

**Recasting the Vision for
the Centre for Ministry
and Mission**

INTRODUCTION

Purpose

This document aims to provide the governors, management and lecturers of Newbold College of Higher Education with a unique opportunity to recast a vision for Newbold's mission in the multi-cultural and generally post-Christian context of 21st century Europe. The goal is to create a revised curriculum for the new Centre for Ministry and Mission that spans formal studies, placement, internship and continued education.

Our desire for this revised curriculum is to inspire and equip men and women for front-line service. We have been called by Jesus to go and make disciples who make disciples (Matthew 28:18-20; 2 Timothy 2:2). This command and example of Jesus contains the missional DNA which is designed to lead to exponential multiplication of disciple-makers. This task requires inspirational spiritual leadership that begins in the classroom, and which nurtures the learner to use all their spiritual gifts, essential for revealing the glory of Christ in the world (Ephesians 4:11-13; Romans 12:3-8; 1 Corinthians 12).

Currently Newbold is only partially providing what the Church needs from its flagship institution. Long-standing problems make the College's current operating model, successful as it was in the late twentieth century, no longer feasible. Newbold College's organisational structure, academic curriculum, and general approach needs to be reorientated to reflect the realities of the twenty-first-century Seventh-day Adventist Church in Europe. This change of direction is not just a necessity but an opportunity: not only to shift Newbold's operating model but to revisit its *raison d'être*.

Context

The territory of the Trans-European Division includes some of the most challenging areas in the world for Seventh-day Adventist mission. This reorientation will align Newbold's goals, and consequently its curriculum, staffing and structure, more closely with the TED and its fourteen organisational units which fund it—and which, in turn, Newbold is expected to support and serve. The desired outcome of this reorientation is for Newbold to become recognised throughout the TED as a centre of excellence and innovation in ministry and mission; of insightful analysis of church-growth trends and societal shifts; of applying deep scriptural insights to ministry; of imaginative and effective evangelistic and pastoral training; a nexus for thinking about all aspects of mission; a source of ethical and effective leadership, of committed front-line church planters, pastors, evangelists, theologians and leaders.

REVISED STATEMENTS

Changes in academic programmes and other aspects of Newbold’s operations should all flow from a clear understanding of the outcomes that church leaders—who are mostly Newbold graduates themselves—desire from this reorientation. What follows are statements which, it is proposed, would replace the College’s current statement of “Vision, Values and Mission”, and which articulate the outcome outlined above.

1. **Purpose:** To serve the Seventh-day Adventist Church in Europe and advance Christ’s mission of making disciples who can make disciples.
2. **Vision:** To be a vibrant hub for wholistic disciple-making, innovative methods of proclaiming the gospel and the three angels’ messages, and the inculcation of a strong Adventist identity, across the whole territory of the Trans-European Division.
3. **Mission:** To equip Seventh-day Adventist men, women as part of worshipping local groups in the Trans-European Division to participate dynamically and fruitfully in ministry and mission of building God’s Kingdom.
4. **Principles:**
 - a) Anchored in the distinctive and wholistic Seventh-day Adventist understanding of the Bible’s teachings about freedom, healing and salvation in Jesus
 - b) Committed to strengthening Seventh-day Adventist identity, vision, and mission
 - c) Staffed by trainers who are active in local church communities and reflect the diversity of the division
 - d) Established in a faith community of active worship, discipling, and community service
 - e) Characterised by respect and Christ-like compassion for people regardless of colour, nationality, ethnicity, race, religion, health condition, age, gender, or sexual orientation
 - f) Determined to articulate the good news of Jesus Christ and His soon return in ways that are biblically faithful, and attractive, relevant and culturally authentic to people in 21st-century Europe.
5. **Our Plan:** To provide training in pastoral ministry and spiritual leadership that:
 - a) Combines excellence in scholarship with practical and mission-focused training offering BA & MA degrees as well as Graduate Diploma and One Year in Mission & Service
 - b) Encourages innovative and creative thinking
 - c) Provides ongoing opportunities for workers in church employment to expand and hone knowledge and skills
 - d) Celebrates the potential of spiritual leaders who are not in full-time church employment and capitalises on it
 - e) Acknowledges and accommodates the need to fit training and equipping around busy lifestyles
 - f) Provides a healthy, balanced, approach to on-campus and online learning—which provides opportunities to participate in the “Newbold Experience” as well as relevant opportunities to apply theory during local placements
 - g) Tailors training to leadership at different levels of church structure and to different types of spiritual leadership
 - h) Seeks ways to build up congregations and communities, not just individuals.

10 CORE COMMITMENTS AND RECOMMENDATIONS

The Newbold College of Higher Education Board of Governance met on 30th September 2020 at an extraordinary meeting and voted the following **Core Future Commitments and Recommendations**:

1. Newbold has an important significance and purpose in serving the TED fields
2. Newbold must adapt and restructure urgently to meet the needs of the 14 units that comprise the TED
3. Newbold exists first and foremost to meet the pastoral and spiritual leadership training needs of the TED
4. A new Centre for Ministry and Mission (seminary) should be the sole focus and strategic direction, with mid-2021 as the target date to ensure implementation with effect from the academic year 2021-2022 commencing in September 2021
5. Planning for the new Centre for Ministry and Mission (seminary) in the areas of property, finance and staffing needs should initially be built on a margin of 80-100 students
6. Newbold Centre for Ministry and Mission (seminary) provides a mix of on-campus intensives and online classes to be the new standard model of delivery with full-time and part-time programmes
7. Restart regional pastoral training with a mix of online offerings and intensive classes facilitated by the TED and field leadership
8. Review degree accreditation and restructure staffing to meet the paradigm shift of the new Centre for Ministry and Mission (seminary) in preparing front-line church planters, pastors, evangelists, theologians and leaders
9. Develop an investment masterplan for land and buildings to meet the physical needs of the new Centre for Ministry and Mission (seminary) and maximise on investment returns
10. Improve the “Newbold culture” in terms of student experience and administrative services

CURRICULUM PANEL

Composition

At the same meeting, the Board voted six panels one of which was the **NCHE Curriculum Panel**. The membership of the Panel is composed of the following members: Board Chair, Board Vice Chair, TED Education Director, TED Ministerial Secretary, College Principal, six Union/Conference Presidents (South East, Baltic, Norway, Netherlands, SEC and NEC) and invitees).

Process

The Curriculum Panel discussed process and destination at their meetings in October and agreed to adopt the following simple four steps to complete its task:

1. Gather Information
2. Design Content
3. Build Content
4. Evaluate

Furthermore, the Panel agreed to use the **TED Seven Pastoral Competencies** developed by the Ministerial Association in consultation with the field leaders as the framework for developing the new curriculum. The Seven Pastoral Competencies are listed and summarised as follows:

Christ-like Follower	Life-long Learner	Empowering Leaders	Multiplying Disciple-maker	Relational Shepherd	Inspiring Communicator	Effective Administrator
Contemplate the glory of Christ Transform into His likeness Live out the purpose we were created to honour and glorify God	Develop growth mind-set in ourselves/others Invest in continuing education Nurture groups to become a learning community Emphasize Christian education Use coaching and mentoring skills Allow doubts and questions as part of the learning process	Multiply effectiveness by identifying and mentoring potential leaders Model good practices such as visioning, strategic planning and value-driven Mentor and delegate responsibilities modelling the "lead from behind" principle	Adopt a coaching and modelling approach to lead others to become Christ's disciples (people of all ages, members, non-members and seekers)	Adopt a ministry of incarnational compassion by building and nurturing positive relationships Provide pastoral care through everyday encounters, intentional visits, spiritual counselling and intercessory prayer	Sharpen skills to communicate the gospel with believers, seekers and the secular European mindset Strengthen abilities in preaching and public presentation	Manage personal and congregation resources – people and material Build an effective team and delegate responsibilities Use opportunities wisely Train management team in Crisis Preparedness

Step 1: Gather information

Meeting the first step to gather information, the Chair consulted 48 leaders, pastors and mission practitioners seeking their counsel in developing the direction and curriculum for the Centre for Ministry and Mission in line with the Board directives.

Step 2: Design Content

To design the programs content, the following **Key Objectives and Recommendations** summarised from the consultation will form the foundational blocks of the revamped curriculum:

1. **Adventist Message, Identity and Mission:** There is a need to produce front-line church planters, pastors, evangelists, theologians and leaders who believe the Adventist message and are passionate about our prophetic movement, in preparation for the soon return of Christ. Furthermore, *possibility thinking as a re-thinking movement* with emphasis on God's Mission, which is Bible-based, community-focused and driven by the Holy Spirit, needs to be encouraged in the classroom, placement, internship and continued education training when designing and delivering on the mission of the Church.
2. **Lecturers Engaged in Church Life:** There is a need for trainers who will help shape practical competencies in their graduates. While academic competency is necessary, by itself it is not enough. Trainers who are not involved in the larger life and mission of the church will not be able to produce front-line church planters, pastors, evangelists, theologians and leaders. Even if this requires making it a part of their loading, the trainers need to be visible on a regular basis in the life of the church through church attendance, preaching, teaching, Bible conferences, or whatever it takes. Furthermore, trainers must teach out of current mission-related experience, for good theology is always rooted in the mission of God.
3. **Multiplicity of Effective Training Stations:** There is a need for front-line church planters, pastors, evangelists, theologians and leaders' training to develop diverse competencies from multiple stations (Newbold, strategic diverse placements, well-structured internship) mentored by experienced and inspirational pastors and effective continued education. Some competencies cannot be taught in the field, only at Newbold, and vice-versa. Working out which is which will help the College and the fields to their mutual benefit. The principles of this model of comprehensive training are fairly clear but it will take an intentional effort and cooperation to make this a reality.
4. **Culture and 21st Century Europe:** There is a need for front-line church planters, pastors, evangelists, theologians and leaders to exegete the contemporary culture and be relevant. They need to do to religion what digital disruptors are doing to business – taking old business models and transforming them into new ones exploiting digital technologies to reach customers, i.e. Amazon, Netflix, Spotify, etc. Furthermore, graduates need to be equipped to see the huge cultural distance there is between the 19th century North American “cradle” where Adventism had its origins and today's European society(-ies).

5. **Church Planting:** There is a need for church planting—grounded in making disciples who can make disciples—to be at the forefront of our training, as very few graduates from our seminaries are able to start/build a church from scratch – yet innovation is the life blood of any organisation. We should produce workers who are capable of building networks and relationships with community leaders, business people, civic authorities and the common person and somehow challenge social norms to build them into a community of God.
6. **Church Revitalisation:** There is a need for graduates to be passionate about church revitalisation. Often students are trained in a church system that no longer exists – to step into a healthy or semi-healthy church. However, the majority of our churches in Europe are declining or plateaued. We need some of our pastors to become practitioners that are ready to embrace the challenge of a dying church and to be able to inspire them to “rise up and re-build.”
7. **Disciple-making Small Groups:** There is a need for every student to start at least one disciple-making group, even if he/she has only 1-2 people to disciple. Disciple-making groups are the best environment for training church members for mission. This concept can be used in every setting (small or big church; rural area or city). Before students can be leaders (graduates), they must be disciple-makers, leading others to Jesus and discipling them to disciple others. Only as they model disciple-making in their own life, they can inspire others.
8. **Diversity of Trainers:** Firstly, there is an urgent need to recruit the services of competent practitioners from different cultural and ethnical backgrounds, who reflect the needs and fields of the TED, and who have a credible proven track record. Furthermore, consideration should be given to include practitioners and professors from other SDA institutions, i.e. Andrews, Friedensau, TED union seminaries, Oakwood, Northern Caribbean University, etc. Secondly, there is a need for cross-fertilisation and cross-pollination of teaching competencies, delivery in content, experience and style, which provides a blend of academic rigour and field based experience. Consequently, the Centre for Ministry and Mission will use both on and off campus teachers depending on their expertise.
9. **Integrated Biblical, Theological and Pastoral Studies:** There is a need to teach Biblical Studies, Theological Studies and Pastoral Studies not as independent academic disciplines but related to twenty-first century ministry, culture and society. (This should be done by integrating these aspects, rather than fragmenting them into separate “academic” and “practical” modules.)
10. **Foundation of Pastoral Studies:** There is a need to teach Pastoral Studies with a clear philosophy of pastoral practice that is grounded in a solid biblical and theological foundation that will produce long-term benefits, not simply a long list of minor skills that can be applied to short-term goals. Pastoral Studies cannot and should not be an add-on but needs to be core to the College training.
11. **Focus on Witnessing:** As part of the disciple-making process, there is a need to focus the learning of front-line church planters, pastors, evangelists, theologians and leaders on witnessing. The placement and internship programmes cannot be an “add-on” especially the visitation, church programmes, or Bible studies that we “have to follow or do.” There is a need for graduates to be trained with pastors and teachers that have a burden for bringing people to Christ and are involved in doing exactly that. Furthermore, learners should study and be exposed to cutting-

edge models of ministry in 21st Century practiced by Adventist and non-Adventist groups that are focused on witnessing.

12. **Multi-Platform Learning:** There is a need to produce graduates that are able to minister on YouTube, Facebook, Google Classrooms, etc., as well as producing podcasts. Covid-19 highlighted how very few pastors were multi-platform disciple-makers. The moment doors closed on our churches, many just did not know what to do. The reality is that whether we have another pandemic or not, people already are online. It would also be beneficial to help our graduates develop good marketing skills.
13. **'Expectation' Training for Church Members:** There needs to be training for church members in the *priesthood of all believers* – this includes managing expectations of front-line church planters, pastors, evangelists, theologians and leaders. Unrealistic romantic expectations of spiritual leaders can easily make people disoriented. Pastors and leaders have the “loneliest job” in the world. Working alone they can do a lot but working alongside a blooming community will bring greater results and healthy group dynamics.
14. **Deconstruction and Construction in Learning:** There is a need for lecturers to convey Adventist convictions in the classroom, not just be neutral presenters. Theological depth and analytical/critical thinking is already one of the strengths of the College. Many alternative teachings and interpretations are presented to the students. Individual responsibility for drawing conclusions is emphasised. However, the exposure to many alternatives can put a lot of pressure on students, on their faith and their identity as Adventists. It is equally important to maintain an academic environment and to create passion for making disciples who can make disciples.
15. **Spirituality and Spiritual Leadership:** There is a need for more than just intellectual brilliance in front-line church planters, pastors, evangelists, theologians and leaders. To communicate Christ, there are other qualities that count just as much: Care for people, humility, honesty, faith, prayerfulness and reflection. To be a genuinely spiritual person is not something you learn through lectures in a classroom or in a ZOOM meeting, but something that you grow into through a heart-connection with Christ as a disciple (possibly in ministry experience). We need people with intellectual abilities that have grown to a spiritual maturity. This takes more than lectures.
16. **Relational Ministry:** There is a need for the learners to adopt a value system/theology that brings healing and gives hope to broken people in the context of Adventist message, identity and mission. For many life is more complicated and has more pain than before. There are many things improving in our society. However, broken homes and relationships, the mobility of people that separates individuals and destroys natural relationships, the pandemic of loneliness and the increasing disability to handle conflict and stay in relationships, bring new challenges to the church. The church needs to deal with these challenges within its own ranks and in doing ministry to society at large. Meeting the brokenness of people and healing of relationships, needs to become a major task for the graduates.
17. **Social Justice/ Social Involvement:** There is a need to teach College graduates the biblical rationale for social involvement and giving them practical instruction

on how this can function in a local context. Most people today would rather give their time and energy to a cause that changes the world, than to promote a doctrinal system which is theoretically correct. People are more inclined to join something that makes a difference than a group of people that can claim to have correct understandings. Looking at the Christian landscape in Europe, almost all churches that are growing, have a strong social profile impacting the needs of their local community. Adventists can be proud of ADRA and its huge impact in the world. Local churches in Europe have to make a difference in their local communities – helping where there is need, (e.g. One Vision). This is what Jesus told us to do and therefore fundamental in Christian faith. The Newbold Diversity Centre also helps to contribute to this need.

18. **Leadership Development:** There is a need to recognise that leading in the Trans-European Division's territory is becoming more complex than ever before. While the division comprises two geographically separated regions, with significantly different histories and cultures - north-western and south-eastern Europe – they are alike increasingly complex: multicultural, ethnically and religiously diverse; largely sceptical; green, disability, and social-justice conscious; materially prosperous; yet spiritually impoverished. At the same time, we have an ageing church: Europeans are elderly by global standards, but the Seventh-day Adventist church membership is older than the general population. This all makes leadership training even more urgent than in the past. The current leaders need to broaden their skillset to include social, management and cultural competence.
19. **Worship:** There is a need for Newbold to play a key role in training front-line church planters, pastors, evangelists, theologians and leaders in biblical principles about worship, making them aware of Adventist resources, heightening awareness of their own as well as others' cultural biases, and putting worship in the context of mission. Worship has a transcendent power to unite believers yet all too often it divides them. There is a need to rediscover the Biblical meaning of worship and its implications as reflected in the Three Angels' Messages.

Step 3: Build Content

The third phase of the Panel assignment relating to building content is to translate the **Key Objectives and Recommendations** into **Core Competencies** that lead to desired/learning outcomes as stipulated by the Board directives. This step of the curriculum development process will ultimately lead to developing workable instructional units.

To achieve this process, this needs to be done in partnership with SLT and DTS – therefore, the Chair supported by the TED Education Director and Ministerial Secretary will facilitate this process during the months of January and February 2021.

Core Competencies:

20. **Not either Theory – or Practice:** There is a need to argue against a move from what some call “theory” to “practice”. There is nothing so practical as a good theory. Without an in-depth theoretical understanding of contemporary ministry, we run the real risk of rewarding busy work that is based on the vague notion that it might work and be clueless when it does not. So Pastoral Studies offered at Newbold needs to be as rigorous as any other discipline. If we create such graduates in the academic setting, they will be balanced and practical in the field.

In this context, Newbold continues to be committed to providing BA and MA degrees, and Graduate Diplomas. Newbold will also continue with the One Year in Mission & Service programme.

For discussion purposes and based on the wider input from the 48 individuals, the **Core Competencies** are summarised as follows:

Christ-like Follower	Life-long Learner	Empowering Leaders	Multiplying Disciple-maker	Relational Shepherd	Inspiring Communicator	Effective Administrator
Personal Spiritual Disciplines	Culture and 21st Century Europe	Training of Trainers Skills	Church Planting	Children & Teens Spiritual	Multi-Level Platform Communication	Movement Multiplication Skills
Dynamics of Spiritual Transformation	Multi-cultural Ministry	Coaching & Mentoring Skills	Small Groups	Youth Ministry Development	Managing Digital Ecosystem Ministry	Church Governance & Structures
Spirituality and Spiritual Leadership	Relational Community Building	Conflict Resolution	Church Revitalisation	Family Building Ministry	Effective Communication Skills	Leadership with Volunteers
Biblical Literacy	Social Justice & Involvement	Counselling	Bible Studies	Visitation	Inspiring Preaching	Project Management
	World Religions	Mental & Emotional Health	Youth Ministry	Friendship Evangelism	Public Evangelism	General Business & Entrepreneurial Skills
	Christian Apologetics	Pedagogy & Andragogy	Stewardship			

The list of competencies is only a rough summary of input that NOT be viewed as requirements for graduation or entry into the ministry. Furthermore, the list of competencies will be developed in learning objectives and mapped against the academic modules.

SUBSEQUENT STEPS

The proposed objectives, recommendations and competencies for the new curriculum were discussed and implemented by the Curriculum Panel in January, February and March 2021. An **accountability and responsibility grid** was established for the various desired outcomes to be shared among Newbold and the various Unions and Fields, covering placement, internship and continued education. This was translated into Programme Specifications and the Objectives and Competencies into modules and new module descriptors.

The TED's Ministerial Training Advisory Committee (MinTAC) agreed to the complete programme in May 2021 and recommended it for approval by the Newbold College Board of Governors, which voted it on **23 May 2021**.