

# ***Becoming an Accredited Supervisor***

## ***(ANZACPE: Level 2 Supervisor)***

When you and your supervisor are agreed on your readiness to seek Level II status you will once more need to contact the secretary of NZACPE, indicating your intention.

All applications for Level II Status are dealt with in consultation with our colleagues in ANZACPE. Such Reviews (a searching overview of progress and then a decision re readiness for the next stage) are usually held in conjunction with our annual ANZACPE Conference which takes place in the various CPE Centres in Australia and New Zealand.

An agreement has been made that while we minister in an unique context in Aotearoa/New Zealand, we nonetheless are assisted in dealing with 'our unreflective selves' by meeting with an assessment panel which includes external others. These are those who, while also holding to the traditions and processes of CPE, live and minister in another culture and context. This is a strength which members of ANZACPE offer each other, calling each other to minister in wider and more diverse contexts.

The application for a Level II Review is made via the ANZACPE Secretary. The Secretary will inform you of the time and place in which your review will take place, together with the membership of your panel. The number of panel members may vary; you will be advised of their names and addresses so that you may personally ensure that they receive your materials in preparation for your meeting.

### **Standards and Procedures for Accreditation as Supervisors in ANZACPE**

#### **1. The Standard for Supervisor Level II.**

In order to be accredited at the second level of supervision, a candidate shall demonstrate the following minimum requirements:

- **candidates will have practised supervision in and belong to a CPE Centre, registered under the standards of their member organisation**
- **within this organisation the candidates will have previously demonstrated pastoral and supervisory competence in individual and group supervision and have gained accreditation/certification as Acting Level 2, i.e. candidates will have acquired the ability to supervise individual students giving attention to unique patterns of personal and professional development and assisting in the movement towards pastoral identity**
- **candidates shall have knowledge of and adhere to a Code of Ethics, accepted by the member organisation**
- **candidates shall have reached a minimum theological qualification accepted by the organisation**

*It is recommended that candidates shall have conducted a minimum of four units of CPE as an Acting level 11 supervisor, individually supervising a minimum of eight (8) students in total. NSW candidates are recommended to have supervised a minimum of two (2) units, individually supervising a minimum of (5) students.*

Where a candidate has not met these recommendations, the member association shall give reasons e.g. citing potential equivalence in learning, and attest to the person's readiness to present for accreditation review. This shall be included in the member association's letter of support for application for review to the ANZACPE Professional Standards Committee.

The candidate needs to ensure that the integration of any claims to such prior or contextual learning is clearly demonstrated to the review committee through written materials and engagement in the review process.

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

#### **Administrative Awareness and Competence**

- Ability to plan, implement conduct and evaluate units of C.P.E. This ability will be in regard to:
  - creation of a programme
  - recruitment, selection and placement of students
  - budgeting
  - negotiation with management and professional organisation
  - awareness of the philosophy and policies of the institution/agency
  - timetabling
  - recording and maintenance of records
  - ethical and professional standards of practise

### **Interpersonal Awareness and Competence**

- ability to relate empathetically and professionally as a caring person with colleagues, peers, students, authorities and church organisations/ communities of faith, in the context of individual and group situations
- ability to be articulate about these relationships
- ability to recognise and value the culture and faith traditions in relationships and willingness to use consultants in the clarification of issues
- ability to relate to supervisory colleagues and professionals from other disciplines within the training context
- develop within the CPE program, the integration of resources present within the institution and beyond e.g. interdisciplinary staff, library and administrative structures, community resources and theological consultants

### **Intrapersonal Awareness and Competence**

- emotional and spiritual integration
- personal integrity

### **Supervisory Awareness and Competence**

- ability to appropriately use personal qualities, experience and self awareness in supervision
- ability to utilise awareness of individual histories, psychological patterns and learning styles to facilitate students' taking of responsibility for engagement with and development of their learning process and claiming of personal resources and pastoral identity
- ability to define and evaluate students' pastoral and personal resources including the ability to utilise a variety of supervisory strategies and interventions
- ability to facilitate the development of group interpersonal interaction
- ability to attend to and distinguish between the differences in individual and group needs addressing these and other such boundary issues
- ability to co-ordinate, supervise and direct the work of other supervisors supervising in the C.P.E. unit

### **Educational Awareness and Competence**

- ability to conceptualise one's own philosophy of C.P.E. as a learning theory, recognising the contribution of other educational theorists
- ability to integrate theories with supervisory practice
- ability as an experiential educator, to use all elements of the C.P.E. experience as opportunities for learning and education

### **Theological Awareness and Competence**

- ability to articulate clearly the candidate's own theology
- ability to conceptualise a theology of ministry as expressed in the candidate's supervisory practice
- ability to reflect theologically on experience and demonstrate the integration of theology in supervisory practice
- ability to help others reflect theologically on experience and to experience theology in the practice and context of ministry

## **2. Materials required for an Application**

A Review committee is concerned with the candidate's ability to demonstrate the personal and professional competence essential for the supervision of ministry. It is expected that all materials will clearly demonstrate the level of functioning required of a senior professional discipline and respect the confidentiality of all persons who might otherwise be identified through the material.

*Candidates' materials shall reflect and report evidence from current supervisory practice conducted during their period of acting at level 11. Candidates seeking accreditation are required to submit the following:*

- 2.1** *Written materials shall not exceed 25,000 words in length, excluding the materials described in paragraphs 2.1.5, 2.1.6, 2.1.7 and 2.1.10. Materials shall be written in Times New Roman or Verdana script, font 12 with 1.5 spacing and minimum left-hand margin of 2 cms.*
- 2.1.1** A cover sheet containing name, address, age, present position, church denomination/faith community, degrees, diplomas and certificates, professional occupational background, experience in supervised pastoral education and results of previous reviews.
- 2.1.2** A statement of request by the candidate of the review committee.
- 2.1.3** An autobiographical statement.

- 2.1.4** A statement of, and theological reflection upon, the candidate's spiritual pilgrimage.
- 2.1.5** Copies of all previous review committee findings.
- 2.1.6** A copy of the evaluation(s) by the candidate's Supervisor(s) of the units of C.P.E. that the candidate has conducted since the previous accreditation.
- 2.1.7** From ASPEA and SANTACPE members and other candidates who have completed a unit of Education in Supervision, a copy of the evaluation by the candidate's educator of the unit of "Education in Supervision".
- 2.1.8** A detailed evaluation report (not exceeding 3500 words) of the candidate's supervision as an acting Level II supervisor of one student engaged in a unit of C.P.E. conducted during the past two years. The report shall include:
- 2.1.8.1** The candidate's description of the student including a biographical sketch.
- 2.1.8.2** The candidate's description and evaluation of the goal setting process.
- 2.1.8.3** The candidate's plans for the student's ministry placement and educational process.
- 2.1.8.4** The candidate's supervisory stances and attitudes anticipated to be important in supervising the student.
- 2.1.8.5** A description and evaluation of the supervision of the student, including:
- i) An assessment of the student's development demonstrated by clinical materials;
  - ii) The candidate's comments on the clinical materials;
  - iii) Excerpts from supervisory conferences;
  - iv) The manner in which particular issues or incidents were addressed in supervision, with reference to standard 2.1.8.4
- 2.1.8.6** A description and evaluation of the peer group process particularly as it contributed to and/or interfered with the candidate's supervision and the student's development.
- 2.1.8.7** The candidate may choose to illustrate his/her evaluation report with audio or video tape vignettes.
- 2.1.8.8** Where audio or video tapes are being presented the following shall apply:
- i) The selected vignettes are no more than 5 minutes duration;
  - ii) Transcripts of the material on the tapes be provided;
  - iii) The candidate gives clear indication of what aspect of his/her supervisory qualities/stances the material illustrates and
  - iv) A copy of the tape and transcript be provided to each member of the committee with the written materials.
- 2.1.9** A summary description and evaluation (limited to one page each) of the candidate's supervision of five students while acting as a Level II supervisor.
- 2.1.10** Copies of the final evaluations written by the students referred to in 2.1.8 and 2.1.9 above, having due regard to issues of confidentiality.
- 2.1.11** An essay on a pastoral subject demonstrating the integration of clinical pastoral data, sensitivity to the social sciences and theological competence.
- 2.1.12** A paper on the candidate's methodology and philosophy of supervision within the context of C.P.E.
- 2.1.13** A comprehensive report of the candidate's acting as a Level II supervisor, addressing the following specific areas:
- i) A description of the clinical setting(s) in which the programme(s) took place, with particular reference to the implications of these settings for the student's learning.
  - ii) A description and evaluation of programmes the candidate has supervised with reference to specific students, issues, themes and incidents.

- iii) An evaluation of relationships with the C.P.E. centre director(s) or equivalent where applicable – and the candidate’s supervisor(s) and mentors. (see 3.3.1)
- iv) A statement demonstrating the way the candidate has addressed the issues relating to professional identity and function as Level II supervisor including plans/goals for the future.

**2.1.14** For ASPEA and SANTACPE applicants and other candidates who have completed a unit of “Education in Supervision” an evaluation of the candidate’s participation in that unit including the relationships with the Level III supervisor, and an evaluation of the peer group course in supervision.

**2.1.15** A statement by the candidate and co-signed by the Centre Director(s), verifying that a release form giving permission for the candidate to use students’ taped vignettes and written materials in their accreditation process, has been signed by the student(s) concerned, and is stored in the Centre with the student(s’) materials.

### 3.0 Provisional Accreditation

In the event of the candidate being unable to satisfy the ANZACPE standards for accreditation, the review committee may decide to recommend to the member association that provisional accreditation be granted for the period of one year.

- 3.1 The candidate shall undertake to fulfill the committee’s recommendations in his/her supervisory practice and demonstrate the same to a subsequent review in twelve months
- 3.2 The member association shall retain the right to grant provisional accreditation.
- 3.3 The member association shall oversee and support the candidate’s supervisory practice during the provisional period and shall be responsible for requesting the subsequent review.
- 3.4 Should the subsequent review not occur in the required time frame, accreditation shall lapse. The member association shall be responsible for notifying the ANZACPE registrar.
- 3.5 In the event of an extension to the period of provisional accreditation being required an appeal may be made to the member association in the first instance and to the ANZACPE professional standards committee in the second giving reasons for the request.
- 3.6 Any extensions will not exceed 24 months from the date of the first review.