

The Unitarian Universalist Church of the Imagination

Interim Religious Educator Start-up

Date: _____

Facilitator:
Name and Title

Gathering the Spirit



Ingathering Activity

HELLO
my name is

Guidelines For Our Conversations



Guidelines

- ▶ Speak in first person
- ▶ Collaborative dialogue
- ▶ Assume best communications
- ▶ Use names
- ▶ Feedback – describe behaviors
- ▶ All input equally important
- ▶ Listen and speak respectfully
- ▶ Everyone participate; no one dominates
- ▶ Stories told are sacred
- ▶ OTHERS?

Comfort and Logistics



- ▶ Self Care & Breaks
- ▶ Toys
- ▶ Facilities
- ▶ Enjoy yourself!

Post It Notes on Tables

Something else?

Agenda

- ▶ “Gathering The Spirit”
- ▶ Ingathering Activity
- ▶ Conversation Guidelines
- ▶ Workshop Goals
- ▶ Interim DRE Role & Interim Tasks
- ▶ Congregation RE History
- ▶ Program Dreams
- ▶ Program Dreams Cont’d
- ▶ Roles and Responsibilities
- ▶ Relationship Building
- ▶ RE Team Structure
- ▶ RE Tasks
- ▶ Prioritization and Goal Setting

Friday night 6:45p to 9:00p

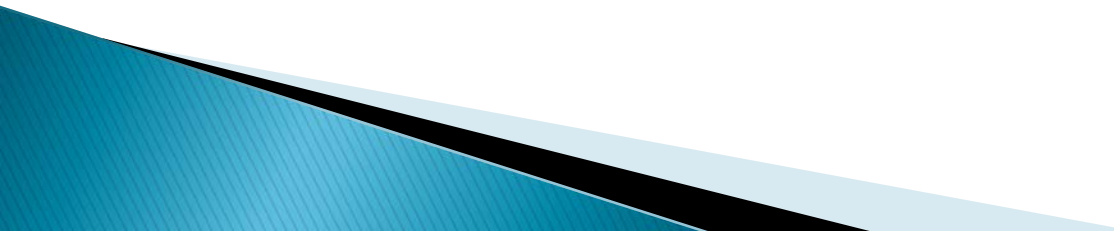
Saturday 9:00a to 1200p
1:00p to 4:00p

The Nine Workshop Goals

- ▶ Welcome your Interim DRE
- ▶ Gain an appreciation for the congregation's unique lifespan religious education history
- ▶ Reflect on frustrations and challenges over the past years and identify ways to move forward
- ▶ Help articulate the vision and goals for the faith development of children, youth and adults

MORE.....

Workshop Goals

- ▶ Learn how the entire congregation plays an integral part in realizing the vision and goals
 - ▶ Learn the steps to building a healthy relationship with the Interim DRE,
 - ▶ Appreciate the challenges to creating the ideal program and ways to address those challenges
 - ▶ Show commitment to the ongoing faith development of children, youth and adults
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REFLECTION QUESTION FOR CONGREGATIONAL LEADERS – YOU & RE

- ▶ What do you want the children at UUCI to gain from their religious education experience?
- ▶ What do you want the adults at UUCI to gain from their religious education experience?
- ▶ What personal strengths do you have that will help religious education reach and maintain its potential?
- ▶ Where do you see RE/faith development going in 5 years? How will you help this process?

REFLECTION QUESTION FOR CONGREGATIONAL LEADERS – YOU & THE PROFESSIONAL

- ▶ How do you see yourself working with the Interim Religious Educator? What can you do to strengthen your relationship with the I–DRE?
- ▶ What are your expectations of the I–DRE? Of the senior minister (related to RE)? Of the congregation?
- ▶ In general how do you feel about the potential for religious education / faith development to flourish at UUCI?
- ▶ How might you demonstrate support for the I–DRE? The RE Committee & volunteers? The parents, children and youth at UUCI?

About Us.....

**Insert Congregation Mission
Statement here....**

**Insert Congregation Vision
statement here...**

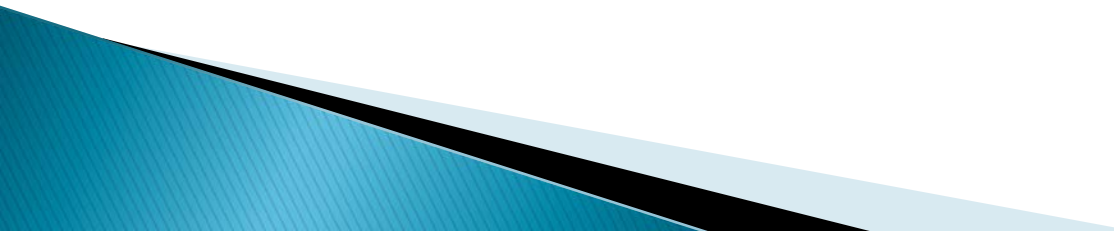
Mission Statement

Vision Statement

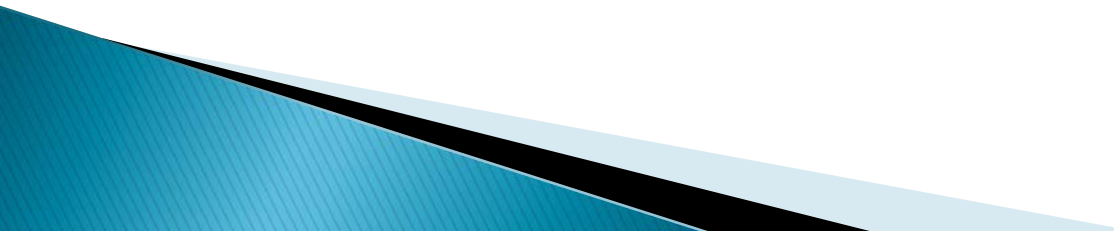
Lifespan Religious Education at UUCI

- ▶ Lifespan Religious Education (RE) is a major focus for this congregation. Unitarian Universalist religious education is unique because, in addition to *teaching about our Unitarian Universalist faith*, we help our people of all ages experience the *richness of other religious traditions*.
- ▶ We encourage participants to *develop a reverence for all life* and a sense of *interdependence* with the universe.
- ▶ Our goal is to expose all participants to a diversity of religious activity as well as support for ongoing personal religious development. When people are exposed to such diverse experiences, it is our hope that each will learn to think and respond affirmatively for themselves.

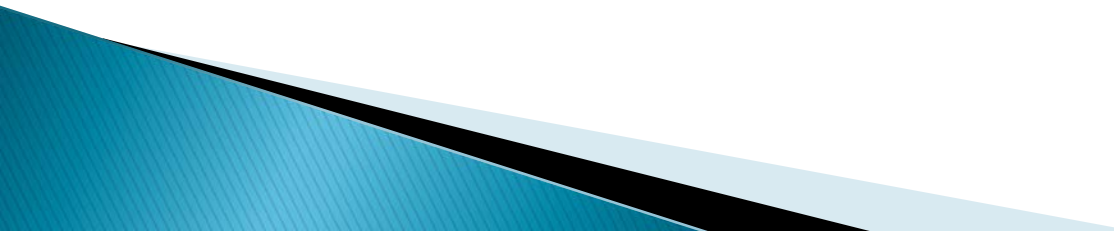
Looking Back

- ▶ We are building a timeline of significant events, milestones and people in the life of the religious education ministry of UUCCI.
 - ▶ Use Post-It Notes to capture a single event. Place it on the timeline in approximate chronological order.
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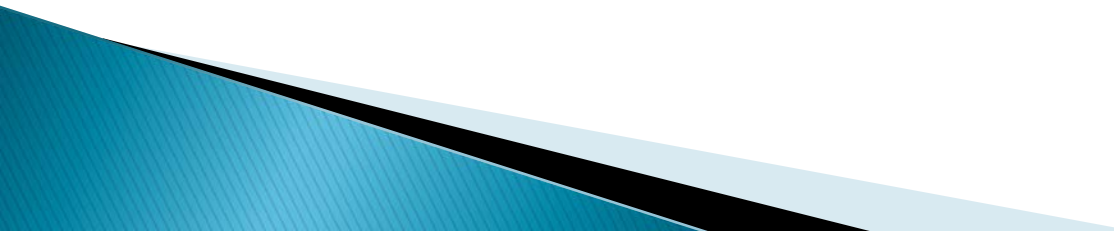
Reflecting on Timeline

- ▶ Do any patterns or trends emerge?
 - ▶ What have been the most significant events in making the program vital and meaningful?
 - ▶ What are the most valuable aspects of our program?
- 

Further Reflections

- ▶ Who have been the leaders?
 - ▶ In your experience, when this program has functioned at its best, its most effective, its most fulfilling, what did it look like? **How did you measure success?**
 - ▶ Which items listed have been barriers to growth and health in the religious education program of this congregation?
 - ▶ Which items listed have been conducive to growth and health in the religious education program of this congregation?
- 

Building Our RE Identity

- What do you think is the most important, most life-giving characteristic of your RE program?
 - What are the unique characteristics that you seek to nurture in families, congregations and communities?
 - When you are at your best, what is the single most important value that makes your RE program unique?
 - When you are successful, how will you know?
- 

Goals & Dreams

- ▶ Now knowing UUCCI's RE History – work together in small groups to create a list of your goals, hopes & dreams for the future of the religious education/faith development program for children, youth and adults.



Goals & Dreams

- ▶ Use a brainstorm framework.
- ▶ As you personally consider your own desires and dreams, think about what you can do personally to move the hopes and dreams forward.
- ▶ Keep in mind the restraining forces and challenges.



Goals & Dreams – Step 1

- ▶ In small groups, create a list of hopes and dreams for the lifespan RE program
 - ▶ What are the restraining forces for hopes and dreams?
- ▶ Groups will have 30 minutes
 - ▶ What are the challenges and obstacles?
- ▶ Report to large group

What Are Your Dreams?
Large Group Sharing.....





Good Night!

We start at 9:00 tomorrow! (breakfast-8:30)

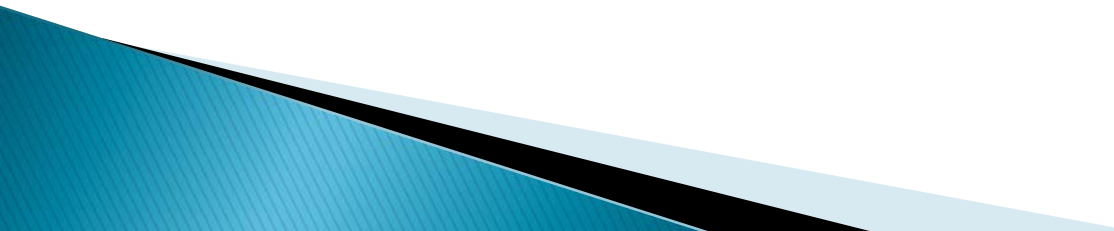


Good Morning!



Gathering the Spirit

Welcome Back!

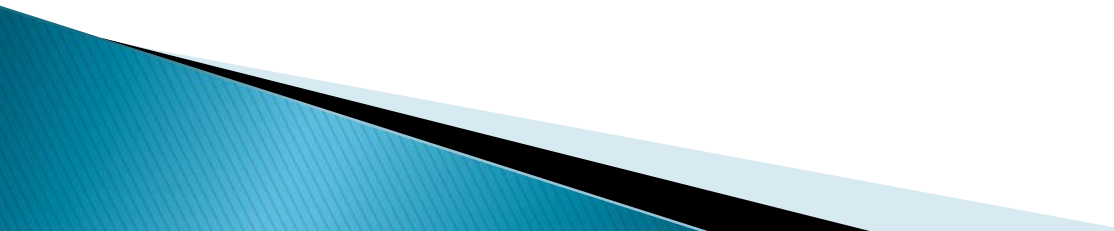
- ▶ Logistics
 - ▶ Please (re) introduce yourself:
 - Name – Please wear a name tag
 - Current Role in the Congregation
- 

Saturday Overview

Saturday Morning

- ▶ In gathering
- ▶ Friday night review
- ▶ Program Goals & Dreams –Small Groups
- ▶ I–DRE Role and Interim Tasks
- ▶ Roles and Responsibilities
- ▶ LUNCH

Saturday Afternoon

- ▶ RE Team Structure
 - ▶ RE Tasks
 - ▶ Prioritization and Goal Setting
- 

Where are we headed?

▶ And who's driving?



Goals & Dreams for RE

- ▶ (insert congregation picture here)

Small Group Sharing & Reporting




Goals & Dreams – Step 2

- ▶ Divide into four small groups
 - ▶ Each group member highlight ONE hope from list (5 minutes)
 - ▶ Come to consensus on **three** top most important dreams (10 minutes)
- ▶ *Insert picture of church here... or other picture of community in action*



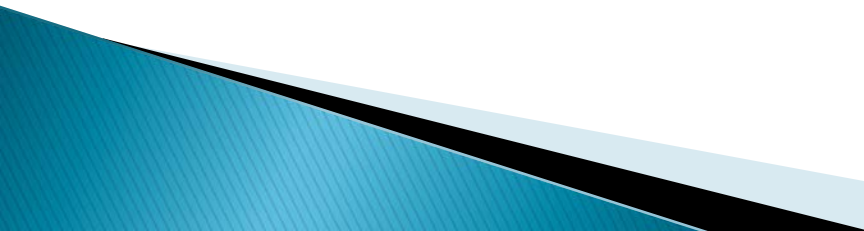
Goals & Dreams – Step 3

- Two groups form one medium-sized group
 - Pick top **three** dreams from list of six (10 minutes); return to large group
 - Share top three with everyone (10 minutes)
 - Establish objectives, steps, timeline, for accomplishing dreams (20 minutes) using form provided
- 

10 Minute Break!



Now what?

- ▶ What was that process like – dreaming and visioning, making lists of those dreams and then turning a few of them into actionable steps?
 - ▶ So what does this process tell us about implementing a successful religious education/faith development program at UUCCI?
 - ▶ What will you do going forward as you learn and grow during an interim period?
- 

Moving those dreams forward: The work of an interim



Roles and
Responsibilities



Interim Ministry in RE – 6 Tasks

Heritage

Coming to Terms with History

Mission

Evolving a Unique Religious Education Program Identity

Leadership

Leadership Changes During the Interim Period

Connections

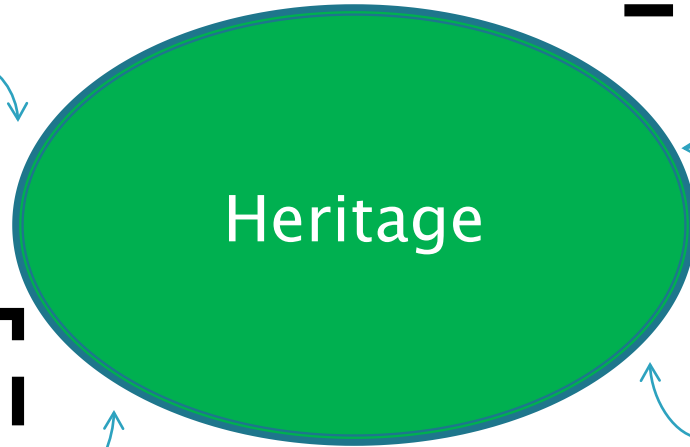
Renewing Associational Connections (UUA, LREDA, etc.)

Future

Commitment to the future Vitality of the RE Program

Overseeing the customary functions of RE program

1. Get a perspective on congregation's RE history and culture



3. Get feedback and gather information about past events and circumstances, negative as well as positive.

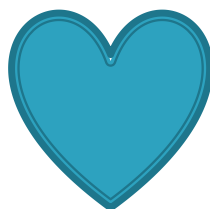
2. Claim, honor and appreciate congregation's past and begin work toward health and healing.

4. Process the transition of the predecessor



→ Illuminate the congregation's unique religious education program identity (including strengths, needs & challenges) and vision for the future.

→ Congregation understands its shared ministry to children, youth and adults.



→ Interim models new approaches, practices and procedures.

→ Evaluate RE program with particular focus on Safe Congregations policies and procedures.

Mission



Connection



- Raise awareness among the RE Program leaders and congregation about the UUA and Region
- Educate congregational leaders about professional organizations such as LREDA and/or UUMA.
- ▶ How is religious education and the congregation connected to the greater community?

The larger UU World

Connection to Community,
Nation, World

Future

- Renew vision, strengthen stewardship, prepare for new professional leadership and engage in future with anticipation and zest.
- Interim serves as resource in search for a new Religious Educator.
- Develop and implement transition plan to move from Interim Religious Educator to next Religious Educator.



Overseeing Customary Functions of RE Program



Clarify tasks, priorities and communication functions.



Establish clear boundaries with regard to work roles, responsibilities, hours, and relationships.

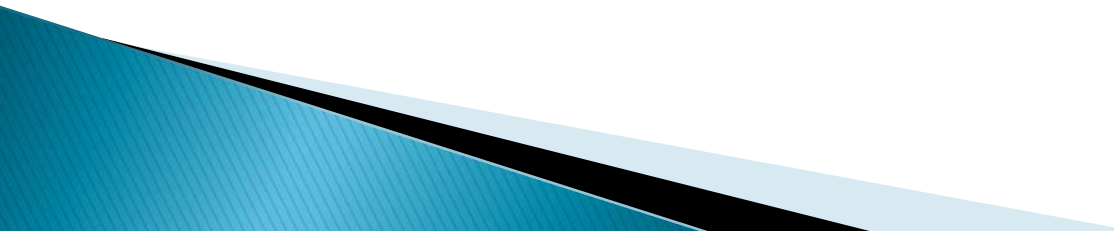


Review and update RE Program staff job descriptions and evaluation processes

Questions?



Factors Impacting RE Program

- ▶ Congregational Mission and Vision
 - ▶ Size: Enrollment and attendance
 - ▶ Staffing
 - ▶ Governance
 - ▶ Volunteer Needs and Management
 - ▶ Resources
 - ▶ Facility
 - ▶ Context: Demographic, cultural, geographic
- 

Best Practices – One Model


Central Aspects of Unitarian Universalist Faith Communities

- ◉ Identify Formation
- ◉ Covenantal Leadership
- ◉ Multigenerational Relationships
- ◉ Spiritual Development
- ◉ Faith Exploration
- ◉ Pastoral Care
- ◉ Beloved Community
- ◉ Justice Making

Reference: Ministry with Youth Module



Building Good Relationships

- ▶ Consider the Objectives, Steps, and Time Lines completed by medium-size groups.
 - ▶ Who would be responsible for what steps? How are responsibilities distributed between different committees and staff members?
 - ▶ Do the plans outlined show a shared ownership of the congregation's educational ministries?
 - ▶ Who will communicate these plans to the committees and constituent groups involved?
- 

Essentials of Building Good Relationships

- ▶ Clarity in documents, Contract, Job Description, **Evaluation of Program** and all involved in making it happen
- ▶ Clarity in who does what task
- ▶ Rotation System for volunteer Lay Leaders
- ▶ Financial and Public Support from Board Leadership
- ▶ Cooperation and interaction with other standing committees of the church
- ▶ Support of the minister

Lunch Break: Reconvene at 1:00

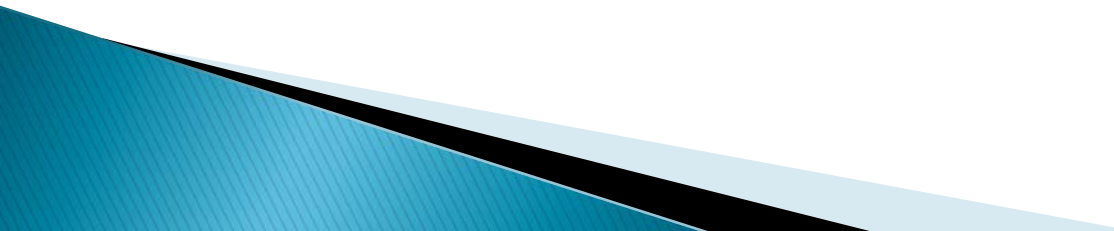




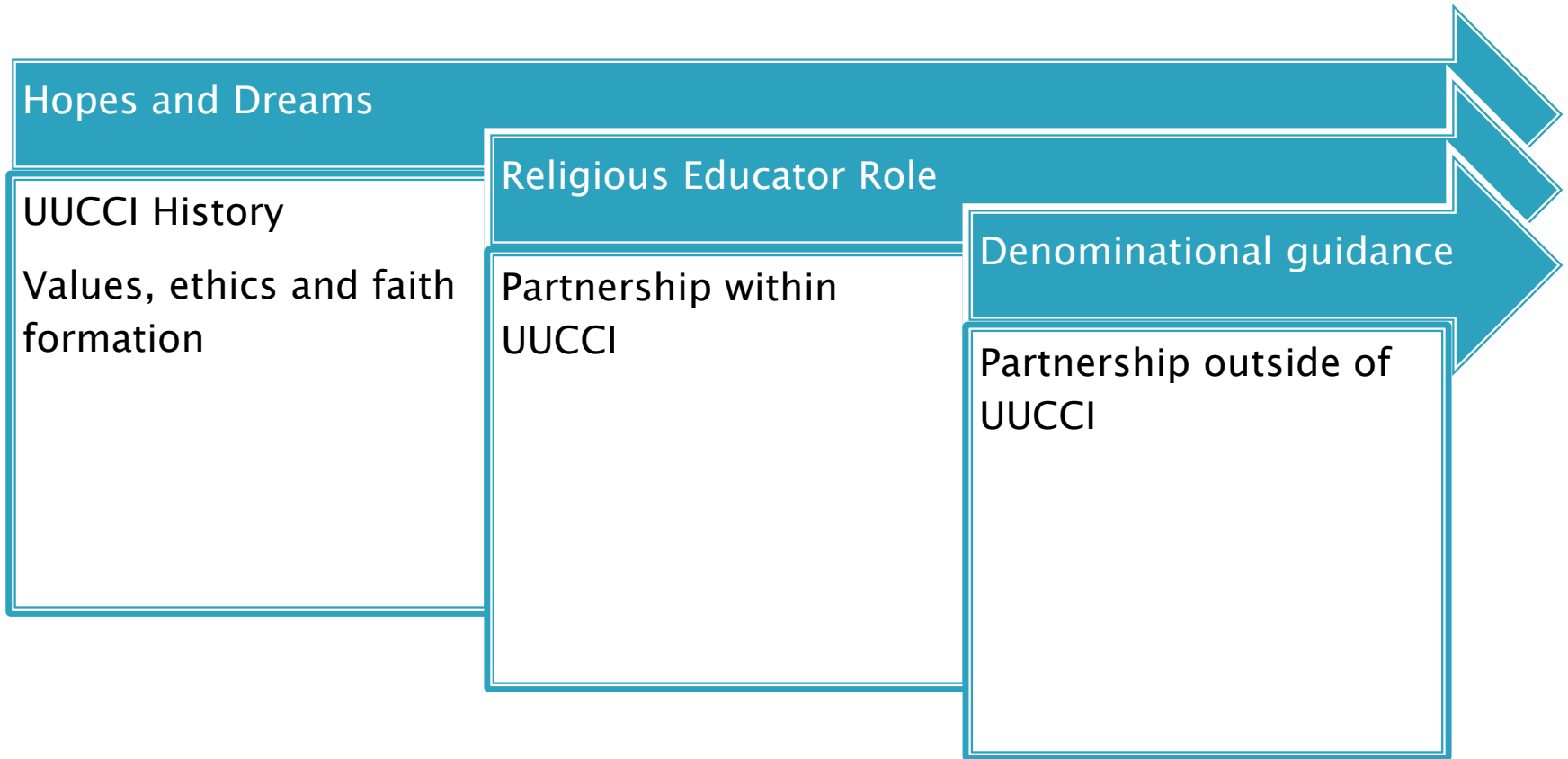
Human Brain

RAY JOHNSON

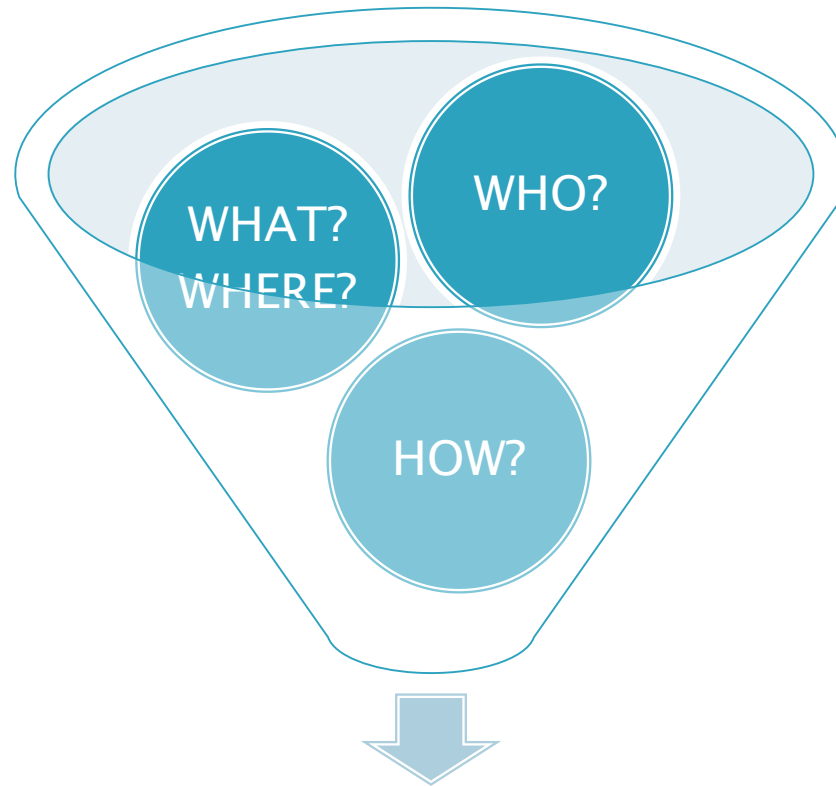
Reflections/questions on morning's experience



moving from “universal” to “specifics”



AFTERNOON's focus.....



RE Leadership

One-and-Two-Way Communication

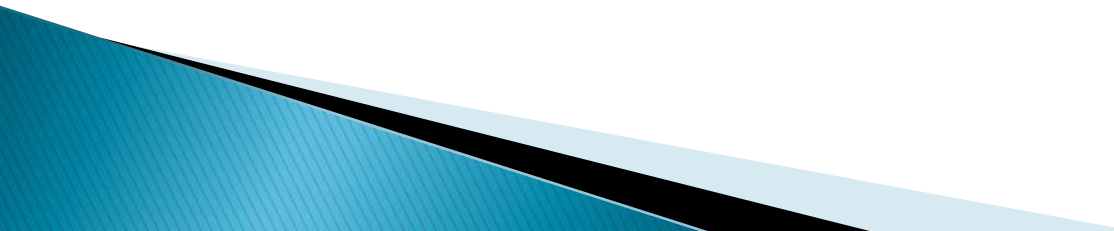


Elements to Success

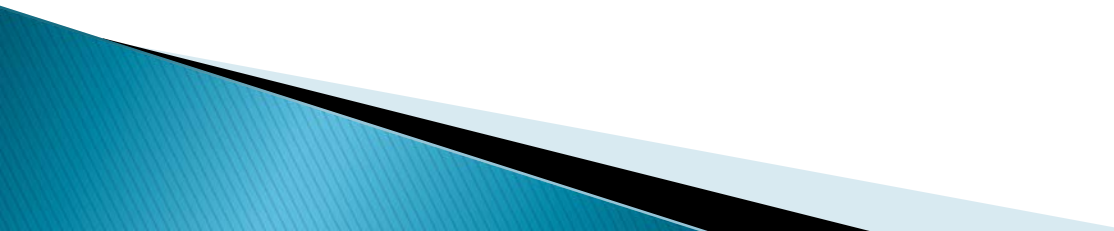
- ▶ **Clarity**
 - Overlap between roles
- ▶ **Communication**
- ▶ **Covenant**
 - Accountability
 - Conflict or Disappointment
 - Correction
 - Forgiveness
 - Reconciliation

Expectations


3 Kinds of Expectations

- Explicit: Clearly communicated
 - Implicit: What we say by doing
 - Wishful Thinking
- 

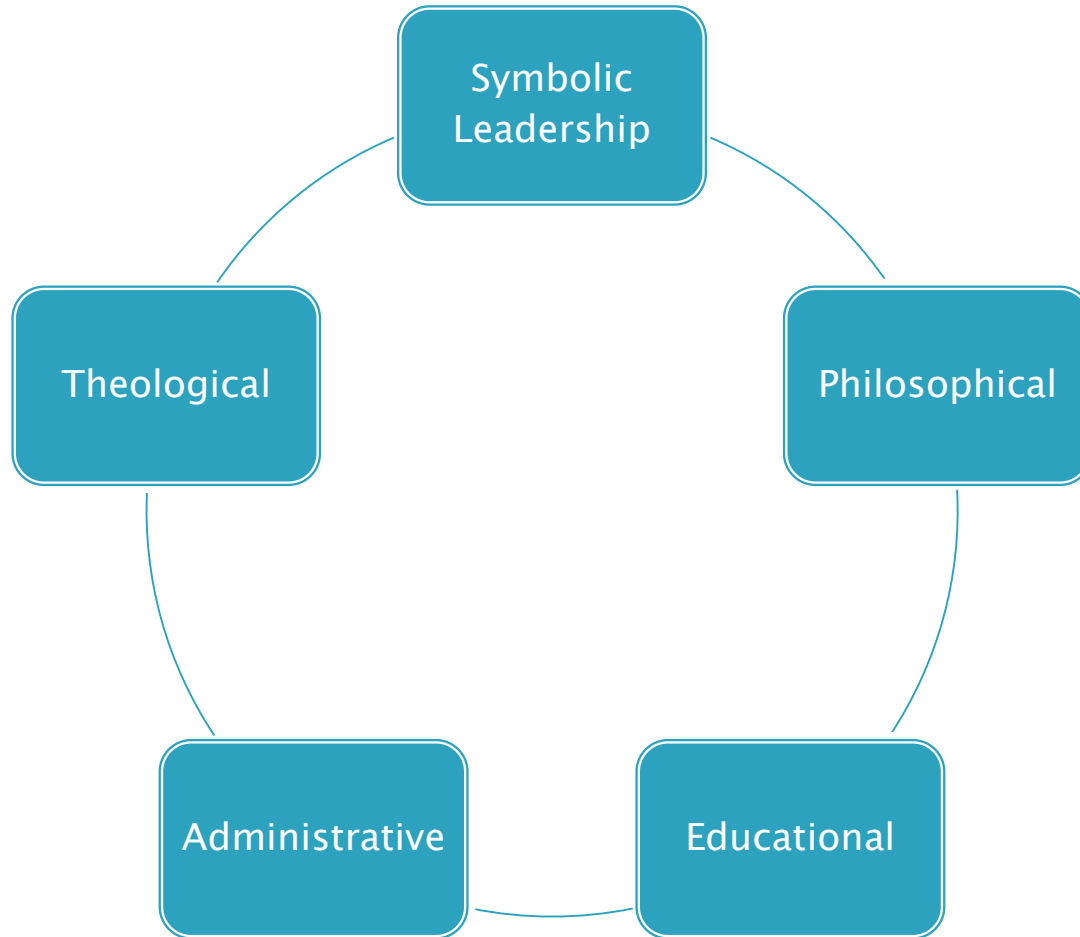
Roles

- ▶ The “who”
 - Minister, Religious Educator, Other Staff, Lay Leaders, Lay Volunteers
 - ▶ The “what”
 - Authority, training, tradition, explicit direction, implicit normative expectations
 - ▶ The “how”
 - Covenant, conflict, collegiality
- 

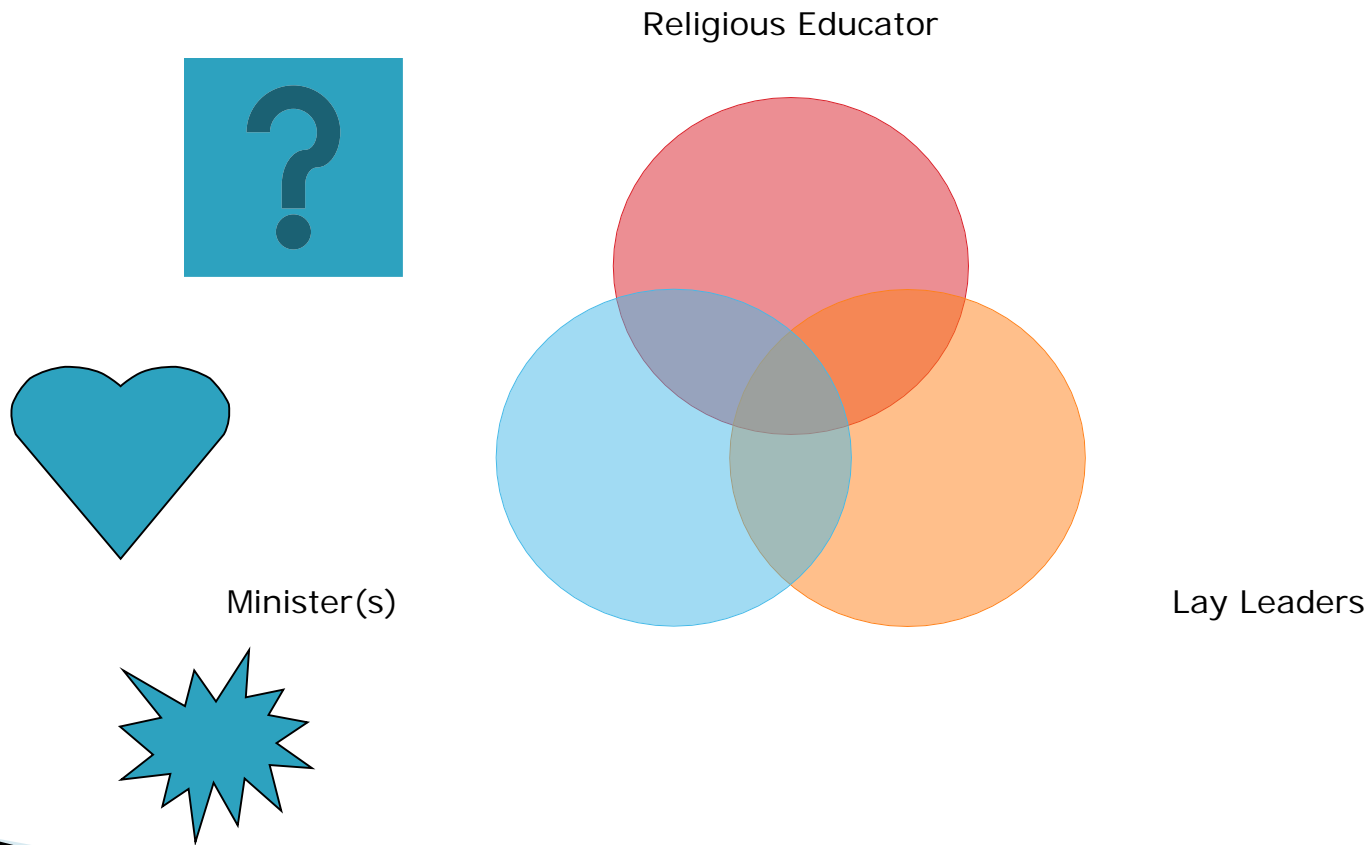
Definitions

- ▶ **Authority** is the formal and legitimate right of someone to make a decision, issue a directive, or allocate resources on behalf of the congregation.
 - ▶ **Responsibility** is the assigned duty to perform a task or activity.
 - ▶ **Accountability** occurs when the people are subject to reporting and justifying outcomes and are appropriately rewarded or corrected.
- 

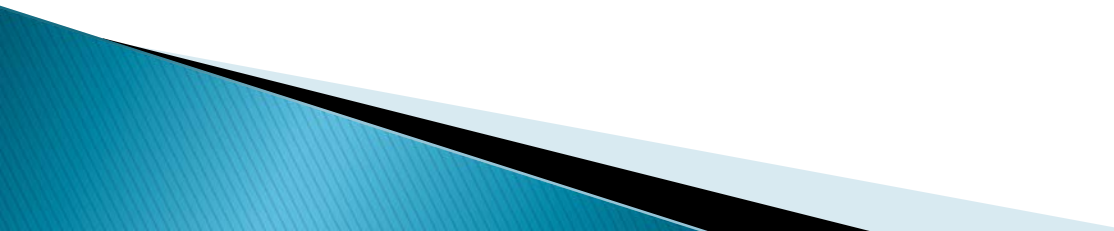
Breaking Down the Role of the Religious Educator



When Roles Overlap



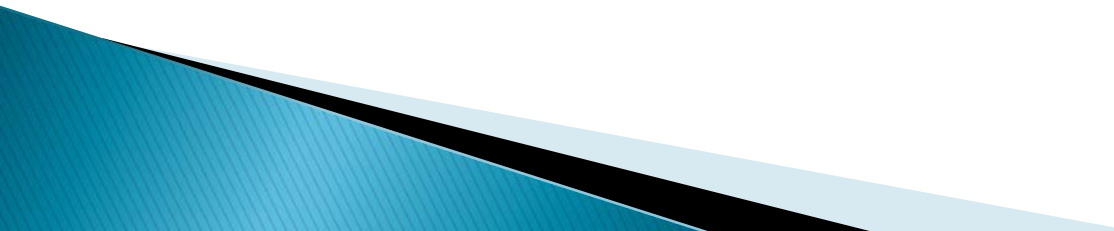
Responsibilities

- ▶ **Direct**
 - For example: Sunday Programming
 - ▶ **Indirect**
 - For example: Pastoral Care to Families
 - ▶ **Shared**
 - For example: Worship
- 

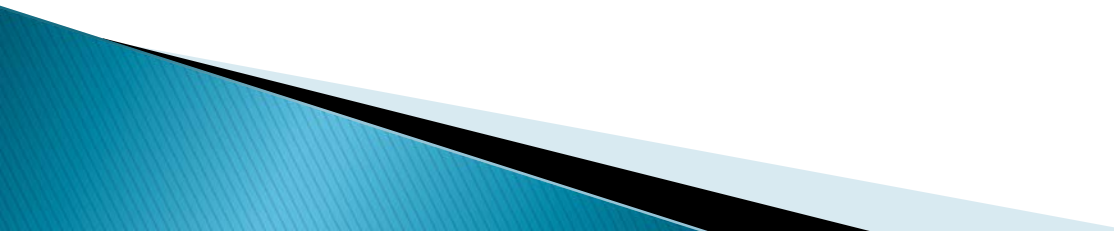
Sharing Responsibility

- ▶ Worksheet
 - Complete with your group
 - Share, compare and adjust

How We Share Matters

- ▶ Who is held accountable?
 - ▶ Who leads?
 - ▶ How do we support one another in the process?
 - ▶ How do we make decisions?
 - ▶ What happens where there is conflict?
 - ▶ Who gets the recognition?
- 

Goal Setting

- ▶ Goals
 - ▶ Next Steps
 - ▶ Questions?
- 

Signs of a Successful First Interim Year

- Name 3 three accomplishments or signs or events that would signify to you that the first year has been successful.

Closing

Go your ways, knowing not the answers to all things,
yet seeking always the answer
to one more thing than you know.

By John W. Brigham

