

## ***Becoming a Provisionally Accredited Supervisor (PAS)*** ***(ANZACPE: Acting Level 2 Supervisor)***

In order to present yourself for a PAS Review (a searching overview of progress and then a decision re readiness for the next stage) you will need to prepare the following materials written in Times New Roman or Verdana script, font 12 with 1.5 spacing and minimum left-hand margin of 2 cms.

(a check-list)

	<b>a completed ‘Face Sheet’ (see Appendix One)</b>
	<b>all reports related to previous appearances before review committees</b>
	<b>evaluations of training from all previous supervisors</b>
	<b>your evaluations of all previous training</b>
	<b>a letter from an appropriate ecclesiastical official of your church body describing your standing in that body and endorsing your application to be a PAS</b>
	<b>your autobiography</b>
	<b>a description of your own supervisory development and how it bears on your functioning as a supervisor, including a statement on the ways in which you have addressed issues raised by the committee which recommended that you be accepted as a SIT</b>
	<b>a description of your understanding of CPE, including your understanding of pastoral supervision and the theological implications for both church and ministry</b>
	<p><b>from your most recent CPE Unit:</b></p> <ul style="list-style-type: none"> <li>○ <b>a brief description of your Centre, your programme and your own supervisory arrangements</b></li> <li>○ <b>your objectives whilst supervising this CPE unit</b></li> <li>○ <b>a full description of one student who presented you with considerable challenge as a growing supervisor, and an account of your supervision of that person, describing:</b> <ul style="list-style-type: none"> <li>○ <b>this student in your own words</b></li> <li>○ <b>the setting of CPE and the work setting in which this student ministered</b></li> <li>○ <b>this student’s learning goals</b></li> <li>○ <b>this student’s readiness to learn</b></li> <li>○ <b>the supervisory process, illustrated by critical incidents and your supervisory responses, and your analysis of your responses</b></li> <li>○ <b>your learning about issues in supervision that you gained as a result of working with this student</b></li> <li>○ <b>include copies of your own and the above student’s final evaluations</b></li> </ul> </li> <li>○ <b>a summary description of each student (other than the above student) that you supervised in that CPE unit. In not more than one page describe:</b> <ul style="list-style-type: none"> <li>○ <b>each student and the learning issues he / she brought</b></li> <li>○ <b>the critical supervisory issues posed by the student</b></li> <li>○ <b>your responses to those issues</b></li> </ul> </li> </ul>
	<b>copies of the students’ (from the above CPE Unit) evaluations of you</b>
	<b>copies of your final evaluations and those of your training supervisor(s) for all units during your SIT time.</b>
	<b>all the pages of the above materials numbered, to enable ease of reading and reference for your Committee</b>
	<b>the confidentiality of all persons mentioned in your materials respected, in accordance in the Information and Privacy Act; all materials marked <i>CONFIDENTIAL</i></b>
	<b>discussed and reviewed all the above materials with your CPE Training Supervisor before mailing them to your Review Committee</b>

When you and your CPE Training Supervisor have agreed on your readiness to present for PAS Review you will need to contact the NZACPE Secretary and request a Review. Such Reviews are usually offered at the Annual Gathering of NZACPE.

The NZACPE Secretary will inform you of the date set for your Review and the names and addresses of your Review Committee members. Care will be taken to ensure that the committee is gender and culturally balanced and avoids dual relationships. You will be invited to bring a support person with you to be a silent witness to your Review.

You must post a copy of your materials to each of your Review Committee members at least six weeks prior to the date of the Consultation. Your materials will be returned to you after your Consultation.

**In both your Written Materials and your Panel Interview your Committee will be looking for you:**

**Readiness:**

Specific personal and professional qualities, skills and knowledge are expected of you wishing to function as an autonomous Supervisor.

You will be expected to demonstrate an ability to function as an independent professional, in company with peers with self-initiated supervisory oversight.

It is understood that while not a 'seasoned veteran' you will have sufficient maturity to be able, alone, to initiate a CPE programme, to plan, administer and execute it in a responsible manner, to be ethical and to seek peer-supervision as appropriate.

**Accreditation as a PAS will be for a period of two years only. At the end of this time you will either seek Accredited Supervisor recognition, or a continuation of PAS standing.**

The qualities, skills and knowledge sought in a PAS are as follows:

**Awareness of Yourself:**

Basic to functioning as a supervisor is the ability to provide sensitive and appropriate pastoral care. You need to know what is happening within yourself in response to immediate interpersonal events.

This self-awareness is a source of insight and guidance as to the emotional and spiritual world of persons receiving pastoral care. It also protects others from responses which would otherwise be made for your own unwitting benefit.

Your Review Committee will examine your written material to identify your recognition of and responses to the inner world of your students (both affective and cognitive).

During your actual review, the committee may monitor:

- the range of affect you exhibit
- your ability to identify and acknowledge your affective responses in the review session
- your ability to identify the affective responses of committee members

**Identity:**

In order to function as an autonomous professional, you will need to be secure in both your personal and professional identity. Your review committee will look for evidence of this in your being and doing, both in your personal and professional life. Specifically they will look for:

- your confidence and independence
- your awareness of and comfort with your own sexuality
- your willingness to seek pastoral care for yourself
- your acceptance of your professional heritage – both religious and secular
- your familiarity with the pastoral resources of your own denomination and your freedom to use them
- your openness to the pastoral insights of other religious groups
- your ability to administer a CPE unit appropriately

### **Ability as a Pastoral and Theological Educator:**

Your committee will evaluate your ability to provide a pastoral relationship to your students as a basis for their learning. Aspects of relationships will include:

- your provision of appropriate closeness, distance, empathic objectivity
- your ability to provide grace-ful confrontation
- your ability to be authoritative rather than authoritarian
- your ability to be appropriately firm or flexible
- your ability to encourage freedom rather than bondage

Your skills as a theological educator will also be examined. Your committee will explore your capacity to discern learning moments in particular events and relationships in your students' journeys, and your ability to assist your students to reflect theologically on what has happened.

### **Relationship to the Committee:**

A basic characteristic of the CPE educator is the ability to respond innovatively and with flexibility to new situations which are often stressful.

Your committee will assess your responses to stress, and your flexibility. It will also allow you the opportunity to claim your position as a peer among supervisors.

### **Theoretical Bases for Functioning as a Supervisor:**

Biblically, the heart of a human being incorporates the rational as much as the emotional faculties. A supervisor of CPE must be able to conceptualise experience and to formulate goals through reflection upon experience.

Your committee will expect you to be able to articulate a theory of learning and supervision, and to enable others in this process. This theory will be built primarily on a theological base, but will take account of contributions from the fields of psychology and sociology.

Your committee will expect you to be well-versed in the current literature on supervisory education (c.f. **Appendix Three**)

### **The Purpose of the Review:**

The purpose of the Review at this point is to determine whether or not you are capable and ready to provide solo supervision of students in CPE, but under the close, regular supervision of a designated senior supervisor, until you and your supervisor believe that you are ready to present yourself for accreditation as an Accredited Supervisor.

A PAS is granted all the rights and privileges of an Accredited Supervisor except that there is a time limitation. **A PAS may function as such for only two years.** At that time, such recognition lapses unless a recommendation has arisen as the result of a Review Committee appearance. During the two year period, such persons are expected to function effectively on their own, in association with supervisory colleagues.

You will be expected to demonstrate in writing and orally that you have met the programme objectives of supervisory CPE, using actual incidents from your relationship with students and with your training supervisor(s) to support your own claim.

It is to be understood by you and your committee that provisional accreditation means that you will continue to develop supervisory skills while functioning as a PAS.

### **The Process of the Panel Interview**

Having received your materials direct from you **six weeks prior to your Review**, your panel members will **individually** read and assess your presentation according to the '*Assessment Criteria*' (see **Appendix Four**). Where there are areas of concern or perceived absence of essential information each member will formulate questions that will enable you to amplify the material you have presented.

**N.B. No consultation between panel members occurs at this point.**

On the day of your Panel Interview the panel will

- first welcome you and your support person; they will introduce themselves

- the chairperson will ensure that you understand the process, explain the role of your support person and invite you both to wait in an adjacent room
- the panel will then meet in committee for 30 minutes during which time they will briefly reflect together on the questions they have formulated, deciding how and who will then address them
- you and your support person will then be invited to join the panel for **60 minutes**

**N.B. the prime purpose of this part of the Review is for the panel members to meet, engage and be in relationship with the "living human document" that is you. This is considered the ultimate measure of peership that they are assessing, as you claim PAS Status.**

The panel will then take **30 minutes** during which they will reflect on their meeting with you and their assessment of your claim for readiness to be a PAS. You and your support person will be invited to remain as silent witnesses to the panel's discussion as it is NZACPE's aim to ensure an open and transparent process. The panel will then announce to you their decision and recommendations. The decisions and recommendations will, in turn, be written down and sent to you for your records and for your use in future panel assessments.

### **Complaints Procedure**

While the decision of the panel will remain final, you may challenge the **'process'** of your interview, should you deem it to have been unfair.

The process of complaint may be made

- verbally to the chairperson of your committee on the day of the interview and/or
- subsequently in writing to the Secretary

The panel will then be reconvened; members will be available to hear and process your complaint for **no more than 60 minutes** duration. Any remaining concerns may be directed by you to your supervisor to become part of your ongoing training process.

### **Ongoing Connection and Support for You as a PAS**

Subsequent to your achievement of Provisionally Accredited Supervisory status you will need to:

- attend the annual NZACPE Conferences and some ANZACPE Conferences
- maintain supervision with a NZACPE supervisor
- negotiate with CPE supervisors for specific supervisory training
- seek a minimum of biennial consultations with CPE colleagues who will support and guide your progress towards readiness to claim Accreditation status
- conduct CPE courses as co-supervisor with another NZACPE colleague and/or
- independently conduct CPE courses while reflecting on your supervision with an NZACPE supervisor