mentoring models the **CMD habit of 'accountability'** in which you have a place to talk through and seek guidance for your ministry. The mentor also prompts you to reflect on the **CMD habit of 'attentiveness'**, asking you how you look after yourself, those closest to you, and your relationship with God.

Though what follows may sound rather formal, the support of a mentor has proved time and again to be hugely helpful to NAMs. It is a key 'safe place' for you to talk through what you are experiencing. It establishes the benefit of an accountability relationship, encouraging you to seek further accompaniment beyond the end of your NAMs programme.

7.1 Frequency of meetings

It is your responsibility to contact your mentor to arrange your meetings. You meet with them once a month for the first four months and every six weeks throughout the rest of the first year. For the remainder of the NAMs' programme, please agree with your mentor a frequency of meeting that is helpful to you, but you should meet at least every three months.

7.2 Mentor contract

It can be helpful for both you and your mentor to have clear expectations about the mentoring relationship. You should complete an agreement, or contract with your mentor at the beginning of the mentoring relationship. A sample contract can be found in Appendix B. In discussion with your mentor, you may add extra clauses to the agreement if you want further clarity on any aspect of the relationship.

7.3 Tools to aid meeting with your mentor

Your mentor offers support and helps you to explore thoughts, feelings and spiritual issues as they arise in ministry. They offer practical advice where appropriate, and they pray for you. The agenda of each meeting is largely driven by yourself as you name the issues you wish to discuss. To assist this, there are two tools you may find useful:

i. **Diary pages** that encourage you to make a record of the events and experiences of each day. As you capture each day's activity, you might also like to note any feelings evoked by the experience, or things you observed or discovered.

   Appendix C contains a blank diary page for you to copy and use. There is no need to stick to the suggested format. You can devise your own or use a notes app – whatever enables you easily and quickly to record the pattern of your developing ministry.

   Notes should be brief rather than detailed. You can select some of your experiences to explore more deeply in your reflection journal (see below.)

   Your diary pages can also help you identify and assess the balance of the different activities that make up your ministry, and your blend of work and personal time over each week. You could, for example, divide up each day into morning, afternoon and evening to get a sense of how your days are being filled. Or you could categorise your activity – pastoral work; community engagement; worship preparation; study; administration; and so on – and then analyse what you are spending your time doing.

ii. **A reflection journal** that asks you to take one experience each week from your diary pages and expand upon it. There is a set of questions to follow that asks you to outline: the experience and its key features; what you learnt for your own development; what implications there may be for your ministry; what actions you need to take as a result; and whether you should pursue further knowledge, skills or experience in this area.

   There is no right or wrong about which experiences you should reflect on. It might be something that delighted you, inspired you, disturbed you, upset you, caused to think, or revealed a truth, for example. You may also write about something you read or watched rather than experienced, if it generates useful reflection on your ministry.

   Appendix C contains blank journal page. The questions are there as a guide and do not have to be answered rigidly. It is between you and your mentor to decide whether or not to use or adapt the journal page. For example, some NAMs prefer to make an audio or video diary rather than a written record. Regardless of the which method you use, it is important to give your mentor an indication before each meeting of the topics you wish

to discuss. You should always send the latest entries of your reflection journal or its equivalent to your mentor before each meeting. They can form the basis for your discussion, though there is no need to stick to them if there are other matters to talk through.

7.4 Mentor reporting

Your mentor completes a report after your first few months in post and then at the end of each year. They are asked to comment on how you are developing in your demonstration of the Marks of Ministry, namely, to be:

Mature as a disciple of Christ
Accountable to others
Relational in approach to leadership
Kingdom-focused
Servant-hearted and sacrificial

Importantly, these reports are completed in conversation with yourself. You both sign each report, and you get to keep a copy. Discussing together how you are demonstrating the Marks of Ministry acts as a useful tool for reflection after your first few months as a NAM and at the end of each year. Nevertheless, your mentor is accountable to the association's Ministerial Recognition Committee (MRC), so they give each report to your regional minister to share with the MRC. This does mean that there is a limit to the confidentiality offered by your mentor. On the rare occasion that they have serious concerns about a minister's fitness to practise, they are obliged to raise these with the MRC. The mentor is ultimately responsible for what is written in the report. If you cannot agree the content, you may decline to sign the report, but you must add some comments about why you disagree. The input from your mentor enables the MRC to make an informed decision when it comes to commending you for full accreditation at the end of the programme. This helps make your accreditation as a Baptist Union minister both rigorous and meaningful.

You can see the form that your mentor will complete in conversation with you, in Appendix D.

7.5 Changing mentors

Sometimes difficulties do arise between ministers and mentors. Your regional minister helps you try to resolve any issues you have, but in the event that the relationship remains unfruitful, they can suggest a different mentor for you. It is important that you speak to your regional minister as early as possible if there are any difficulties.

7.6 Pioneer and chaplains' support groups

If you are a pioneer without a church community around you, your association talks to you about how to form a small support group. This may well include your mentor, but always includes another more experienced pioneer practitioner. Some associations gather together all NAMs in this situation into a supportive learning community. As well as providing encouragement and advice when necessary, this group helps with your year 2 review, as explained in Section 9 below.

The settings chaplains find themselves in vary enormously. You may be well supported and supervised by a managing chaplain or a team in your chaplaincy setting. But you may be

somewhat isolated or have a managing chaplain of a different faith tradition. If so, your association helps you to form a support group similar to that described for pioneers above.

8. College learning contracts

You are asked as a NAM to connect with one of our Baptist colleges. This is to help embed the **CMD habit of 'learning'** in your ongoing ministry.

NAMs often find this a challenge in the busyness of their work, but it is important to establish a pattern of reading, observing, and theological reflection.

This relationship takes the form of two learning contracts. The first, in year 1, is generic to most NAMs, though there is some flexibility in what is studied. The second, covering years 2 and 3, allows you to follow a more bespoke programme if you wish. This enables you to pursue areas of interest or fill gaps in your learning that will help you in your specific context.

Whatever type of learning is set by the college or agreed between you and the college, the focus of both learning contracts is ongoing theological development. Though your learning might, for example, include the gaining of a practical skill, you will be asked to reflect theologically on what you learn.

8.1 Choosing a college

If, when you begin as a NAM, you have yet to complete your study for a degree or higher degree at a Baptist college, then your learning contract will be with that college.

But if your academic programme is completed, you are free to choose a college for your learning contract, out of:

Bristol Baptist College
Cardiff Baptist College
Northern Baptist College
Regent's Park College
St Hild Centre for Baptist Ministry

It is down to you to contact one of the colleges as soon as you start as a NAM to ask to connect with them for your studies. The Baptists Together website has all the college contact details.

Our strong recommendation is that if you are free to do so, you choose the college your association works with most closely. This is not mandatory, but by doing so you will benefit from the coordination between your association and the college. This also helps build a sense of belonging and mutual journey among the cohort of NAMs in your own association.

8.2 College days

You attend your chosen college for at least one college day each year. The first of these introduces the learning contract, giving you the chance to meet college staff and other NAMs, and includes some theological reflection. Further days provide an opportunity for exploring certain themes, reflecting on ministry experience, discussing common books, engaging in retreat and meeting with your personal tutor again. The programme in each college varies and some colleges work in close collaboration with their regional associations so that college and associations days for NAMs are combined.

8.3 Personal tutor

The college allocates a staff member to act as your personal tutor. They meet with you before or towards the start of each learning contract to discuss its content, especially any individualised aspects. They remain in contact with you during each learning contract to oversee your progress.

8.4 Learning contract content

Details of the two learning contracts are as follows:

FIRST LEARNING CONTRACT, for year 1

Your first learning contract begins in January of year 1 and, depending on the college timetable, lasts between seven and nine months until the end of year 1.

If you are part way through an academic programme, your learning contract will consist of continuing study towards your intended qualification. (Please note that in year 1 you may continue, but not start an academic programme with one of our colleges.)

For all other NAMs, your first learning contract will consist of a contextual mission study and some book reviews, as follows:

Contextual mission study
You undertake a piece of work that better enables you to understand and lead mission within the community where you minister. There are three possibilities.

1. If your enrolment as a NAM coincides with arriving in a new church or ministry setting, you can undertake a mission audit. Using tools your college provides, this can involve thinking about your new community and the opportunities it presents for mission, or helping your church to assess itself and the way it could engage in mission.

2. If you begin as a NAM yet remain in a church or ministry setting you have been serving for some time, you can engage in more specific research. This should explore a feature of your community where you sense there is a missional need or opportunity.

3. If you are aware of a significant gap in your skills or learning that will inhibit ministry in your setting, you can undertake some study or seek training from an appropriate source. (Please note that fees for training with an external provider are your responsibility.)

In all cases, you will have to provide to the college a report or reflection of roughly 1500 words, or other agreed equivalent method of presentation. The scope, parameters, and accompanying reading for your audit or study are agreed with your personal tutor. The aim is help you focus on engaging more deeply with mission in your ministry setting. You can talk through your plans for your contextual study with your mentor in November or December of year 1 before speaking to your personal tutor at college.

Book reviews
You remain engaged with theological texts by reading and reviewing a number of books. Typically, one book is suggested by the college, another is chosen by you in agreement with the college, and you review them both in 500 words each. However, details may vary from college to college. They may also ask you to read a set book for group discussion at a college day, or reflect on a book or film that is not overtly theological.

SECOND LEARNING CONTRACT, covering years 2 and 3

Your second learning contract begins at the start of year 2 in September and lasts the better part of two years until July of year 3.

In the summer between year 1 and 2, you meet with your college personal tutor and either your regional minister or mentor to agree the content of this second learning contract. You have two options – to follow a bespoke programme of learning that is largely determined by you, or to undertake a set programme of learning that is repeated for both years.

Option 1. Bespoke programme across years 2 and 3
You are encouraged to develop your own programme of learning where possible, as a rehearsal for setting your own CMD objectives during the rest of your ministry. You have significant freedom to choose what to include and you should prepare your ideas before the meeting with your personal tutor and regional minister or mentor. For example, the learning contract might consist of one piece of substantial research; or a range of related essays; or attendance at externally-sourced training followed by a written reflection; or shadowing a range of different practitioners with a report on the findings, or a combination of these and other learning methods. It can also include the beginning of a further academic qualification such as a master's degree.

Colleges look for a submission of work at the end of year 2 to show progress is being made, and for a final submission of work at the end of year 3.

As a guide, the output of your second learning contract should be around 10,000 words or its equivalent in other forms of presentation as agreed with the college.

Option 2. Set programme for each of years 2 and 3
If developing your own programme of learning is daunting and you wish to pursue breadth of learning rather than depth in one area, you can complete the following set pattern of learning for each of years 2 and 3.

Theological reflection
You write a 1000-word theological reflection on a pastoral issue in your local setting. This might be a longer exploration of one of the matters discussed with your mentor from your weekly reflection sheets. A different method of presentation, such as artwork or a video can be used if agreed with the college.

Personal assignment
In discussion with your personal tutor, you undertake a piece of work that will help you in your ministry. For example, you might explore a question thrown up by your situation; or a way of doing mission and ministry modelled elsewhere that might be applied in your setting; or an ethical dilemma you wish to grapple with further. Your personal tutor will help you identify books to read or other means of investigating the topic. Your learning should be written up in 3000 words or, as above, an agreed different method of presentation can be used.

Books reviews
As in year 1, you read and review a number of books, typically two in 500 words each. They may either be suggested by the college, or of your own choosing but agreed with the college.

For option 2, colleges look for a submission of the theological reflection, personal assignment and book reviews by the end of both year 2 and year 3. The total output for the second learning contract is therefore (as for option 1) 10,000 words or agreed equivalent. This is made up of a 1000-word theological reflection, a 3000-word personal assignment and two 500-word book reviews, each year.

All submitted work for both learning contracts should be at an academic standard at least equivalent to your existing diploma or undergraduate degree.

Following your final submission of work, the college assesses it and, all being well, confirms with the Ministries Team the completion of your NAMs' learning contract.

8.5 Learning contract fees

Your church is asked to pay to the college the fees for their support of your learning contract. If you are without a church to support you, say as a pioneer or a chaplain, you may apply for assistance through the annual CMD grants process. The fees are £205 for 2024-25. It may be possible to set up a standing order with your college so that the fee is paid monthly, but you or your treasurer should check this with the college.

9. Reviewing progress

Your progress as a NAM is followed by your association's MRC. Their oversight is an expression of the **CMD habit of 'review.'** They receive reports at the various times outlined below from you, your mentor, regional minister and church or other ministry setting. They also check you are up to date with your learning contracts with the college.

9.1 Review timetable

Details vary from association to association, but you should expect the following:

YEAR 1 REPORT

Following your first few months as a NAM, your mentor is asked by your regional minister for a brief written report on your initial progress. This is completed, as are all following mentor reports, in conversation with you. Towards the end of year 1, your mentor is again asked for a report. The association checks with you if you are on track with your learning contract studies and whether any support is needed. Your association may choose also to speak to your church leaders or their equivalent in your ministry setting to check all is okay. This is all shared by the regional minister with your association MRC. At this stage, the MRC is simply seeking to confirm that you are successfully navigating the transition to newly accredited ministry.

YEAR 2 REVIEW

During your second year as a NAM, a more substantial review takes place. Your association confirms when this should take place and your regional minister will initiate the review. The review always contains an opportunity for you yourself to reflect on your ministry. You are again asked to explain how you are getting on with your learning contract. And wherever possible, the review seeks comments and observations from the people who see you at work in your ministry role, as follows:

- If you are ministering within a church, your regional minister will involve your church leadership team in your review.

- If you are in a pioneering setting, it may be inappropriate to approach those among whom you minister for help with a review. You should, however, have a support group as noted in section 7 above. Your regional minister may approach them to ask for their input. Because pioneering ministry often looks so different from traditional pastoral ministry, those reviewing you should include at least one other more experienced pioneer practitioner.

- If you are in chaplaincy and you have a managing chaplain who is both within the Christian tradition and sees you in your work role, your regional minister may approach them for help with your review. If you are in a more isolated setting, you should have a support group, as noted in section 7 above, which should include a more experienced chaplain.

How you will be reviewed clearly depends on which of the above categories your ministry falls into, and also on how your association prefers to operate. Some associations conduct a review by holding a conversation between you, a regional minister or MRC member, and those offering comment and input such as your church leaders, managing chaplain or support group. Other associations conduct a review by sending paperwork to be completed by the different parties. Your regional minister or an MRC member will share with you the feedback they receive, or a summary of it. The type of issues raised in this review are shown in Appendix E.

The review, along with a further report from both your mentor and college towards the end of year 2, are collated by the regional minister and shared with your MRC as appropriate.

(Please note that you should subsequently initiate further reviews of your ministry, albeit using a different format, every three years throughout your ministry, as explained in the CMD handbook.)

YEAR 3 INTERVIEW

Towards the end of your third (or other final) year as a NAM, your mentor provides a final report to your regional minister. Your regional minister will also contact your church or mission setting leadership for an informal conversation to check all is well, especially if there were any issues raised during your year 2 review. Once your college has indicated to the Ministries Team that you have completed your learning contracts, the MRC invites both you and your mentor to meet with them. This usually takes place in the autumn after the end of year 3. The MRC interviews you, but as any difficulties should have been highlighted and dealt with along the way, this meeting with your MRC is more a celebration than an assessment. The MRC listens to your journey, affirms you and prays for you.

10. Confirming your full accreditation

Following your interview with your association MRC, the MRC confirms with the Ministries Team the successful completion of your NAMs' programme. The Ministries Team writes to you and changes your status on the BUGB database from newly to fully accredited minister. This is reported to the next meeting of the national MRC. You are invited to the next Baptist Assembly where the completion of your probationary period is celebrated in a ceremony.

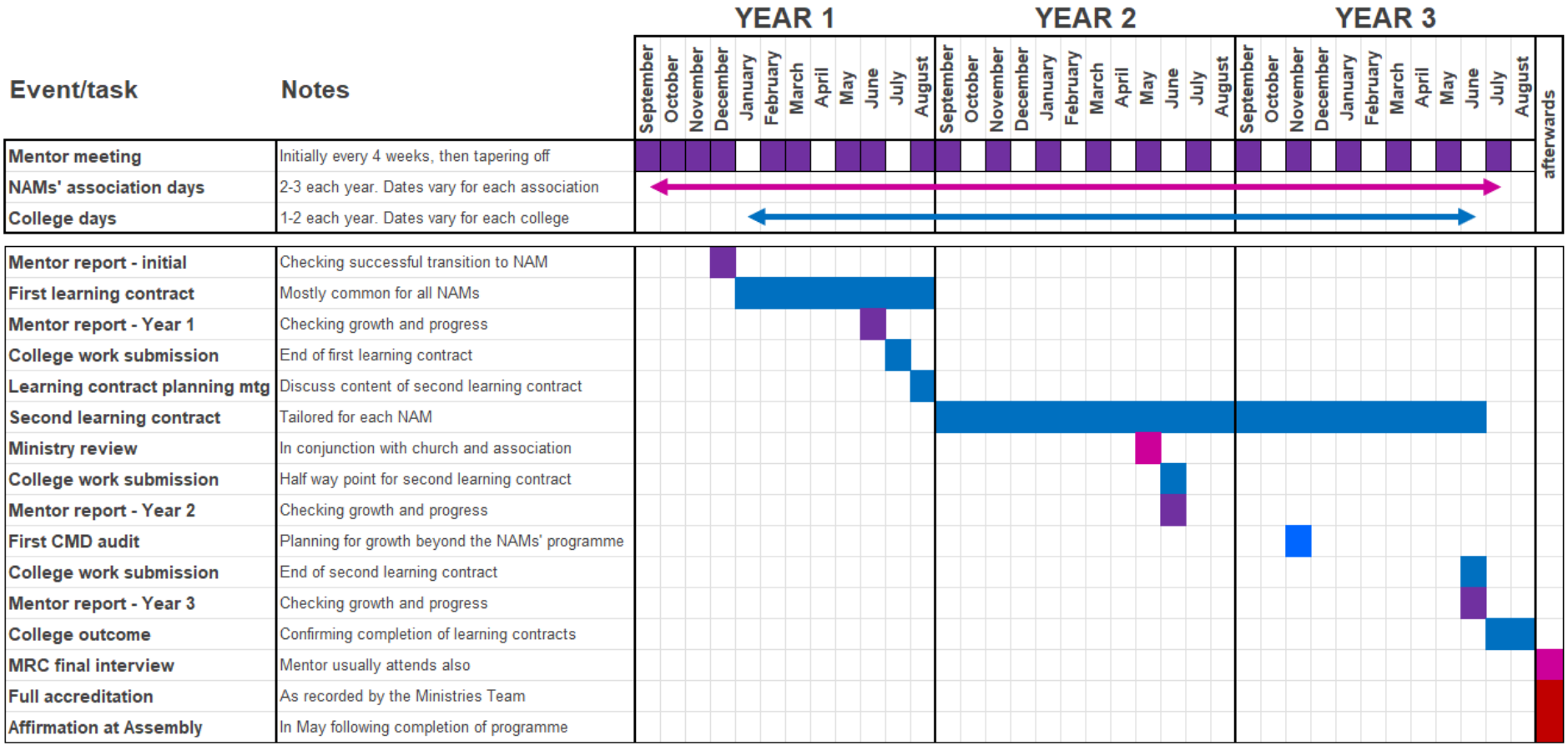
ministries

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Baptist Union of Great Britain, PO Box 44, 129 Broadway, Didcot, Oxon OX11 8RT
Tel: 01235 517700 Email: ministries@baptist.org.uk Website: www.baptist.org.uk
BUGB operates as a charitable incorporated organisation (CIO) with registered Charity Number: 1181392

NAM programme timing

All timing is a guide only. Your association or college will confirm precise timing.



Event/task	Notes
Mentor meeting	Initially every 4 weeks, then tapering off
NAMs' association days	2-3 each year. Dates vary for each association
College days	1-2 each year. Dates vary for each college
Mentor report - initial	Checking successful transition to NAM
First learning contract	Mostly common for all NAMs
Mentor report - Year 1	Checking growth and progress
College work submission	End of first learning contract
Learning contract planning mtg	Discuss content of second learning contract
Second learning contract	Tailored for each NAM
Ministry review	In conjunction with church and association
College work submission	Half way point for second learning contract
Mentor report - Year 2	Checking growth and progress
First CMD audit	Planning for growth beyond the NAMs' programme
College work submission	End of second learning contract
Mentor report - Year 3	Checking growth and progress
College outcome	Confirming completion of learning contracts
MRC final interview	Mentor usually attends also
Full accreditation	As recorded by the Ministries Team
Affirmation at Assembly	In May following completion of programme

NAM mentoring contract

This is an agreement between …… (Mentor)

and…….. (Newly Accredited Minister)

Meetings

We agree that our meetings will be given priority in our diary planning. In the event of an unavoidable commitment arising which will prevent our meeting, we will contact the other party as soon as possible. We will reschedule the appointment to take place at the earliest opportunity.

We will meet monthly for the first four months, and every six weeks for the remainder of the first year. After this, we will agree an appropriate frequency for meeting, but we shall meet at least every three months.

The NAM will take responsibility for planning ahead to ensure suitable dates are arranged.

Unless otherwise agreed between us, the NAM will travel to see the mentor.

Confidentiality

We will work together in an open and honest way with each other to develop a climate of trust and respect for each other.

The substance of what is shared by both of us in our meetings shall remain confidential wherever possible. However, the mentor is asked from time to time to provide a report to the regional minister on the NAM's general progress and will share with the regional minister any particular concerns. This ensures the accountability of the NAM to the wider Baptist family for their accreditation. Any reports are to be signed by the NAM and a copy given to them.

As in all accountability relationships, confidentiality cannot be guaranteed when one of us feels there is a risk of harm to the other party or that they are putting others at risk of harm.

The reflection journal

Unless agreed otherwise between us, the NAM will keep a (roughly) weekly reflection journal to record their thoughts and feelings about events, meetings, reading, or other experiences. This may be in written or audio or video format.

The NAM will send latest entries from the journal to the mentor before each meeting in time for preparation to take place. The journal will provide a focus for discussion in our meetings, but we will not necessarily be limited to those topics covered by the journal. If the journal is not used, the NAM will still send to the mentor before the meeting the topics they wish to raise.

The reflection journal remains the property of the NAM and may not be shared without permission unless there is a concern regarding safeguarding or the safety of the NAM or others.

Relationships and Accountability

The mentor is accountable to the regional minister for the quality of their service as a mentor. The NAM can raise with the regional minister any issues they have with the mentoring relationship.

The mentor is also expected, via the regional minister, to keep the association's Ministerial Recognition Committee (MRC) informed of the NAM's development. This is done primarily through the annual mentor reports. If the mentor has any more urgent concerns about the mentoring relationship, they will raise these with the regional minister. For example, if the NAM persistently fails to attend appointments, the mentor will speak to the regional minister. In this instance, the mentor will keep a record of failures to attend and the reasons offered.

Signed:

…… (NAM)

…… (Mentor)

Date:

NAM diary page for week commencing:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

NAM reflection journal for week commencing:

Experience

Key features

What did I learn for my own development?

What did I learn that will help my church or other ministry/mission setting to grow?

What are the implications for my ministry?

What action should I take as a result of the experience and my learning from it?

What need for more knowledge, skills or experience that will encourage my development has been revealed and how might I pursue this?

NAM mentor's report

Though completion of this form is the responsibility of the mentor, it should be completed in conversation between the NAM and the mentor. This is done after the first three months of meeting together, and then again towards the end of each year of the programme. Your association will confirm the dates by which you should submit each report. Please send the completed form to the relevant regional minister, and each keep a copy.

Name of mentor: **Name of NAM:**

NAM's association: **Date:**

Number of meetings since the last report was completed:
(If a first report, the number of meetings since the start of NAMs' programme)

Signature of mentor: **Signature of NAM:**

The five Marks of Ministry are listed below along with examples for each. Please discuss together and comment on how the NAM is developing against each mark, highlighting notable strengths, achievements or struggles. Please expand the boxes as necessary, if required.

1. Mature as a disciple of Christ

Deepening relationship with Christ and clear love for God // Rooted in scripture // Practising spiritual disciplines // Living an authentic life // Continuing sense of call to Baptist ministry // A resilient faith which copes with the reality of ministry // Clear self-identity; reflective and open to constructive criticism

Comments:

2. Accountable to others

Intentional accountability to develop as a disciple of Christ and as a Baptist minister // Engaging in peer support, watching over and walking with one another // Committed to continuing ministerial development and training // Accountable to the local church // Accountable to and supportive of the wider Baptist family // Providing oversight and accountability for others

Comments:

3. Relational in approach to leadership

Good level of self-awareness and personal understanding // Collaborative approach // Inspirer, encourager and enabler of others // Good interpersonal skills // Ability to bring about transition and change // Team builder // Valuing and responding appropriately to diversity and difference // Working with others beyond the local church

Comments:

4. Kingdom-focused

Resident theologian or "God thinker' // Drawing others into an awareness of God's presence // Committed to engaging in the mission of God in a post-Christian context // Building/maintaining authentic and diverse communities of faith // Ability to read context to see opportunities, challenges and potential // Willing to take risks and move beyond the familiar where necessary // Holy discontent with the status quo, leading to action // Heart for justice and a prophetic voice // Representing the church in wider society

Comments:

5. Servant-hearted and sacrificial

Modelling Christ-like godly leadership // Humble // Faithful // Generous spirit // Exhibiting grace in trying situations

Comments:

6. Other comments

Finally, please note any concerns regarding particular competencies, work/life balance, family, or other matters. Below the box is a list of possible competencies with an explanation of how these may be used as you complete this section.

Comments:

Ministry competencies

Some ministry competencies are listed here for you to consider as you complete box 6 above. Please note again that NAMs are not expected to be competent in every area. Because of the many different expressions of ministry today, the list is neither prescriptive nor exhaustive. Mentors and NAMs should look at the list together to name and discuss those that are relevant and necessary in the NAMs' context. Please note in box 6 any areas where desirable experience is lacking or progress is difficult, and any plans to address this. There is inevitably some overlap with the Marks of Ministry listed in boxes 1-5 above. There may also be key skills absent from the list which warrant comment.

- Communicating and embodying the Christian faith
- Being the presence of Christ in the locality
- Understanding and applying Baptist principles
- Pastoral care, support and referral
- Preaching and opening up the Bible for others
- Leading or facilitating public worship
- Administering sacraments
- Conducting life events
- Working across generations
- Discipling and mentoring of others
- Equipping others for their day-to-day witness
- Servant leadership
- Team working and delegation
- Enabling of others
- Advocating for the Christian faith
- Leading others to Christ
- Theological reflection on societal change
- Understanding and engaging with the community
- Discerning and engaging in mission opportunities
- Ecumenical partnership
- Working with key local people and institutions
- Understanding of multi-faith and multi-cultural contexts
- Social media engagement
- Appreciation of diversity
- Advocating for and leading in matters of justice
- Managing time and workload
- Resolving conflict
- Establishing and communicating vision and direction
- Initiating and managing change and transition
- Administration
- Handling IT
- Diligence in safeguarding
- Good charity governance

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NAMs' year 2 ministry review topics

As explained in section 9.1 above, your ministry is reviewed at some point during year 2 as a NAM, though the nature of the review varies according to your setting and how your association prefers to operate.

Because different ministry types require different questions, there is no single list of review questions. However, those conducting the review are likely to shape their questions around some of the areas below. Some questions will be addressed to you. Others will be for those who see you in your role as minister. A few may be asked of both of you to see if your perception matches that of those you minister with or among:

- Your spiritual disciplines, and how they help you to discern God's direction for your own ministry.
- Your understanding of what the gospel looks like in your context and how (and in partnership with whom) you express God's love in proclamation or practical ways.
- How you engage with your community, and what you are discerning as you listen.
- How you foster and enrich worship within your church or community.
- How you enable people to encounter God, and how you equip them to be disciples of and witnesses to Jesus.
- The ways in which you encourage engagement with issues of justice and mission within and beyond your immediate context.
- What you feel is on the horizon in terms of new initiatives and opportunities.
- How you prepare, deliver and encourage biblical learning and reflection.
- Your pastoral work and how you listen to and bring comfort, hope, direction, challenge and resolution of conflict to those in your care.
- Your style of leadership and how you help your church or community discern a vision for its direction and inspire them to pursue it.
- How you build, develop or work within a team and how well you share the responsibility of your work as a minister.
- Your time management and blend of work, home life, leisure and other responsibilities.
- Your relationship and involvement with other parts of the Baptist family and/or body of ministers.
- Your support and accountability structures and how you are managing the NAMs' programme of ongoing development, including progress in your learning contract.
- Your resilience in the face of setbacks, criticism and disappointment.
- Your inter-personal skills and how you relate to different people in all their diversity.
- Your ongoing sense of calling to Baptist ministry.