

# PATHWAY

## Programme Handbook



# Welcome!

We would like to take this opportunity to welcome you to Pioneer's Leadership Pathway. The programme creates a clear route to raise, release and equip leaders called by God to lead church. This includes those who see church leadership as their "primary life-work" and others who will outwork that calling to lead church whilst in other employment.

The course is not just about gaining theological training but equipping and inspiring church leadership with Pioneer's distinctive set of values and culture. Most of the Pathway training takes place online, but CORE and other events will be in person.

As Pioneer, we empower the local church to recognise and appoint their own leaders. As a network, we do not use 'traditional' terminology to recognise these appointments (such as 'ordination'). Through Pathway, we do however give space to discerning leadership callings and growing giftings.

We are really looking forward to shaping you and helping you to grow in your leadership over the next two years and beyond,

Joshua D. A. Bloor (Pathway Programme Director)

# Content

The training focus is on developing leadership competencies under six modules (three per year). Every module will have its own handbook with all the dates and recommended resources. In addition, all students will complete the Pioneer CORE programme, as well as attending the Annual Leadership Conference (ALC). Pathway modules are in green.

	<u>Year 1</u>	<u>Year 2</u>
January	Planting & Missional Leadership (Module One)	Care & Pastoral Leadership (Module Four)
February	Module One	Module Four
March	Module One ALC	Module Four ALC
May	CORE Module Three	CORE Module One
June	Hermeneutics & Theological Foundations (Module Two)	Supernatural & Charismatic Leadership (Module Five)
July	Module Two	Module Five
September	Healthy & Authentic Leadership (Module Three)	Strategic & Visionary Leadership (Module Six)
October	Module Three	Module Six
November	Module Three CORE Module Four	Module Six CORE Module Two

# Course Structure

Pathway has four stages:

1. Discernment (talking/praying with your church leadership about Pathway)
2. Training (Pathway outworked in six modules)
3. Apprenticeship (putting Pathway into practice)
4. Commissioning (Pioneer leaders releasing you)

Prior to this final stage you will undergo a "leadership review" with the Pathway Director.

You can watch a detailed overview of these four stages in the [induction video here.](#)

It is worth mentioning that each module consists of seven online Tuesday evenings (7:30-9:00pm). Five of these are primarily teaching and interactive, with two sessions being tutorials focused around discussion and theological reflection (based on pre-readings). Pathway will take place through Google Classroom, with teaching delivered through Zoom (details will be emailed before the class). There will also be two written assignments per year (approx. 1,500 words) tying in with each of the core values.

# Mentor Programme

Every student will be paired with a mentor, someone who will function as their spiritual director. Typically this is the reference upon application. They will meet their mentor at least six times per year with at least half of these being face-to-face meetings. Please check the Appendix (1) at the end of this booklet for more details on the Mentor programme. You may also wish to adopt the habit of journaling. See Appendix (2) for more information.

## Formal Theological Training

In order to fully equip each student in an understanding of the Scriptures, to the equivalent of a diploma level, we will signpost a number of options for theological training. Previous training will be taken into account.

## WhatsApp Pathway Group

For past and present Pathway students we have a WhatsApp group which is great for keeping in touch during and after the course. Scan the QR code to join and introduce yourself!



# Books and Resources

Each module handbook will have a bibliography (a list of key books relating to that module). There are great online websites that offer monthly subscriptions to all the books you will be recommended. It is worth having a subscription to one or both of these: [Scribd](#) and [Perlego](#).

For video resources on an array of related topics by world leading scholars, the [Master Lectures](#) and [Seminary Now](#) are highly recommended.

## Completing the Programme

Students may complete the programme in any order but each module must be completed as a unit in the same year. Therefore, students may start the programme in January, June or September each year.

Students who have previously completed any of the Pioneer CORE modules may be exempted from repeating them although they will still be required to participate in all online sessions and complete the written assignments.

# Zoom Etiquette

While on Zoom, it is expected that you turn up as you would if it were in person. That means, being in a room or environment that is not distracting to yourself or to others on the Zoom call, and somewhere you can concentrate and not be easily disturbed.

Your camera must be on at all times. Microphones must be muted during the teaching. If you have a question for the speaker during their session, you should private message the host of the Zoom call. You may unmute during an open discussion where you ask a question to participate in the discussion. Zoom sessions start at 7:30pm, however the room will open around 7:15pm for conversation.

# Breakout Rooms on Zoom

Each time we meet there will be some group activity. The group is an integral part of Pathway and an important part of the learning experience. The aim is to have a shared learning experience and learn to become more authentic in our leadership, including allowing others to speak into our lives on a regular basis. Our desire is that Christ is formed in each of you and we want to be as intentional about that as we can.

Group is there to enable you to:

- become more self-aware, other aware and God aware
- learn to express your story in a variety of ways
- begin to use personal development tools
- learn appropriate openness to feedback
- offer appropriate support and challenge to others
- bring effective godly change



# Breakout Rooms on Zoom

Group should generally start with a brief 'check-in' around the whole group to 'ground' each person in the 'here and now' through sharing a response to the teaching and how they feel right now rather than debriefing about their week. This should be very focussed and everyone should be encouraged to challenge one another to be succinct and present. Here are some helpful rules:

- Confidentiality – personal information about each other is not to be shared outside your pair or group without permission.
- Freedom of Choice – people are responsible for what they choose to share or not to share.
- Acceptance – people are OK and deserve safety and support.
- Value – people are valuable and deserve appropriate provision of their needs.
- Respect – people deserve respect for their unique opinions and contribution to the group. They deserve adequate time (within agreed limits) to offer these.
- Equality – we are each responsible for the success of the group and aim to reflect on our work together in the same context in which issues arise.

# Fees

The cost is £75 per month (£900 per year). This includes the cost of the CORE training modules and the ALC, as well as all the teaching, resources and mentoring provided through PATHWAY. You can however save £150 per year if you pay £750 within 28 days of starting Pathway.

The fees do not include travelling expenses, any required overnight accommodation, additional courses or conferences. Any changes to the fees will be announced here as part of the redesign of the course.

## Flexible Attending

All Pathway modules are open for anyone to attend at a cost of £95 per module. All modules will be accompanied by standardised teaching notes and resources in order to build a complete training manual.

# Data Protection

We will keep your records until you have fully completed the course, signposted learning and been signed off by the Core Team or no longer engage within the Pioneer Network. Once the training is complete we will only keep a records that confirm you have completed PATHWAY. A portfolio will be signed out and handed to the student to keep, as appropriate.

## Contact Info

To contact Pathway by email:

[pathway@pioneer.org.uk](mailto:pathway@pioneer.org.uk)

Joshua Bloor

[josh.bloor@pioneer.org.uk](mailto:josh.bloor@pioneer.org.uk)

07787447302

Richard Anniss

[richard.anniss@pioneer.org.uk](mailto:richard.anniss@pioneer.org.uk)

07793 064517

# Code of Conduct

This is not about creating rules as we have been called to live a life of the spirit. However, we do have values at the heart of who we are that effect the way we conduct ourselves. An important value for us is one of honour, both of God and each other. Honour is what underpins the following:

- Full participation shows respect to one another and creates the best learning environment.
- Please arrive on time and stay to the end of the session, but contact Josh if you are unavoidably delayed.
- Pay full attention to the speakers during the teaching sessions and when someone begins to address the group.
- Confidentiality - personal information about each other is not to be shared outside of the course, your pair or group without permission.
- Please turn mobile phones off during teaching sessions and only use mobile phones in the breaks.
- Participate in worship sessions (they are not for coffee and conversation).
- If your name is on the rota to serve, please make sure you are there on time and do it with excellence. If you cannot do it for some reason find someone to replace you. Be quick to volunteer and look for opportunities to serve.
- Absences are permitted for unavoidable circumstances that sometimes occur, but not for holidays or having a rest.

# Withdrawing from Pathway

If you decide to withdraw from Pathway you are still expected to pay the full payment for tuition fees. If you are considering this please:

- Discuss reasons with Josh Bloor and he will assist you with any difficulties you are experiencing and hopefully come to a positive resolution for everyone.
- Discuss with your local pastor/leader.
- Give written notice of withdrawal to the Pathway Team.
- Arrange Exit Interview with the Pathway Team.

## Safeguarding

We are committed to providing as safe an environment as possible for everyone who participates in our congregations, projects, training courses and other events. In particular, we take safeguarding of children and adults 'at risk' seriously. See Appendix (3) for more information.

# Disciplinary Procedure

If you are asked to leave Pathway due to not complying with the code of conduct you will still be expected to pay the full tuition fees. The following procedure will be followed:

- Josh Bloor will talk to the course member.
- If no change is forthcoming, they will discuss the matter with the course member's local pastor/leader.
- The course member will then be interviewed by the Pathway Team where he/she may be asked to leave the course if no change has been seen.

# Grievance Procedure

If you are not happy with anything that happens on Pathway we ask that you talk to Josh about it as we believe in developing a culture of honour, authenticity and challenge. You are free to raise issues about Pathway or the way a leader has behaved but please go to the leader directly.

If that is not satisfactory go with another member of the Pathway Team. We ask that students do not go around discussing with others the things they are unhappy with, but address them with the team or individuals involved. This ensures we work towards developing a culture of honour and things are addressed as they arise.

# APPENDIX 1

## Mentor Guidelines

(Please hand a copy to your *Mentor*)

Pathway has been developed to create a clear route to raise and release leaders called by God to lead church. This includes those who see church leadership as their 'primary life-work' and others who will outwork that calling to lead church whilst in other employment.

The programme takes place over two years and involves being part of a Community of Practice (cohort) that meets over ten days each year plus mentoring, signposted training and practical hands-on involvement in the local church.

The process is not just about gaining theological training or completing a number of tasks but rather an appropriate preparation for leadership through understanding Pioneer's distinct set of values, paradigm of ministry and church planting, and relational culture.

# What are the roles and expectations of the mentor?

- You have been asked to be a mentor because of who you are in Jesus, therefore the first expectation is that you will just be yourself and share what you have learned on the journey so far.
- To familiarise yourselves with the Pathway programme, syllabus, expectations and values – the student handbook, termly timetables, etc will be made available to you and can be useful for this.
- Pathway is about realising the heart of what it means to be an authentic, connected and apostolic people who carry the values and DNA of Pioneer. The mentor plays a role in reinforcing this message.
- Mentors are required to meet up with each student at least once every term.
- To regularly pray for the students.
- Speaking life into the students, bring encouragement, being their greatest cheerleader to provide a platform of love to be able to speak truth into them.



Ask the Holy Spirit to lead you and the time with the student so you get to the heart of the issues. Be gentle, but bold and directive as led by the Spirit. Ask the Spirit what the barriers to breakthrough in the student's life are and pray into them for revelation to come to the student concerning these things.

Key areas that are important for the discipleship of each student will be raised on the course and should be discussed where appropriate in your times together are: Relationship with God - how are they doing, any problems getting connected?

- What rhythms are they putting in place to aid connection points?
- Identity
- Sexuality
- Issues of the heart
- Relating to others
- Service
- Money
- Gifting
- The future beyond Pathway

# The Purpose of Mentoring

The purpose of a mentor is to provide a student with regular and safe opportunities for safe non-managerial supervision that:

- Encourages the student to develop as a reflective ministry practitioner.
- Enables the student to recognize the significance of his/her own attitudes, skills and actions.
- Facilitates experiential and practice-based learning.

## Choosing Mentors

Josh, as course tutor will choose a mentor in consultation with each Pathway student. All mentors will be contacted by Josh at least once a year to check that mentoring is progressing well.

Where the student does not already know their mentor, prospective mentors and students are matched and invited to arrange their supervision session. This is considered to be introductory and enables both parties to decide whether or not they wish to proceed.

# Responsibilities of the Student

- Each student is required to:
- Take responsibility for organizing the mentoring sessions. The onus is on them to make the most of the opportunities presented.
- Negotiate with the mentor a mutually convenient schedule of supervision sessions.
- Prepare adequately for each supervision session. Their journal should provide a good starting place for discussion of their learning process. Also, he/she may provide a written record of a topic/issue, which they have been reflecting on, for use as a discussion starter. Attend all supervision sessions at the agreed times. Should the need arise, a student may negotiate a mutually convenient change of time if the mentor is given a minimum of 24 hours' notice. Failure to do this is treated as a missed appointment.
- Travel to the mentor (if we find ourselves in a position when we can)

# Responsibilities of the Mentor

Pathway recommends that each student receives, and participates in at least an hour mentoring session each term up to six sessions over the year.

Each mentor is asked to:

- Provide each student with between 3 to 6 one-hour supervision sessions during the year, spaced regularly.
- Maintain a schedule of appointments negotiated by the student.
- Provide a suitable meeting place.
- Enable each student to develop a habit of reflection, address ministry and personal issues and explore practice-based learning.
- Inform the course leader if the student fails to attend a supervision session. It is not the responsibility of the mentor to 'chase' the student.
- Confirm at the end of each year how many sessions the student has participated in.

# Confidentiality

A mentor provides his/her student(s) with non-managerial supervision, enabling them to discuss personal as well as ministry issues. This relationship is based on mutual trust. It is important each student is assured that matters they choose to discuss with their mentor will not be passed on to a third party, unless directed to do so by the student.

However, mentors are not bound by confidentiality if they have reason to believe a person may be at risk of significant harm.

In the rare situation where a mentor has repeatedly expressed concern with a student's serious failure of judgement or significant weaknesses in particular areas of ministry, they should write to the student concerned and copy a letter to the course leader.

Should the student experience some personal difficulties on the course then it may be appropriate to meet with Josh Bloor and hopefully come to a positive resolution for everyone.

# APPENDIX 2

## Journaling

We recommend that students keep a journal for the duration of the course and journal at least weekly but preferably on a daily basis.

We encourage you to express yourself creatively through words, pictures, colours, storytelling, poetry, collage, prayers, personalised Scripture etc. The most important aspects of journaling should only be shared with others as it feels safe to do so. Avoid giving anyone else the right to assess or criticise your journaling.

Journaling should:

- give insight into your own spiritual, emotional and rational rhythms and you will become more aware of how you go about organizing your learning, what kinds of learning tasks you are drawn to, what teaching styles you find most congenial, what tasks you resist and seek to avoid, what conditions encourage you to take risks in learning. . . .
- help you to be more ready to share your journey and experiences with others and, in particular, inform the times you spend with your mentor.

Once a week you might like to try writing a few lines in response to the following questions:

- What have I learned this week about myself as a learner?
- What have I learned this week about my emotional responses to people and learning?
- What were the highest and lowest emotional moments this week?
- What were the tasks I responded to most easily or gave me the greatest difficulties this week?
- What was the most significant thing that happened to me as a learner this week?
- What learning activity or emotional response most took me by surprise this week?
- Of everything I did this week, what would I do differently if I had to do it again?
- What do I feel proudest about and most dissatisfied with this week?

Don't worry if your answers to these questions overlap or if you feel one question has already been answered in your response to an earlier question. Do try and write something, however brief, in response to each question. Even noting that nothing surprised you or that there were no high or low emotional moments tells you something about yourself and the conditions under which you learn and function.

# APPENDIX 3

## Safeguarding Code of Conduct

This is an important safeguarding document we require you to read and uphold. Finally, should you have any concerns you can chat to our Safeguarding Manager: Elaine Davidson 07875 028663 or [ed@newcommunity.org.uk](mailto:ed@newcommunity.org.uk) As a Pathway student, we have a responsibility to ensure you are well supported and looked out for. We also have a responsibility for the children and vulnerable adults you may come into contact with.

Depending on the circumstances and experiences you may face over the coming two years, you could find that for different reasons you might feel vulnerable yourself, even if for a short time. If you do struggle for whatever reason, we want you to know you will be supported and your situation taken on board as soon as possible.

Our aim across our network of churches and projects is to prevent abuse in any of its forms, happening to those we are caring for, and that includes you. We would also ask that you inform yourselves of what the dangers or potential risks might be not just at church but in any activity where people are present. These can be areas such as chat room use, perhaps financial abuse of adults 'at risk' and how you might inform and help those that you are responsible for and care for.



If you feel uncomfortable about anything that you experience personally during your time with us, we do have a clear policy that encourages that to be reported. You may feel a discussion with either your mentor or the Pathway leaders is the best way for you, or again if it helps, our Safeguarding Manager is placed as an independent point of contact and support should you need it.

Pioneer takes the safeguarding of children and adults who may be 'at risk' seriously. Although the governance and responsibility lies with individual churches, Pioneer is committed to provide as safe an environment as possible for those using our services across the network.

All leaders, trustees, staff and volunteers have a duty of care to adults who might be 'at risk', and any child that they serve or work with. This includes taking responsibility for your own behaviour and attitude at all times.

Alongside the practical issues of making sure your church or project provide safe activities and ministry, you also need to ensure your behaviour and actions are reflecting safe practice too. Our suggested code of conduct goes some way to outline practical examples of what we would expect to see in place as a minimum. However, this list is not exhaustive and needs to be applied to each organisations ministry or project.

## Do:

- Treat all people with respect. Some adults 'at risk' may need different help at times, but all of it should be respectful, and value them as adults with choice and capability wherever possible.
- Remember, as a leader, trustee, staff or volunteer this gives you a position of power and trust so you need to be transparent and accountable in all that you do.
- Ensure wherever possible there is more than one member of staff or volunteer present during activities and ministry, or that you are in the sight or hearing of other staff or volunteers.
- Try to avoid lone working where possible. If this is unavoidable due to the nature of your project work then follow the guidelines for lone working and take advice. Pioneer or CCPAS can help you with this.
- Take care to avoid your actions and words being misinterpreted. You may not know the background of all people you work or minister to.

## Do:

- Be conscious of the appropriateness of any physical contact and verbal comments you may make. Their experiences may make them vulnerable without you knowing why, either wanting more attention or feeling threatened by too much. Be age and gender appropriate and sensitive to ethnic/cultural boundaries.
- If you are in any doubt as to the appropriateness of your actions, then ask a colleague or the person responsible for your supervision. Be fair in all your dealings with everyone and do not show favouritism to any particular child or adult.
- Support and encourage adults who may be more vulnerable at times, to be independent and to make their own choices.
- Challenge unacceptable behaviour and report all concerns, allegations or suspicions of abuse.

## Don't:

- Permit abusive activities such as ridiculing or bullying. Challenge those that do, educate where you can, report where you need to.
- Make suggestive, aggressive or derogatory remarks or gestures to any person yourself. Model best practice of respect, choice and empowerment of individuals.
- Allow boundaries to blur or be broken as a leader, trustee, staff or volunteer when ministering or serving children, or adults who may be vulnerable.
- Message individuals privately on social media or mobiles unless there is a policy stating otherwise, or full accountability to another leader.
- Offer your private contact details to individuals that cannot be tracked by others in an accountable way.
- Enter into an intimate relationship with anyone you have a position of trust over. Intimacy can be emotional as well as physical.

## Don't:

- Address the personal care issues of members such as toileting or dressing them. If this type of help is needed someone else will be responsible for supporting them in this area, i.e. their parent/carer.
- Accept any type of financial reward or gift of any kind for any service or ministry provided or enter into any agreement to handle money on behalf of the service user.
- Discuss the financial situation of service users with others. Pass them details of local advice centres that can do that properly.
- Let suspicions, disclosure or allegations of abuse go unrecorded or reported.
- Rely on the organisations good name or yours to protect you.

## **What to do . . .**

If you are in any doubt about your behaviour or conduct not meeting guidelines, or you feel inexperienced in your position, please do chat to someone on your team to check or receive training.

### **Accountability is key.**

If you have a concern about someone else's behaviour on team do 'go to them' and ask if they realise that their behaviour may be misconstrued. They may not have realised how it could look, or have not received training on policies or safeguarding best practice. If you don't feel able to, please talk to your team leader and discuss your concern. You must not ignore a concern and dismiss it as nothing.

### **Passing on a concern is key.**

If the behaviour of a team member is clearly breaking guidelines and is of a high concern, please report this to your team leader at once, they will be able to respond to this appropriately and must take immediate action.

### **Reporting risky behaviour is key.**

If you have a concern about a child or adult, or they share a concern, or disclose abuse, you must pass on that information to the team leader or designated safeguarding lead immediately. Follow your reporting a safeguarding concern policy.

### **Reporting a concern or a disclosure of abuse is key.**

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