Formation for Ordained Ministry in the Church of England with Special Reference to a Regional Training Course


Abstract

The word "formation" has been increasingly employed in the context of training for ordination over the last fifty years, yet it has rarely been defined. In order to explore the meaning of formation, this thesis investigates the Church of England’s understanding of ordained ministry as expressed in its liturgy and official documents (Chapter 1); it surveys the history of training for that ministry over the last two hundred years (Chapter 2); and it traces the use of the language of formation in official Church of England publications (Chapter 3).

Within the literature about theological education, there is much discussion about formation. However, there is little mention of the perspective of those in training for ordained ministry. Through the empirical study of one regional training course, using the method of critical conversation (Chapter 4), this research adds the contribution of the perspectives of those in training to that discussion (Chapter 5). To this end, the participants’ understanding of formation is considered in conversation with educational theories, specifically Mezirow’s transformative learning theory (Chapter 6); their experiences of formation are recounted with an examination of the biblical metaphors they employ (Chapter 7); and their understanding of the ministerial priesthood for which they were being prepared is scrutinized with the differences in understanding between the Church of England and the ordinands being noted (Chapter 8).

The conclusion suggests a definition of formation within the context of training for ordination in the Church of England for further discussion, it notes some implications for the Church arising from this research, and suggests some areas for further study.

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Ministry are described on page 6. Those who are serving a curacy for ordained pioneer ministry will do so through pathways that enable them to embed their learning in fresh expressions praxis through sustained and systematic action reflection. 

G. VOCATION AND MINISTRY WITHIN THE CHURCH OF ENGLAND

Ordained ministers are firmly convinced of their calling to ordained ministry, realistic about its challenges, and continue to ask important questions about their role as deacon or priest in the church of God. English king who created the Church of England (Anglican church) after the Pope refused to annul his marriage (divorce with Church approval). He had 6 wives. Act of Supremacy (1534). Proclaimed King Henry VIII the supreme leader of the Church of England, which meant that the pope was no longer recognized as having any authority within the country, and all matters of faith, ecclesiastical appointment, and maintenance of ecclesiastical properties were in the hands of the king. They played an important part in the Catholic Reformation and helped create conduits of trade and knowledge between Asia and Europe. Council of Trent. Called by Pope Paul III to reform the church and secure reconciliation with the Protestants. Lutherans and Calvinists did not attend. The Church of England, as the established church, fulfils a civic responsibility too. Its bishops and priests are responsible for performing state weddings and funerals, acts of remembrances, memorial services as well as grand occasions like the coronation. After events like the Gulf War or major disasters, the country 'comes together' to mourn under the spiritual guidance of the Church of England. In 1992 when General Synod passed a vote to ordain woman not everyone in the Church of England was in agreement. In 1993 it passed the Act of Synod setting up an official structure to enable parishes to refuse women's ministry. Ministry Education Scholarships are available to those preparing for ministry in the United Church of Christ and for continuing education for ministers. Members in Discernment may apply for the Brown Endowment Scholarship and ONE other UCC Ministry Education Scholarship per year. The Brown Endowment is now administered at United Church Funds by: Rev. Enrollment in an ATS accredited seminary towards a course of study leading to ordained ministry; Member-in-discernment of an Association or Conference at time of application; At least a "B" average maintained; (With the exception of The Rev. Virginia Kreyer Scholarship where a lower GPA will be accepted). Agrees to serve in the UCC or a partner church on completion of seminary Growing in the Life of Faith: Education and Christian Practices (2nd ed.). Louisville, KY: Westminster/John Knox Press. Google Scholar. Foster, R. (1989). Celebration of Discipline: The Path to Spiritual Growth (2nd ed.). London: Hodder & Stoughton. Google Scholar. Fowler, J. W. (1981). Stages of Faith: The Psychology of Human Development and the Quest for Meaning. San Francisco: Harper & Row. Google Scholar. Fowler, J. W. (1996). Formation for Ordained Ministry in the Church of England with Special Reference to a Regional Training Course. DThM Thesis, Durham University. Google Scholar. Groome, T. H. (1980).