



Theological Training Program

Background

While emphasising the need for in-service, church-based ministry training, *TRANS:mission* also acknowledges the importance and value of comprehensive, high quality theological education in ministry.

In anticipation of the need for further training following the apprenticeship program, various local and international church-based, theological training programs (C-BTE) were evaluated during the course of 2012, where C-BTE is understood as:

“... theological education based in the life of churches, not schools housed in church buildings. All the programs are designed and taught in churches, by churches, and for churches. Leaders of churches, church networks, and church-planting movements do all the training in the context of ministry. Academic credentials are recognized for what they are, but not as a replacement for church credentials, of which academic credentials may be a subset.”¹

As a result, arrangements were made with the US based, *Antioch School of Leadership Development and Church Planting*, a division of *BILD international*, regarding the facilitated use of their certificate and degree programs in ministry and theology. As of January 2013 the first three *TRANS:mission* students started with their M.Th. studies through this program.

While students enrol directly with the *Antioch School*, *TRANS:mission* assists students by providing Antioch certified trainers and facilitating the Socratic discussion sessions which are at the heart of the Antioch learning approach. Co-operating local churches provide oversight, support and ministry opportunities for students, as well as mentors who work on a one-on-one basis with each student.

Study Program Objectives

The general objectives of the *Antioch School* programs are²:

- ❖ Comprehensive development of character, skills, and knowledge for effective ministry.
- ❖ Life development and lifelong learning orientation.
- ❖ Recognition of and participation in the centrality of the local church in the plan of God.
- ❖ Ability to master biblical content, to benefit from significant contributions of scholars and to build strategic models of ministry accordingly.

¹ *Antioch School Brochure*, Antioch School of Church Planting and Leadership Development, <http://antiochschool.edu/aboutUs/AntiochDownloads.html> (accessed November 01, 2012).

² *Antioch School Handbook*, Antioch School of Church Planting and Leadership Development, November 2011, <http://antiochschool.edu/academicInfo/Handbook.html> (accessed September 02, 2012), 17.



What others say about the Antioch School

"I have been convicted for some time that the local church needs to recapture the call to church based theological education and formation. God designed churches to raise up and develop leaders and pastors who can in turn train more leaders and pastors. However, I wasn't finding much of this in North America. I then made it my commitment to work toward forming churches that would eventually have accredited pastoral training schools within them. It wasn't long before God brought me across BILD and the Antioch School. It was exactly what I was looking for: Strong theological education with a church planting emphasis that is transferable and reproducible so every church can have a school of theology in their context. I am so thankful to God for the work they have put into providing this for the Church."³

Jeff Vanderstelt

Pastor at Soma Communities

Founding Leader of the GCM Collective and

Vice President, Western N. America of Acts 29

Courses Offered

Antioch School courses include certificate, bachelors and masters degree programs in ministry and theology.⁴

- ❖ Ministry tracks focus on training of ministers of the gospel (pastors, church planters, missionaries) and other ministry leaders.
- ❖ Theology tracks focus on equipping students with a thorough understanding of the unfolding message of Scripture and competency in building a biblical theology and theology in culture.

In addition to the Antioch School courses, TRANS:mission also facilitates Biblical language training for students who require competency in biblical Hebrew and Greek courses.

Competency Based

All Antioch School programs are competency based and rely on their portfolio assessment system to provide evidence that students deserve the degrees granted.

‘There is a profound difference between traditional Western schooling and competency-based education. Traditional schools tend to focus on the accumulation of course credits based mainly on the acquisition of a “body of knowledge.” Competency-based education in ministry training focuses on ministry skills, character development, life in community, and biblical understanding through rigorous use of outcomes assessment. In-service learning is emphasized because of the power of churches, church networks, and church-planting movements as contexts for ministry training.’⁵

³ *Antioch School Handbook, 15*

⁴ *Antioch School Handbook, 17-20.*

⁵ *Antioch School Brochure.*



Specific competency sets for which students are assessed, include: ⁶

- ❖ *Personal life and ministry development* - this set is based on the personal design, gifts and spiritual growth of students in the context of biblical qualifications for ministry
- ❖ *Leadership Series I and II modules* – these ‘knowledge’ elements of the course focus on the development of a biblical theology of church and leadership development, as well as a biblical theology-in-culture.
- ❖ *Ministry plans* –Integrate Leadership Series I modules through development of appropriate philosophy of ministry and associated ministry plan(s).
- ❖ *Major projects* - Integrate Leadership Series II modules through the ongoing building of a biblical theology
- ❖ *Ministry practicum* – learning through practical ministry experiences and reflection.
- ❖ *Teaching practicum* – learning through teaching experiences and reflection.

Competency Assessment

Student assessments are based on the Antioch School portfolio assessment system which captures and provides evidence of student learning experiences. Student portfolios typically include a collection of the following items: ⁷

- ❖ *Artefacts* - these are things (including project reports, preaching/ teaching recordings, student journal etc.) created by students that demonstrate their competency.
- ❖ *Attestations* - things created by others (including personal and ministry assessments, reports etc.) that demonstrate the competencies of a student.

Student competency assessment is done in three stages:

- ❖ *Self Assessment* - Students together with their mentors assess their artefacts and attestations in their portfolio against the relevant assessment rubrics.
- ❖ *Certified Leader Assessment* – Certified leaders review the evidence posted by students to determine if it demonstrates competency
- ❖ *Antioch School Assessment* – Associate Faculty of the Antioch School review student portfolios to validate that the Certified Leader’s initial approval is correct.

Accreditation

Certificate and degree courses offered by the Antioch School are accredited in the USA by the Accreditation Commission of the Distance Education and Training Council (DETC), which is recognized by the U.S Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education. ⁸

- Notes:**
1. While the degrees issued by the *Antioch School* offers recognized academic accreditation in the USA, they **do not** have accreditation in South Africa.
 2. Students wishing to pursue advanced theological studies at South African higher educational institutions need to check with these institutions on the extent to which they would recognise the Antioch School qualifications.

⁶ *Antioch School Handbook*, 11-13, 21-23.

⁷ *Antioch School Handbook*, 25-26.

⁸ *Antioch School Handbook*, 14.



3. While *TRANS:mission* supports students in their Antioch study programs, it is important to note that students enter into a direct relationship with the Antioch School.