

# Candidacy for Diaconal Ministry

## Introduction

A diaconal minister in the ELCIC is called by and publicly serves the church with primary responsibility for witnessing to the gospel through a ministry of service mandated by the Word and Sacraments that enables and equips the people of God in their ministry.

The Constitution of the ELCIC says, “The mission of this church ... is to share the gospel of Jesus Christ with people in Canada and around the world through the proclamation of the Word, the celebration of the Sacraments, *and through service in Christ’s name.*” [italics added] The Evangelical Declaration of the ELCIC states, “We believe, teach and confess that the crucified Christ calls us into a life of discipleship in which we are to be persons for others.” Diaconal ministry is established to offer the ELCIC a form of lay ministry designed to work interdependently with other laity, pastors and bishops to carry out the mission of the church.

In the Evangelical Declaration “We commit ourselves as church to *equip* all of us to be people in mission and to live as faithful disciples.” The public diaconal ministry of the church furthers this commitment to equip all the people of God for service in Christ’s name. The diaconal minister serves, but also intentionally prepares and leads others in service. The diaconal ministry is one form of the Evangelical Declaration’s commitment “to *respond faithfully, promptly and flexibly* to the many opportunities for mission.”

In order to encourage and enhance service of the whole people of God in Christ’s name, and to have a body of rostered lay church workers serving as agents of the church in interpreting and responding to needs, hopes and concerns within church and society this church has instituted a roster of diaconal ministers. (From: *The Diaconate as Ecumenical Opportunity, The Hannover Report of the Anglican-Lutheran International Commission*)

Diaconal ministers shall:

### **1. BE ROOTED IN THE WORD OF GOD.**

Diaconal ministers are ministers of the service of Christ, informed by the Word of God, and called as witnesses to the gospel and the apostolic faith. They are called to be part of the theological engagement of this church in God’s world.

### **2. BE EQUIPPED TO CARRY OUT A PARTICULAR SERVICE.**

Diaconal ministers carry out a public ministry of service and witness. With demonstrated competence and expertise in a particular discipline, diaconal ministers may serve both within and outside of congregational settings, in each case bearing responsibility for making connections between church and world. Programmatic ministries within congregational settings should also be marked by extension of the witness of the church into the larger community.

### **3. BE COMMITTED AND PREPARED TO EQUIP THE BAPTIZED FOR MINISTRY IN THE WORLD AND IN THE CHURCH.**

Diaconal ministers along with pastors and bishops are called to lead and equip the baptized for ministry. Diaconal ministers support the ministry of the baptized through appropriate programmatic ministries and by working with the laity in discerning and encouraging their gifts for ministry.

#### **4. GIVE PARTICULAR ATTENTION TO MINISTRIES AT THE BOUNDARIES BETWEEN CHURCH AND WORLD.**

Diaconal ministers carry public responsibility to speak for the needs of God's world to the church as well as taking God's saving gospel to the needs of the world through the actions of God's people, both individually and collectively.

#### **5. EXEMPLIFY THE LIFE OF CHRIST-LIKE SERVICE ADDRESSING ALL FORMS OF HUMAN NEED.**

The call to diaconal ministry is a lifelong commitment that supports and complements the ministry of Word and Sacrament, focusing on ministry to the whole person. This 'diaconal bias' provides the lens and vision for developing the diaconal mission of the church carried out among and through its members.

#### **6. BE GROUNDED IN COMMUNITY.**

Diaconal ministers need the support and shared vision of a community of leaders committed to a common calling. This grounding in a diaconal community serves as the reminder to build community in all ministry settings.

### **Steps in Candidacy**

Persons seeking consecration as diaconal ministers in the ELCIC are expected to fully participate in all steps of the candidacy process. The candidacy process is the shared responsibility of the candidate and CTEL.

Initial contact begins a process of discernment which explores an individual's potential for rostered ministry and readiness to begin theological study and candidacy in the ELCIC. Two years of active membership in an ELCIC congregation is required prior to endorsement. The process includes registration, structured interview and psychological and career evaluation through the synod CTEL, and positive annual endorsement throughout the candidacy. In consultation with CTEL, application may be made to the seminary.

### **Standards**

Persons admitted to the roster and who continue as diaconal ministers of the ELCIC shall satisfactorily meet and maintain basic standards established in the Constitution, Bylaws and continuing resolutions of the ELCIC as well as the following:

- a) commitment to Christ;
- b) accept and adhere to the Scriptures as the inspired Word of God;
- c) acceptance of and adherence to the Lutheran Confessions of this church;
- d) willingness and ability to serve in response to the needs of this church;
- e) academic and practical qualifications for ministry;
- f) life consistent with the gospel and personal qualifications including leadership abilities and competence in interpersonal relationships;
- g) receipt and acceptance of a letter of call; and
- h) membership in a congregation of this church.

The definition of diaconal ministry requires the following components to be included in any preparation and educational program designed to equip persons for this leadership role:

- a. knowledge and understanding of the Word of God;
- b. a Lutheran understanding of the gospel;
- c. knowledge and understanding of the Lutheran Confessions;
- d. theological reflection on issues of faith and life;

- e. personal spiritual formation and ministry identity;
- f. communication and planning skills necessary for effective witness and service, both verbally and in action; and
- g. specific education and competence in an identified ministry of service.

## Academic and Practical Criteria

In preparation for consecration as a diaconal minister of this church, a candidate will engage in a comprehensive program of preparation.

Except as otherwise provided, a candidate for consecration as a diaconal minister shall:

1. demonstrate competence in at least one area of specialization or expertise according to guidelines established by the ELCIC (see point 2);
2. have a minimum of a bachelor's degree, college degree, a graduate degree or a professional certificate appropriate to the designated field of specialization. If the degree is in an unrelated field of study, significant work experience (minimum of three years) with leadership responsibilities appropriate to the type of diaconal ministry being sought is required. In some special cases a person not holding a bachelor's degree may be considered for candidacy under the provisions described in Addendum 1 to this document, "Equivalencies/Alternatives in Lieu of Academic Credentials."
3. complete the basic foundation coursework in theological education which shall include a minimum of one year of studies at the bachelor's level (or 30 semester credit hours). At least a one-term 3 hour course must be completed in each of the following areas:
  - Biblical Studies, Old Testament
  - Biblical Studies, New Testament
  - Lutheran Theology and Confessional Writings
  - Canadian and Lutheran Church History
  - Ethics

Additional courses should include Practical Theology appropriate to the specialization. All theological credits must be earned through courses at an accredited college or seminary of this church or through a course of study approved by CTEL based on evaluation by an ELCIC seminary. See Appendix 5 for a list of approved courses. Candidates are encouraged to consider a Masters in Theological Studies offered at Lutheran Theological Seminary or Waterloo Lutheran Seminary;

4. complete the required formational component in the preparation program for Lutheran diaconal ministry as defined by the ELCIC (see below);
5. satisfactorily complete supervised field experience in the field of specialization as approved by the synodical CTEL (see below); and
6. successfully complete the final evaluation by the Examining Committee. (The preparation of a sermon is not required of diaconal candidates.)
7. include SPE

## Formation Component

A diaconal ministry formation event will be offered at least every second year under the sponsorship of the ELCIC. A candidate must be endorsed by CTEL of their synod prior to participation in a formational event. Successful completion of this event meets the formation component requirement for approval as a candidate for consecration to the diaconal ministry.

### 1. PURPOSE:

The formation event is considered integral to the preparation of diaconal ministry candidates. Ideally the formation event precedes theological studies and will assist candidates in shaping their course of study and field experience. Candidates will:

- study and explore biblical, theological, historical and ecumenical roots and expressions of diaconal ministry;

- examine current diaconal approaches and models for ministry in a variety of settings through study and field trips;
- gain deeper understandings of Lutheran theology as it relates to all forms of ministry, call and ecclesiology; and
- develop spiritual insights and disciplines for active ministry through worship, prayer and group processes designed for spiritual formation, development of community and mutual vision for diaconal ministry.

## **2. COMPONENTS:**

A variety of learning and community building experiences will include lectures, reading, writing, small group and individual reflection, field trips to diaconal ministry sites, and optional tutorials. Worship, spiritual formation and community life are central to the experience. Seminary faculty, guest lecturers and ecumenical guests may all be involved.

## **3. EXPECTATIONS:**

All participants will be asked to be in residence for housing and meals at the chosen venue for the entire event. Applicants who are accepted will be sent a reading list to complete prior to arrival. A journal/evaluation is to be kept during the event and given to the event coordinator following the event. The journal may be shared with the candidate's CTEL.

# **Field Experience**

Supervised field experience may begin after the candidate has completed the application requirements and been endorsed by the synodical CTEL. Supervised field experience may occur concurrently with studies or following the completion of required course work. Candidates who are enrolled in an academic degree program at a seminary or university shall work with their institution for the arrangement and oversight and submit their plan for approval to the synodical CTEL. Candidates who have completed their academic work or who are already in service must make their own arrangements for their field experience and its oversight. These arrangements must be approved by the synodical CTEL before the field experience begins.

Experience and involvement in ministry is essential to preparation for service as a diaconal minister. It is more than “on the job training.” It is experiential learning in the action-reflection model whereby one’s practice of ministry is combined with supervised reflection and evaluation of that ministry. Supervised field experience seeks to facilitate the integration of academic study in the area of specialization and theological education with the practice of ministry of this church in an interdependent relationship with other laity and clergy.

## **Objectives and Goals for Field Experience**

1. To provide actual experience in the candidate’s area of ministry specialization, thereby enabling the candidate to develop increasing competence as a professional in the public ministry of the church.
2. To offer an opportunity for self-evaluation and spiritual nurture under the guidance of a mentor in the candidate’s area of specialization.
3. To offer an opportunity for evaluation by others.
4. To provide a learning context which allows the candidate to experience all aspects of congregational, institutional or agency life including participation in the governing and programmatic structures such as council, board of directors, committees and staff meetings.
5. To provide opportunity for the candidate to participate in at least one project in one’s area of specialization from beginning to end, including planning, execution and evaluation.
6. To assist the candidate in developing regular habits and patterns for theological reflection, spiritual nurture and discipline, and healthy self-care.
7. To provide the synodical CTEL an assessment from the supervisory team regarding the candidate’s:
  - commitment to Christ;

- acceptance of and adherence to the Lutheran Confessions;
- willingness and ability to serve in response to the needs of this church;
- practical qualifications for ministry; and
- life consistent with the gospel and personal qualifications including leadership abilities and competence in interpersonal relationships.

## Tracks/Options for Field Experience

Diaconal ministry candidates may enter the candidacy process from a variety of contexts. Some may be undergraduates, some graduate students enrolled in seminary, and some persons already in service in a ministry setting who may or may not have completed their academic requirements. Some may have had many years of service in the church either as volunteers or paid staff, while others may have no work experience.

In recognition of this diversity, CTEs, academic institutions and others are encouraged to exercise creativity and flexibility in approving or arranging field experiences appropriate for the particular needs of the individual and for the good of the church. Three basic tracks or options are identified.

### 1. Candidates who are enrolled in academic degree programs

- Academic institutions may structure field experience in different ways. Several examples of approaches which may be used include:
  - a full-time internship for 9–12 months;
  - a combination SPE and field experience arrangement;
  - a part-time position (10–20 hours per week) during the academic year completed concurrently over a one or two year period; or
  - part-time work during the school year combined with full-time summer position.

The determination of how the field experience is structured will be based on such factors as age and previous work experience, academic setting, and whether graduate or undergraduate, etc. When a stipend is paid, the remuneration should be similar to that granted to MDiv interns. A stipend is strongly encouraged for work over 15 hours per week.

- Where structured field experience is part of the academic preparation arranged by a university or seminary, it is necessary for the candidate to request that evaluation reports be sent to their synodical CTEL.

### 2. Candidates who have completed academic work

- If employed in a church-related setting, the candidate may, with the approval of CTEL, arrange to carry out the supervised field experience on-site. This option requires special attention to assist the candidate and the congregation or agency to process the change of role from that of locally recognized leader to that of a called and consecrated diaconal minister and the implication of this change for both parties.
- If not employed in a church-related setting, the candidate must arrange an appropriate field experience and submit the plan for approval by CTEL. Arrangements may include an appropriate stipend. ELCIC seminaries and the appropriate bishop shall be consulted when identifying a location where ministry and supervision needs might be met.
- It is necessary that the candidate request that evaluation forms be sent to CTEL.

### 3. Candidates with three or more consecutive years experience in a church-related work position

- Waiver or partial waiver of the Supervised Field Experience may be considered by CTEL for candidates who have been in service in church related employment for three consecutive years or longer.

The candidate shall provide a written request and rationale for this equivalency or waiver and document how the goals and objectives for supervised field experience have already been met. The candidate shall also provide three letters of recommendation from persons well acquainted with the candidate's work. In a congregational setting, these persons should be:

- the pastor;

- a congregational leader either elected or with leadership responsibility related to the area of specialization; and
- a person with competence and knowledge consistent with the candidate's area of ministry.

CTEL shall review this material and, in consultation with the candidate, determine whether additional contextual learning goals need to be addressed. It is the decision of CTEL whether or not to grant the request.

- In all cases, the candidate shall be required to work with the Mutual Ministry Committee of their congregation in reflecting together on issues of changing ministry identity as one moves from the role of a locally recognized leader to that of a called and consecrated diaconal minister.

## Components of the Field Experience

### 1. Context

The context shall be a setting that represents the candidate's prospective area of ministry. For example, for parish work, parish education, parish nursing, youth ministry, music, etc., the setting should be in a parish; if for counselling or specialized pastoral care, it should be in an appropriate agency or institution.

### 2. Supervising Team

A quality field experience for diaconal ministry candidates requires over-all supervision on site, mentoring and training specific to the area of specialization, support and nurture. Diaconal ministers will often serve in multiple staff ministries and typically work with a supervisor. Frequently, the person who supervises the overall ministry is an ordained pastor with responsibility for oversight in the local situation. It is important that the supervised field experience provide training and attention to team ministry development as well as the development of individual leadership gifts and skills. Three equally important roles and functions have been identified to facilitate the goals and objectives for supervised field experience. Normally this means the involvement of three parties in addition to the candidate. In some situations the role/function of field supervisor and that of mentor can be combined and carried out by one person. These three parties form the supervisory team:

#### a) On-site Field Supervisor

The on-site field supervisor will provide administrative structure to the overall experience including a written description of responsibilities, consultation for mutual reflection of supervisory issues, and a periodic review and evaluation. The field supervisor will meet regularly with the other partners in the supervisory team.

The on-site field supervisor shall normally be a consecrated diaconal minister or ordained pastor of the ELCIC. When the responsibility is given to a diaconal minister in a congregation, that person shall consult with the pastor regarding supervisory issues.

#### b) The Mentor

The mentor is usually a person who specializes in the same ministry area as the candidate. It is recommended that the mentor have at least three years of experience as a diaconal minister and be available for monthly meetings with the candidate. An experienced diaconal minister is to be preferred to a ministry specialist who is not a diaconal minister.

The mentor is responsible to work with the candidate to identify learning goals, objectives, and activities specific to the area of specialization. The mentor will participate in the supervisory team meetings and reflect with the candidate on issues related to effective team ministry. The mentor will reflect with the candidate as the candidate seeks to develop regular habits and patterns for spiritual nurture and discipline and healthy self-care. The mentor relationship may continue at the initiation of the candidate once he or she is consecrated and in service.

#### c) Lay Committee

A Lay Committee shall be appointed in all settings. It shall be appointed by the congregational council or assembled by the candidate and approved by CTEL in a non-congregational setting. This committee should include persons who will have regular exposure to and familiarity with the candidate's work, including leaders and participants in programs. In situations where the candidate is already in service, the Mutual Ministry Committee may provide this function.

### **3. Learning Agreement**

The field experience is a time when gifts, aptitudes and skills for ministry can be developed and tested under supervision and within a positive and supportive atmosphere. Each field experience needs focus and specific learning goals. An acknowledged focus and written learning agreement bring coherence to the total learning experience and build partnership among the candidate, the supervisor(s), the congregation, the university or seminary and the synod. It is encouraged that candidates in academic programs work initially with faculty advisors in developing learning goals.

### **4. Content**

Each area of ministry specialization requires goals and activities specific to that area. It is equally important that each diaconal minister sees their specialization within the context of the overall mission and ministry of the entire congregation or agency. Candidates should gain experience in working with individuals and with groups. There should be opportunities to develop the specific skills required such as teaching, counselling, program planning and development, leadership training, musical performance, visitation, administration and/or committee work. Regardless of the area of specialization, it is desirable and encouraged that as one preparing for public ministry, the diaconal candidate gains experience in worship leadership by serving as an assisting minister in the liturgy.

A critical area of development for all diaconal candidates is learning team ministry skills in order to work effectively with councils and staff teams. It is recommended that whenever possible the candidate participates in retreats with staff, council or committees and takes advantage of workshops offered in building team ministry.

It is also desirable and recommended that the candidate have opportunities and receive financial assistance to participate in synodical events such as leadership conferences and synod conventions.

### **5. Evaluation**

The candidate shall write a self-evaluation and the supervision partners shall write an evaluation of the candidate at the mid-point and at the conclusion of the field experience. (The chairperson of the Lay Committee will represent the committee.) The evaluation will provide information to the academic institution when the candidate is a student and to their CTEL, and will be used in assessing successful completion of the requirement. Candidates are encouraged to keep a log or journal in which to describe all experiences and involvement toward carrying out the goals and which can then be used in reflection and evaluation sessions with the supervisor/mentor.

## **Roles and Responsibilities in Field Education**

1. The candidate has responsibility to:
  - a. arrange for an appropriate field experience and supervision to be approved by their CTEL;
  - b. establish an effective working relationship with all members of the supervisory team;
  - c. participate in writing the learning agreement;
  - d. reflect theologically upon experiences gained;
  - e. cultivate a personal devotional life and self-care; and
  - f. engage in the evaluative process of field experience and prepare the required written reports.
  
2. For candidates enrolled at an academic institution, the institution is responsible to:
  - a. work co-operatively with the candidate in arranging an appropriate field experience including the identification and approval of an appropriate supervisor and mentor;
  - b. participate in preparing the learning agreement;
  - c. assist in determining whether the field experience should continue in the event of any change or conflict in the supervisory relationship;
  - d. receive evaluation reports and determine the successful completion of the requirement; and
  - e. negotiate a stipend when appropriate.

3. For candidates who have completed their academic work or who are already in service, the synodical CTEL is responsible to:
  - a. approve the arrangements for field experience and its supervision;
  - b. participate in the final development of and approval of the learning agreement;
  - c. assist in determining whether the field experience should continue in the event of any change or conflict in the supervisory arrangement; and
  - d. receive evaluation reports and determine the successful completion of the requirement.
4. The Supervisor/Mentor/Committee has the responsibility to:
  - a. participate in writing the learning agreement;
  - b. provide regularly scheduled opportunities to discuss and reflect on the candidate's growth and development in light of the learning goals established;
  - c. listen to the candidate's concerns as well as achievements and provide support as well as constructive suggestions for growth and learning; and
  - d. provide written evaluation reports to the candidate, the academic institution and CTEL as required.

## First Call and Consecration

After a successful final evaluation by the Examining Committee of her or his synod and approval by the synod council, the bishop recommends the candidate for call. Those persons currently serving in a position who wish to remain in that position may do so providing the appropriate call process is followed under the direction of the synodical bishop. Calling bodies for diaconal ministers are identified in the ELCIC Bylaw Part III.1, section 3 as congregations, synods, National Church Council, and, in the case of National Officers, the convention of the ELCIC.

Once a candidate has received and accepted a letter of call, he or she is consecrated a diaconal minister according to the rite of this church. The service for consecration is arranged and conducted under the direction and oversight of the bishop in the synod where the first call is received, but may be delegated to another bishop, as particular circumstances require.

Diaconal ministers will be presented with a medallion and a diaconal stole at the service of consecration and the stole shall be worn during liturgical functions.

## Reinstatement

Reinstatement to the diaconal ministers' roster of the ELCIC is the responsibility of the synod where the applicant was last under call. The process for reinstatement is found on page G-1 of this manual. Any person removed from a diaconal roster that existed prior to 1986 must apply for acceptance to the roster of diaconal ministers under the standards, criteria, policies and procedures that apply currently in the ELCIC.

## Addendum 1: Equivalencies and Alternatives in Lieu of Academic Credentials

Persons interested in serving as diaconal ministers who have not completed the necessary academic requirement of the bachelor's degree may in some cases be considered for candidacy. This exception is reserved for those persons who for reason of age and prior experience may find it not appropriate to complete a bachelor's degree. Such persons may apply for consideration upon evaluation of gifts for ministry, the needs of the church, and the demonstrated abilities of the individual. Age alone is not an acceptable criterion for consideration under this provision.

The ELCIC National Office will evaluate all requests for consideration under this provision. Following evaluation a recommendation will be made to the appropriate CTEL for an alternative course of study and/or the granting of equivalencies. Evaluations will be based upon experience in non-degree studies and in demonstrated work performance comparable to that expected of a person holding a bachelor's degree. A candidate granted equivalency to academic credentials will not have credentials with which to study at the seminary and will need to complete their theological education at the bachelor level through an accredited college.

The basic theological education requirement may not be met by equivalency. The basic requirement is one course each in Old Testament, New Testament, Lutheran and/or Canadian Church History, Lutheran Confessions and Christian Ethics.

The following is an outline of the procedure to be followed by those wishing consideration under this provision.

1. Applicant completes all requirements for registration.
2. Applicant submits a written request and rationale for consideration under this provision. Based on this request and all materials submitted, CTEL will determine whether the applicant should proceed under this provision.
3. Upon determination of appropriateness for consideration, CTEL shall request a review and recommendation by the national committee for leadership. This request should be forwarded to the staff person for Leadership and include all of the following material:
  - a. a copy of the application for registration;
  - b. a copy of the written request and rationale for consideration;
  - c. a detailed listing of the applicant's work experience, including relevant volunteer experience;
  - d. a detailed listing of all education completed including related continuing education. All available transcripts should be included;
  - e. a current position description if in the employment of a church or church-related institution;
  - f. three letters of recommendation from persons well acquainted with the candidate's background and work. Letters of recommendation should include more than character references, and should include knowledge and illustration of the person's demonstrated ability. References should include one's pastor, a congregational leader familiar with the applicant's demonstrated leadership ability and gifts for ministry, and a person with competence and knowledge consistent with the candidate's area of specialization.
4. The staff person shall forward the recommendation and documentation to CTEL.

Having received the evaluation and recommendation of the national committee for leadership, the final decision regarding equivalency or alternative study rests with the appropriate CTEL. Following a decision regarding equivalency or alternative study eligibility, CTELEs shall proceed with endorsement, oversee the designated course of study and appropriate supervised field education, and provide at least one annual endorsement before the final evaluation and approval of the candidate for consecration.

## **Addendum 2: Candidacy for the Deaconess Community of the ELCA**

Since its inception, the ELCIC has been served by deaconesses of the Deaconess Community of the ELCA. Canadian Lutheran women have been active for decades as deaconesses of this community both in Canada and in the United States. The 1995 convention of the ELCIC approved the following motion, "That those persons who have been set apart as deaconesses and currently serve in the ELCIC be considered diaconal ministers and included in the diaconal ministry roster." (NC 95-50)

ELCIC women seeking membership in the Lutheran Deaconess Community are approved through their synodical CTEL in partnership with the Committee on Education and Candidacy of the Deaconess Community of the ELCA and are consecrated for service upon receipt and acceptance of a letter of call.

# Addendum 3: Candidacy Through the Lutheran Deaconess Association

Deaconesses of the Lutheran Deaconess Conference with their training centre at the Lutheran Deaconess Association (LDA), Valparaiso University, Valparaiso, Indiana, have faithfully served the ELCIC.

ELCIC women who are training through the LDA, Valparaiso, Indiana, follow the ordinary application and endorsement procedures with their synodical CTEL and may be rostered as diaconal ministers following a successful final evaluation, call and consecration according to the requirements of the ELCIC. Consecration as a deaconess of the LDA does not qualify as consecration to the diaconal ministry of the ELCIC. The rite of consecration of diaconal ministers in the ELCIC is conducted by the bishop after a call has been received and accepted. The two rites may be combined.

# Addendum 4: Areas of Specialization for Diaconal Ministers

Examples of areas for specialization in diaconal ministry are listed below. In each case the diaconal ministers serves under call from a congregation, synod council or national church council. The list is not exhaustive.

## Worship

- Church musician (equips others in the area of music, uses music as a form of community outreach and engagement with people outside the congregation)

## Learning

- Christian education director (encourages and assists community groups with educational concerns to use the church facilities and brings community education concerns to the congregation)
- Community educator working for example in day care or a high school equivalency program

## Witnessing

- Congregational outreach coordinator (equips others for the work of evangelism and outreach in service to the community, bringing needs in the community to the attention of the congregation)
- Youth worker (seeks ways to serve youth in the community through schools and community groups as well as the congregation; brings the needs of youth in the community and the world to the attention of the congregation)

## Service

- Parish worker (equips others with skills for visitation and other tasks, seeking ways to engage the members of the congregation with those in need in the community)
- Parish nurse (equips others to assist with health and wellness care within the community, extending these services to members of the community when appropriate, advocates for health care concerns with and in the congregation)
- Community organizer or social worker serving in an agency under synod council call

## Support

- Parish administrator (attempts to extend administrative assistance to those in need in the community, for example in assisting older persons and immigrants with tax forms)
- Ecumenical Centre administrator
- School administrator in a church-related institution
- Health care administrator in a church-related institution
- Synod administrator