

Catalyst Mapping 2023

The following table maps the learning outcomes from each session of the Catalyst course, including the induction and presentation, against the current Lay Ministerial Criteria of the Church of England.

Please note once students complete a session, an additional page ‘opens up’ called ‘Going Deeper’, which facilitates greater engagement with the lay ministerial criteria. There is a Going Deeper page for each session which provides additional resources for students who wish to take their learning further. While engaging with the Going Deeper page is a requisite for those wishing to obtain credit at level 4, all participants will gain access to the material which they can engage with at any time during or after the course. Those students who wish to obtain credit will gain further learning through an assessment.

Session	Title	Lay Ministerial Criteria	Understanding	Practice
Induction: A catalyst for mission	Discover what it means to play your part in God’s mission to the world.	Mapping against Lay Ministerial Criteria: A, B, G	<ul style="list-style-type: none"> I. Understand the meaning of the Mission of God and your role within it. II. Learn a model of reflective practice. III. Understand the value of reflective practice in ministry with children and young people. IV. Learn how Catalyst will enable you to develop your skills and nurture a deeper sense of vocation in your ministry with children and young people. 	<ul style="list-style-type: none"> I. Begin to identify and articulate what your role is in the Mission of God. II. Use a model of reflective practice to aid you in reflecting on an aspect of your ministry with children and young people. III. Be able to navigate the Catalyst online platform that will aid you in your learning.

<p>Session one: Children, Young People and Culture</p>	<p>Ignite your passion for mission with children and young people by taking a closer look at the cultural contexts you are in.</p>	<p>Mapping against Lay Ministerial Criteria: A, B</p>	<ol style="list-style-type: none"> I. Understand and articulate the meaning of culture. II. Recognize the characteristics of culture i.e., growing up with a digital environment. III. Understand the relationship between mission and culture (building on content from induction about mission). IV. Examine a biblical example of mission and culture (e.g., Paul in Athens – Acts 17). 	<ol style="list-style-type: none"> I. Observe and articulate the characteristics of your own cultural context. II. Develop awareness of how children and young people are influenced by the culture they inhabit. III. Examination of current approaches within your own context considering their appropriateness (e.g., Toddler Groups, Messy Church, Youth Group, Youth Clubs, online ministry etc.). IV. Reflect on Acts 17 and what this teaches about mission within your context. V. Consider your role within the Mission of God and particular contextual opportunities and challenges.
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<p>Session Two: Children, Young People and Relationships</p>	<p>Explore the importance of developing a deeper relationship with God, your team and the children and young people you minister to.</p>	<p>Mapping against Lay Ministerial Criteria: F, G</p>	<ol style="list-style-type: none"> I. Understand the importance of prioritizing your relationship with God when in ministry with children and young people. II. Describe how trust and collaborative relationships with your team is beneficial for the ministry with children and young people, particularly with regards to safeguarding. III. Give an account of how to develop healthy relationships with children, young people, and their families. IV. Understand and explain your role as a leader with children and young people. V. Explore a Bible passage relating to this Session 	<ol style="list-style-type: none"> I. Continue with or implement new approaches or practices to nurture your personal relationship with God to sustain yourself in ministry. II. Work collaboratively with your team with a focus on developing good relationships. III. Identify, name, and put into practice key aspects of good practice when working with children and young people, e.g., safeguarding, boundaries, accountability. IV. Reflect on a Bible passage and what this teaches about relationships within your context. V. Manage and support your health to ensure ministry for the long haul. VI. Be approachable and friendly.
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<p>Session Three: Children, Young People and Discipleship</p>	<p>Discover what discipleship is for children and young people today and develop approaches that will be best suited to your context.</p>	<p>Mapping against Lay Ministerial Criteria: A, B, C</p>	<ol style="list-style-type: none"> I. Understand the meaning of discipleship. II. Understand how discipleship of children and young people is influenced by their cultural context. III. Consider the spirituality of children and young people, including the exploration of spiritual styles. IV. Explore a variety of discipleship approaches e.g., intergenerational church, resourcing faith at home, Forest Church, traditional small groups, camps etc. V. Understand and articulate the role of being a leader when discipling children and young people. VI. Explore a Bible passage relating to this session. 	<ol style="list-style-type: none"> I. Use knowledge of spiritual styles to respond to discipleship needs. II. Explain how different approaches can help or hinder discipleship. III. Lead children and young people from an awareness of your own position as a children/youth minister. IV. Reflect on a Bible passage and what this teaches about relationships within your context.
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<p>Conference: Children, Young People, Theology and Growth</p>	<p>Take a deep dive into the theology of growth and learning in the beautiful university city of Cambridge.</p>	<p>Mapping against Lay Ministerial Criteria: A, B, C, F, G</p>	<ol style="list-style-type: none"> I. Understanding of theological perspectives of learning and discipleship. II. Explore theories of development in relation to children and young people. III. Investigate and describe the principles and practices of play, informal education, and/or non-formal education among children and young people. IV. Give an account of biblical narratives of children and young people. V. Understand what learning is and your role as an educator. VI. Explore theories of learning e.g., Vygotsky, Freire. VII. Understand your position as a facilitator of groups. VIII. Understand the relationship between learning and discipleship. 	<ol style="list-style-type: none"> I. Plan and deliver activities/groups based on principles of play and/or informal education. II. Use knowledge of theories of development to guide activities/groups with children and young people to aid learning and/or discipleship. III. Apply biblical narratives of children and young people to critique the ministry currently being delivered in your context and consider ways of addressing any areas that could be developed.
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<p>Session Four: Children, Young People and Learning</p>	<p>Building from the conference, you will continue to expand your knowledge about how children and young people learn and how participatory and inclusive groups is essential for their growing relationship with Jesus.</p>	<p>Mapping against Ministerial Criteria: A, B, C, F, G</p>	<ol style="list-style-type: none"> I. Understand the meaning of groups, group processes, inclusion and participation. II. Consider approaches to working with neurodivergent children and young people. III. Understand issues facing children and young people who have physical disabilities. IV. Explore a Bible passage relating to this session. V. Discover different ways of learning e.g., VARK, multiple intelligences. 	<ol style="list-style-type: none"> I. Be able to talk about yourself as a children and/or youth minister. II. Apply theories of learning to your context. III. Use ways and modes of learning (VARK, multiple intelligences) to inform session delivery with children and young people. IV. Begin to articulate the learning about faith/a deepening of relationship with Jesus that you observe in children and young people. V. Reflect on a Bible passage and what this teaches about relationships within your context.
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<p>Presentation (in learning groups): Children, Young People and Me</p>	<p>Show others your key learning points from the Catalyst course by giving a short presentation about an aspect of your ministry over the past year.</p>	<p>Mapping against Lay Ministerial Criteria: A, B, C, F, G</p>	<ol style="list-style-type: none"> I. Understand how your learning will enable the development of others, i.e., your fellow learning group members. II. Consider how your learning can be built on and influence your sense of vocation to working with children and young people in the future. III. Understand the importance of reflective practice in ministry with children and young people 	<ol style="list-style-type: none"> I. Demonstrate learning from content and practice from across the course. II. Evaluate how your learning benefits the children, young people and the whole church/ organization in your context. III. Show that you are a reflective practitioner and can use this skill to continue working safely in your ministry for the benefit of children, young people and the wider church/ organization.
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