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**Lay Employees Orientation Programme**

**Trainer’s Notes 24 September 2019**

**10.00am – 4.00pm**

**09.30 coffee and arrivals**

**10.00 – 10.20 Welcome, introductions,**

* It’s great to see so many of you here today from across the region and according to Sian, who you booked in with, you’re covering a wide variety of roles.
* As lay employees it’s so important that we take these opportunities to come together to learn and network because these can be isolating roles and we can easily find ourselves disconnected and working on our own.
* I have been a lay-employee in the Methodist Church for 12 years now. I worked for 5 years as a Sheffield District’s Mission and Development enabler and I am now the coordinator of the Learning Network in the Yorkshire Plus region, which essentially means that I coordinate the work of our team across the 3 districts which make up the region. This is my colleague Graham Jones, and he will tell you a bit more about his role as he takes through our first activity.

Introduce self, invite participants to share names, lay employee role and where based **(Graham to invite people to stand on ‘map’ of the region)**.

**Learning Outcomes, housekeeping, group agreement, opening prayer – Rachel**

Share programme and learning outcomes and group agreement (slides 3-4) for the day. Ask if there are any questions. Go over general housekeeping and health and safety.

By the end of the day participants will be able to show an understanding of:

* working in a lay ministry context
* induction, policies and appraisal process
* basic elements of pastoral care and working with appropriate confidentiality
* self-care and well-being
* key aspects of Methodist history and doctrine
* own vocation

**Opening prayer:**

God of the morning,

help us to be still:

to breathe

to be aware

to appreciate

the giftedness of this today-

the sounds

the colours

the tastes

the tasks and the people waiting.

Help us to explore the mystery

opening before us

all around us

and deep within us.

Lead us into the life of this new day. Amen (Lynda Wright)

**10.20 – 10.50 Your role and the local context – Rachel**

Ask participants to take a piece of flipchart paper and a coloured pen and in the middle of the paper draw a figure/symbol of themselves and then quite large circle around it. In that circle put in key people, groups and area/s their job covers, remind them to include management/support. After period of time invite them to share with a partner.

Ask them to write on the outside of the circle in a different colour key district/regional people and structures they are aware of. These may include learning and development groups, District Chair, lay employment advisers, Learning Network. Again, ask them what decisions, impact on or influence their work.

Then ask them to choose a different colour and write down what key people, structures there in at a connexional level. Children’s and youth team, Evangelism and growth team, ministries, Learning network.

In whole group share any reflections on the process of marking out the key people etc. Ask the group for reflections on how they made contact with people/groups, were some a ‘given’ e.g. line manager/supervisor, part of job description, what are the others? Then ask them if contact was part of their induction, invite reflections on their induction.

**10.50 – 11.15 Your role and the wider context – Graham**

Explain the connexion through Council and Conference sets direction and policy for the whole Methodist Church and that this impacts on lay employees in a number of ways:

Human Resources at MCH - produce the lay employment advisory information, exist to advise and provide guidance on employment issues.

**11.15 – 11.25 Comfort Break**

**11.25 – 11.55 Induction and Policies – Rachel**

Share handout on induction, ask for responses...if they haven’t had a local induction ask if this handout would be useful for their line managers/supervisors to have. Then remind them that this session is a regional response to inducting them in their jobs (slide 3).

Ask the participants how often they meet their line managers/supervisors and for responses on how work priorities are agreed, clearly these will differ depending on the job they have eg. administrator will know a lot of their priorities through weekly, monthly, quarterly cycles, children’s workers’ will be more developmental and negotiated. Ask them what kinds of decisions at local church/circuit level impact on their work for eg. mission priorities, decisions about collaborative ministry that involve the administrator undertaking admin jobs for staff.

Conference receives/adopt reports that become policy for local churches, circuits and districts. Highlight some key policies for lay employees (slides 6 and 7), give out copies of lone working, grievance procedures, inform them where they can locate the others and then explain they will be looking in more detail at the Safeguarding Handbook, *Creating Safer Space* and *With Integrity and Skill.*

**11.55 – 12.30 Pastoral Care – Jesus as a pastoral carer – Rachel**

Exercise from ‘encircled with care’ pp. 9-10

**Appropriate Confidentiality**

***With Integrity and Skill***.

**Guidelines for Good Practice in Confidentiality (section 12)** Church is a community in which confidential information can be safely shared within boundaries so that all can ‘fully grow into Christ’ by both receiving and giving ‘Christ-like’ care.

In order to establish a relationship of trust within a pastoral relationship and within the wider church community, it is important that the things people share are treated in confidence

Exceptions:

* if someone specifically gives the pastoral worker permission to pass on something they have said
* if a person discloses information that leads a lay employee to think that person or another person is at risk
* If a person indicates that he has been involved in or is likely to become involved in the commission of a serious criminal offence.

**Case Study**

Ask the group to work in pairs on this scenario which is taken from *Integrity and Skill.* Debrief covering following learning points:

* care needs to be taken with public prayer, observing confidentiality regarding specific details about individuals, privacy should be respected.
* the pastoral worker should have sought permission from the individual

Highlight Section 12 guidelines for good practice in confidentiality and pastoral care. (caveat safeguarding info is now out-of-date)

* 1. **Lunch**

**1.15 – 1.45 Pastoral Care – Listening skills** – **Graham**

**Listening exercise –** (in pairs, 3 minutes each, sharing and listening and reflecting back – and then swap). How was it for you? ***(a time when you were NOT listened to, or listened to well)***

**(Handout -** Active Listening**)**

**1.45 – 2.15 Methodism - Graham**

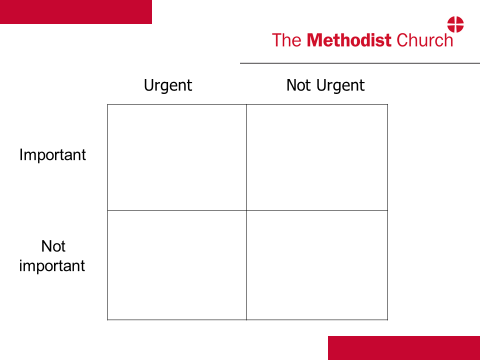
**Quick Quiz and Methodism**

(**Handouts** – Our Calling, Methodism, Know your Methodist History, Seven approaches to doing theology)

**2.15 – 2.45 Managing self, time and your own well-being – Rachel**

**"That part of a person's overall wellbeing that they perceive to be determined primarily by work, which can be influenced by workplace interventions, and which has the potential to provide a positive benefit for the Methodist Church”**

[wellbeing@methodistchurch.org.uk](mailto:wellbeing@methodistchurch.org.uk) Methodist Church website well-being toolkit



**The importance of balance in our lives**

*‘Live a balanced life - learn some and think some and draw and paint and sing and dance and play and work every day some’*

*Robert Fulghum, 1937- (author and painter)*

*‘Happiness is not a matter of intensity but of balance, order, rhythm and harmony’*

*Thomas Merton, 1915-1968 (Trappist Monk)*

**A model of learning from reflection** Gibbs 1988

What would help you be more intentional about this cycle? Break out of common cycles of behaviour

How do we learn from experiences and not just repeat?

Appraisal, spiritual accompaniment.

***You don’t learn from experience you learn from reflecting on experience***

**Well being slides.**

This comes from The New Economics Foundation, available for sharing if acknowledged.

Not exhaustive.

What’s missing? What do you do to relax? Relieve stress?

* **Connect:** with people around you, family friends, neighbours, your community
* **Be active:** discover a physical activity you enjoy and make time for it. Exercise makes us feel good.
* **Take notice and live in the moment:** Be curious. Take time to notice the beautiful, the unusual, the changing seasons. Savour the moment. Reflect on your experiences to learn what matters to you.
* **Keep learning:** Try something new. Set yourself a challenge. Rediscover an old interest.
* **Give:** this is about looking out as well as in. Do something nice for someone, or the community. Smile. Thank people. But balance the giving with the taking in. You are important too!

**2.45 – 2.55 Comfort Break**

**2.55 – 3.25 Vocation – Rachel**

**Definition of Vocation** - The word "vocation" comes from the Latin vocare, meaning "to call“

**Definition of Christian Vocation** - The belief that God has created each person with gifts and talents oriented toward specific purposes and a way of life

Your vocation?

**The stone chippers**

Three men are chipping rock in a quarry.

The first man is asked what he is doing and replies that he is chipping rock.

The second man is asked the same question and replies that he is providing for his family.

The final man, doing identical work, says that he is building a cathedral.

If you’re just chipping rock, you make yourself a common labourer and, while providing for your family gives you a personal purpose, finding the cathedral in your work can generate inspiration and motivation.

**Discerning vocation**  
Know your wounds and disabilities

Know yourself loved by God

Listen to your feelings

Be still and know

Count the cost

Seek wholeness

Know God

Hear a call

Dream dreams

Get into action

Face your fears

Know the world’s needs

Get confirmation from others

Know your gifts and your leanings

**(Dewar 1996)**

Why is it important to know your wounds? Count the Cost?

Where are you in Dewar’s process?

Who are the people you can seek confirmation from?

**3.25 – 3.45 Wrap-up and share Covenant Prayer – Graham**

Invite participants to share the learning they are taking away from the day.

Evaluation Bod or post-card

**Covenant Prayer**

I am no longer my own but yours.  
Your will, not mine, be done in all things,  
wherever you may place me,  
in all that I do  
and in all that I may endure;  
when there is work for me  
and when there is none;  
when I am troubled  
and when I am at peace.  
Your will be done  
when I am valued  
and when I am disregarded;  
when I find fulfilment  
and when it is lacking;  
when I have all things,  
and when I have nothing.  
I willingly offer  
all I have and am  
to serve you,  
as and where you choose.  
  
Glorious and blessed God,  
Father, Son and Holy Spirit,  
you are mine and I am yours.  
May it be so forever.  
Let this covenant now made on earth  
be fulfilled in heaven.   
Amen