



**LUTHERAN
CHURCH**
OF AUSTRALIA

**CHURCH WORKER
SUPPORT**

start well · stay well · finish well

'Stay Well'

LCA Chaplain Accreditation Guide

Background

The Church Worker Support Department (CWSD) is here to support entities of the church including Lutheran Aged Care and Community Services before and after they employ a lay chaplain.

In conjunction with the employer, Church Worker Support is committed to developing lay chaplains who are fully equipped, both theologically and practically, for the area in which they serve; that is, they are trained, competent and accredited.

The LCA is also committed to the pastoral care and well-being of all church workers. Through the Church Worker Support Department and Church Worker Support Officers (CWSOs) the LCA is intentionally supporting the formation of lay workers who are learning, growing and developing, fulfilling their calling effectively, and who are valued and supported.

Our aim is to ensure that all church workers 'Start Well, Stay Well and Finish Well'.

In light of the above, the following resource has been developed to assist lay chaplains, and those supporting them, in working towards chaplain accreditation.

LCA Chaplain Accreditation

The Lutheran Church of Australia (LCA) values and appreciates the work of chaplains and is committed to supporting them in their ongoing training and development. Those who serve as chaplains in Lutheran Aged Care and Community Service need to be fully equipped to carry out their roles to the best of their abilities. Appropriate training and practical experience is important. This includes having sufficient theological understanding to uphold and promote the teachings of the LCA.

Lay chaplains who are not already accredited are strongly encouraged to work towards LCA chaplain accreditation. Those who have gone through this process have found it to be a worthwhile and rewarding experience for their growth and development in the areas below.

Chaplain Core Competencies

The accreditation of chaplains will be based on a blend of theoretical and practical competency-based learning.

The following four **core competencies** make up the requirements for chaplain accreditation:

1. Theological and Spiritual Development
2. Leadership Development
3. Ministry Skills
4. Personal Attributes

1. Theological and Spiritual Development

The ministry of the chaplain must be underpinned by key Lutheran Theological Foundations and understanding relevant to the ministry context, and the ability to apply that knowledge in ministry. Most importantly the chaplain is on a life-long spiritual journey and must demonstrate a personal faith, a lifestyle consistent with the Gospel, and ongoing commitment to spiritual development.

2. Leadership Development

This area includes the ability to develop and mentor others, manage conflict, direct or influence others, delegate, work as a team, facilitate ministry teams, develop a vision and mission for their ministry, engage, inspire and gain others' commitment.

3. Ministry Skills

Generic ministry skills may include: pastoral care, communication and relationship building skills, ministry planning, constructing and leading worship, conducting funeral and memorial services, goal setting, administration, task and project management and other organizational skills. Other skills will need to be developed that are specific to the chaplaincy role being performed, e.g. aged care chaplaincy, disability chaplaincy.

4. Personal Attributes

To be effective in ministry, chaplains need to develop attributes such as; interpersonal sensitivity, self-awareness, ability to show initiative, responsibility and accountability, self and time management, self-confidence, tenacity and resilience. They also need to be able to recognize and seek help in dealing with their own issues and demonstrate ongoing, self-initiated spiritual, ministry and personal development.

Applying for Accreditation

A chaplain will be eligible to apply for accreditation after they have met the core competencies required. They are also required to have worked through the core

competencies with a Church Worker Support Officer (CWSO). If the chaplain is considered suitable for accreditation, they will be encouraged to make an application for accreditation.

Individual learning and professional development pathways

CWSO's work with chaplains to ensure they meet the core competencies for accreditation. The CWSO will work with the chaplain and their supervisor/employer to identify gaps in prior learning and skills development, and determine an appropriate learning plan to resolve these gaps if they exist. See the Learning and Development Plan template on page 20.

The CWSO will assist the chaplain and their supervisor/employer to:

- Determine the chaplain's gifting, abilities and experience; including their learning, ministry, spiritual, and vocational pathway.
- Develop a learning plan that reflects the above. (See page 20)
- Facilitate discussions between the chaplain, the employer, Australian Lutheran College or other learning providers, and others involved in the learning process on an ongoing basis.
- Periodically review the learning plan to determine its ongoing appropriateness.

Flexible training pathways that combine Higher Education options and on-the-job training within chaplain's ministry context will be encouraged.

Scholarships can be applied for from the Committee for Care Ministries. Refer to www.lca.org.au/care-ministries for more information.

Assessment for chaplain accreditation can be based on the demonstration of the four core lay worker competencies rather than academic qualification. Ministry and life experience can be used to demonstrate the four core competencies.

Lifelong learning

Learning shouldn't stop with achievement of the required studies. Continuing professional, personal and spiritual development will be important. Consideration should also be given to personal professional supervision.

Employer commitment to chaplain development

It is the responsibility of the employing body to ensure that chaplains are properly equipped for the area in which they serve. It will be important for employers to demonstrate their commitment to their chaplains and their development by:

- engaging in the determination of the most appropriate learning pathway
- making time available to undertake development as part of their chaplaincy role
- providing regular ongoing support and feedback
- establishing clear goals and parameters for their chaplaincy role
- providing a professional development budget

Qualifications

The minimum qualification required for accreditation is the Certificate in Divinity at Australian Lutheran College, or equivalent. For students with prior graduate qualifications in other fields, the minimum qualification is the Graduate Certificate in Divinity. The chaplain must also be able to demonstrate appropriate practical experience in the four competency areas to be eligible for accreditation.

The chaplain's role classification might require a qualification which is over and above the minimum qualification. Chaplains will be encouraged to consider a qualification or equivalent that meets the requirements of the position.

The chaplain will be required to have or obtain:

1. An aged care sector screening check, NDIS worker check, working with vulnerable people check and/or working with children check (as per state and national requirements)
2. LCA Safe Church training

The Accreditation Process

Checklist

- 1 Contact the Church Worker Support Department.
- 2 Talk to a Church Worker Support Officer and arrange a time for a meeting. This meeting can take place in person, via Teams/Zoom or by phone.
- 3 The chaplain will supply a current CV (Including ministry experience), a copy of all qualifications (including academic transcripts) and relevant training certificates. This provides evidence of their theoretical competency and experience.
- 4 The chaplain will also fill out and return a 'Formation Checklist (Chaplain)'. (See page 7) and organise two other appropriate people who know them in their ministry role to fill out a 'Formation Checklist (Nominee)'. (See page 12). This provides evidence of their practical competency.
- 5 Once all the documentation is received the Church Worker Support Officer may contact the chaplain with queries or for clarification.
- 6 The Church Worker Support Officer will inform the chaplain of their suitability for accreditation or of any competency gaps or additional requirements.
- 7 When the chaplain is deemed competent for accreditation, they will fill out the chaplain 'Application for Accreditation'. (See page 17) The pastor or an appropriate employer representative will need to fill out the employer 'Application for Accreditation'. (See page 19)
- 8 The application for accreditation is sent to the Church Worker Support Department for approval by the Bishop of the LCA.
- 9 When accreditation is granted the LCA will issue a certificate of Accreditation which will be sent to the pastor or employment representative for presentation to the chaplain at an appropriate time.

Formation checklist

Information for completion of Formation checklist

Purpose

Formation feedback is required as part of the chaplain accreditation process, providing evidence of the chaplain's practical competency in each of four key areas.

The feedback subsequent discussion with their Church Worker Support Officer (CWSO) and their supervisor/employer is also a critical element in a chaplain's growth and forms the basis of their Learning and Development Plan.

Feedback is an important aspect of the chaplain's learning and development process and helps by:

- Affirming and encouraging them in their calling through recognition of their gifts and strengths
- Encouraging people as individual chaplains and as members of teams to develop collaborative processes and to share ideas which lead to improvement
- Developing a strong commitment to their own professional learning and vocational growth

The performance of a chaplain is evaluated according to the *Formation checklist*. Feedback is sought from the pastor/supervisor and/or appropriate nominees who have observed or worked with the chaplain in their ministry context. The chaplain also completes the *Formation checklist* as a self-reflection exercise.

Once feedback has been received, the CWSO meets with the chaplain. This meeting can take place in person, via skype or by phone. As part of their discussion they will consider:

- What is consistent in the feedback
- What areas of strength are evident
- What areas clearly need further development and assistance
- Where differences arise and explore these

Ratings

A simple 3 point system of ratings is used

+ indicates an area of high competence and personal strength

0 indicates an area where competence is satisfactory, particularly for the current requirements

- suggests that further development is needed

Note: If any checklist item is either not applicable or not known to the respondent it should be left blank

Comments

Where possible additional information should be given in the comments section as this can clarify reasons for responses and provide additional information that can be helpful to both the chaplain and the CWSO.

Formation Checklist (Chaplain) for: _____

1. THEOLOGICAL & SPIRITUAL DEVELOPMENT

Theological Development		-	0	+
a	Demonstrates an understanding of the Bible as the foundation of faith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates an understanding of Lutheran theology and confessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Communicates a knowledge of key contexts and themes of the Bible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Applies biblical knowledge to everyday situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Demonstrates the relationship between theology and the practice of ministry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Applies theology to issues and challenges in the church and in society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Demonstrates basic understanding, curiosity, and ability to value the spirituality of non-Lutheran and non-Christian people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Spiritual Development		-	0	+
a	Demonstrates a consistent (ideally daily) habit of personal Bible reading, prayer and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Identifies and seeks God's purpose and guidance in life and ministry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Demonstrates a lifestyle that is consistent with Christ-like values and the Gospel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Demonstrates the ability to be and to remain confident and resilient through faith, regardless of circumstances, and to instil the same confidence in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Actively participates in, and leads, devotions, prayer and sharing times in work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Demonstrates an ability and willingness to dialogue respectfully with people of different faith and spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

2. LEADERSHIP DEVELOPMENT

Leadership		-	0	+
a	Demonstrates and lives out Jesus' servant leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Understands and works effectively within the organisation's leadership structure and style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Understands and uses of a range of leadership styles and models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Understands and can describe own natural leadership style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Delegates effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Encourages leadership in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g	Demonstrates an ability to inspire and recruit others into leadership roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Understands and uses empowerment as a key part of leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Demonstrates an ability to recruit, lead, coordinate and work with volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Able to actively identify others' training needs and help access appropriate training resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Vision and Mission		-	0	+
a	Understands and can describe the vision and mission of the organisation in which they work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates an understanding of how the organisation's vision and mission apply to their ministry role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Able to create and develop a vision and mission for their area of ministry that is aligned with the vision and mission of the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Reference should be given to the following theological and ethos documents of the LCA NZ: God's Love Our Care and Called to Transformative Action found at www.lca.org.au/care				
Teamwork		-	0	+
a	Demonstrates an ability to work as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates an ability to develop, lead, and manage teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Affirms and uses people's different gifts, abilities and personalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Shows respect for needs, concerns and opinions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Willing to assist others when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Offers ideas and suggestions for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Works effectively with other staff, pastor and/or organisation leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Mentoring and Coaching		-	0	+
a	Has experience of being mentored or coached eg mentor, coach, life coach, spiritual director, peer or co-mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates ability to mentor and/or coach others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Knows and uses of a range of mentoring and coaching models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Understands and can describe the dangers of ministry without mentoring or coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Has a current mentor or coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

3. MINISTRY SKILLS

Ministry Planning		-	0	+
a	Able to translate a vision/mission into a simple, structured, longer term strategic ministry plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates the ability to regularly review their role/ministry and ministry plans and make appropriate adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Understands and can describe the processes and challenges of managing change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Task/Project Management		-	0	+
a	Uses information technology effectively to organise tasks and manage projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Manages resources and budgets efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Implements and follows up decisions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Sets short, medium and long term goals and works towards them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Demonstrates flexibility when faced with unplanned occurrences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Effectively manages projects eg meets deadlines and fulfils obligations in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Demonstrates the capacity to define problems and issues and deal with them effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Able to prioritise and plan, based on the important, not necessarily on the urgent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Pastoral Care		-	0	+
a	Demonstrates ability to pray with and for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Speaks and models Christ's love, compassion and understanding in pastoral care situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Knows when and how to refer, and channels of referral, for situations beyond their capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Understands their limits in pastoral care situations eg I am not a counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Sets appropriate boundaries in pastoral care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Understands basic mental health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Can identify the differences between grief in a normal grief cycle and symptoms of trauma and appropriate responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Communication		-	0	+

a	Listens with empathy and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Shares opinions and feelings about work related issues in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Maintains effective liaison and communication with other staff, pastor, leaders, team members and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Ensures information is shared with those who need it and maintains appropriate confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Relationships		-	0	+
a	Relates to people with understanding, warmth and personal interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Models and exercises grace, patience and wisdom when dealing with people or situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Contributes to the prevention and solution of problems in relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Demonstrates an understanding of the processes of managing conflict and is able to apply them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Acknowledges and resolves conflict in a way that produces positive outcomes for all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

4. PERSONAL ATTRIBUTES

Self-management		-	0	+
a	Has self-awareness of their spiritual gifts, personality type, attributes and life experience that they bring to their ministry role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Regularly assesses their physical, emotional, relational and spiritual health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Understands and can identify the signs and symptoms of 'burnout'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Consistently exercises discretion and good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Demonstrates energy, drive, and willingness to take initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Seeks help and advice when needed while working independently within in the scope of the role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Time Management		-	0	+
a	Effectively manages time in the ministry context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Understands and uses appropriate strategies to manage time eg time sheets, log book, daily planner, task lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Demonstrates an understanding of strategies and an ability to maintain a healthy work/life balance (work, family, study, spiritual, social and personal life)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Utilises and takes leave appropriately eg sick leave, annual leave, TOIL, LSL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Uses information technology effectively to organise time and prioritise tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Responsibility and Accountability		-	0	+
a	Demonstrates reliability, responsibility and accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Shows an understanding of, and adherence to lines of accountability within the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Understands reporting and role review requirements and practices them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Exercises good judgement in identifying which responsibilities are theirs, and which belong to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Accepts feedback or criticism, acknowledges mistakes and learns from the experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Ongoing and Self-initiated Development		-	0	+
a	Demonstrates a desire to grow and develop at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates a desire and ability to regularly review and evaluate skills, character, knowledge and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Demonstrates an awareness of current trends in ministry and emerging ethical issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Identifies areas for growth and learning needs in the ministry role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Initiates and completes appropriate training and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Formation Checklist (Nominee) for: _____

Your Details

Name: _____ Date: _____

Position held: _____

How long have you known the chaplain? _____

In what capacity have you known the chaplain? _____

1. THEOLOGICAL & SPIRITUAL DEVELOPMENT

Theological Development		-	0	+
a	Demonstrates an understanding of the Bible as the foundation of faith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates an understanding of Lutheran theology and confessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Communicates a knowledge of key contexts and themes of the Bible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Applies biblical knowledge to everyday situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Demonstrates the relationship between theology and the practice of ministry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Applies theology to issues and challenges in the church and in society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Demonstrates basic understanding, curiosity, and ability to value the spirituality of non-Lutheran and non-Christian people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Spiritual Development		-	0	+
a	Demonstrates a consistent (ideally daily) habit of personal Bible reading, prayer and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Identifies and seeks God's purpose and guidance in life and ministry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Demonstrates a lifestyle that is consistent with Christ-like values and the Gospel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Demonstrates the ability to be and to remain confident and resilient through faith, regardless of circumstances, and to instil the same confidence in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Actively participates in, and leads, devotions, prayer and sharing times in work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Demonstrates an ability and willingness to dialogue respectfully with people of different faith and spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

2. LEADERSHIP DEVELOPMENT

Leadership		-	0	+
a	Demonstrates and lives out Jesus' servant leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Understands and works effectively within the organisation's leadership structure and style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Understands and uses of a range of leadership styles and models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Understands and can describe own natural leadership style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Delegates effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Encourages leadership in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Demonstrates an ability to inspire and recruit others into leadership roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Understands and uses empowerment as a key part of leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Demonstrates an ability to recruit, lead, coordinate and work with volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Able to actively identify others' training needs and help access appropriate training resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Vision and Mission		-	0	+
a	Understands and can describe the vision and mission of the organisation in which they work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates an understanding of how the organisation's vision and mission apply to their ministry role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Able to create and develop a vision and mission for their area of ministry that is aligned with the vision and mission of the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Reference should be given to the following theological and ethos documents of the LCA NZ: God's Love Our Care and Called to Transformative Action found at www.lca.org.au/care				
Teamwork		-	0	+
a	Demonstrates an ability to work as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates an ability to develop, lead, and manage teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Affirms and uses people's different gifts, abilities and personalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Shows respect for needs, concerns and opinions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Willing to assist others when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Offers ideas and suggestions for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Works effectively with other staff, pastor and/or organisation leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Mentoring and Coaching		-	0	+

a	Has experience of being mentored or coached eg mentor, coach, life coach, spiritual director, peer or co-mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates ability to mentor and/or coach others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Knows and uses of a range of mentoring and coaching models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Understands and can describe the dangers of ministry without mentoring or coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Has a current mentor or coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

3. MINISTRY SKILLS

Ministry Planning		-	0	+
a	Able to translate a vision/mission into a simple, structured, longer term strategic ministry plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates the ability to regularly review their role/ministry and ministry plans and make appropriate adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Understands and can describe the processes and challenges of managing change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Task/Project Management		-	0	+
a	Uses information technology effectively to organise tasks and manage projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Manages resources and budgets efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Implements and follows up decisions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Sets short, medium and long term goals and works towards them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Demonstrates flexibility when faced with unplanned occurrences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Effectively manages projects eg meets deadlines and fulfils obligations in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Demonstrates the capacity to define problems and issues and deal with them effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Able to prioritise and plan, based on the important, not necessarily on the urgent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Pastoral Care		-	0	+
a	Demonstrates ability to pray with and for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Speaks and models Christ's love, compassion and understanding in pastoral care situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c	Knows when and how to refer, and channels of referral, for situations beyond their capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Understands their limits in pastoral care situations eg I am not a counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Sets appropriate boundaries in pastoral care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Understands basic mental health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Can identify the differences between grief in a normal grief cycle and symptoms of trauma and appropriate responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Communication		-	0	+
a	Listens with empathy and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Shares opinions and feelings about work related issues in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Maintains effective liaison and communication with other staff, pastor, leaders, team members and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Ensures information is shared with those who need it and maintains appropriate confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Relationships		-	0	+
a	Relates to people with understanding, warmth and personal interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Models and exercises grace, patience and wisdom when dealing with people or situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Contributes to the prevention and solution of problems in relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Demonstrates an understanding of the processes of managing conflict and is able to apply them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Acknowledges and resolves conflict in a way that produces positive outcomes for all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

4. PERSONAL ATTRIBUTES

Self-management		-	0	+
a	Has self-awareness of their spiritual gifts, personality type, attributes and life experience that they bring to their ministry role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Regularly assesses their physical, emotional, relational and spiritual health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Understands and can identify the signs and symptoms of 'burnout'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Consistently exercises discretion and good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e	Demonstrates energy, drive, and willingness to take initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Seeks help and advice when needed while working independently within in the scope of the role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Time Management		-	0	+
a	Effectively manages time in the ministry context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Understands and uses appropriate strategies to manage time eg time sheets, log book, daily planner, task lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Demonstrates an understanding of strategies and an ability to maintain a healthy work/life balance (work, family, study, spiritual, social and personal life)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Utilises and takes leave appropriately eg sick leave, annual leave, TOIL, LSL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Uses information technology effectively to organise time and prioritise tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Responsibility and Accountability		-	0	+
a	Demonstrates reliability, responsibility and accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Shows an understanding of, and adherence to lines of accountability within the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Understands reporting and role review requirements and practices them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Exercises good judgement in identifying which responsibilities are theirs, and which belong to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Accepts feedback or criticism, acknowledges mistakes and learns from the experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Ongoing and Self-initiated Development		-	0	+
a	Demonstrates a desire to grow and develop at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Demonstrates a desire and ability to regularly review and evaluate skills, character, knowledge and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Demonstrates an awareness of current trends in ministry and emerging ethical issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Identifies areas for growth and learning needs in the ministry role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Initiates and completes appropriate training and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Application for Accreditation as a Chaplain

(This form is to be completed by the Employer)



NAME OF CHAPLAIN: _____

EMPLOYING BODY: _____

DATE SERVICE COMMENCED: _____

SPECIFIC AREAS OF MINISTRY: _____

RECOMMENDATION OF EMPLOYING BODY:

I, _____, recommend / do not recommend that
(strike out inapplicable)
_____ be accredited as a Chaplain of the LCA for
the following reasons e.g. competency, character, theological understanding, and personal
attributes:

SIGNED BY:

Pastor/Line Manager:

Date:

Chaplain Learning and Development Plan

FEEDBACK SUMMARY

AFFIRMATION OF STRENGTHS AND GIFTS
AREAS IDENTIFIED FOR FURTHER DEVELOPMENT AND RECOMMENDED ACTIONS

CHAPLAIN ACCREDITATION REQUIREMENTS

QUALIFICATION/TRAINING NEEDS FOR CHAPLAIN ACCREDITATION
QUALIFICATIONS BEING UNDERTAKEN

Pre-Accreditation Learning and Development Goals

GOAL	STRATEGIES & ACTIONS	RESOURCES/ SUPPORT REQUIRED	TIMEFRAME
Goal 1			
Goal 2			
Goal 3			
Goal 4			

Recommended Post Accreditation Learning and Development Goals

Date Accredited:

GOAL	STRATEGIES & ACTIONS	RESOURCES/ SUPPORT REQUIRED	TIMEFRAME
Goal 1			
Goal 2			
Goal 3			
Goal 4			

Document Controls

Document Version:	1.0
Prepared by:	CWSO
Reviewed by:	EO-LM
Ownership:	CWSD and CCareMin
Publication date:	27/05/2022
Review date:	Nov 2024