**Learning Agreements**

**Practice in Ministry and Mission**

* Each intern completes a Learning Agreement in addition to completion of the Learning Activities.
* Learning Activities are experiences that prepare interns for the broad range of ministerial tasks.
* The Learning Agreement focuses on a few (three to five) specific areas in which the intern has interest or need to change the level of skill, experience, or knowledge.

S.M.A.R.T. Goals

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| --- | --- |
| **S**pecific: | Specific and sized to imaging the goal as a whole and ensure it is not vague. |
| **M**easurable: | How will you determine that you have accomplished this goal? |
| **A**ttainable: | Can you achieve this goal? |
| **R**esources: | What do you need to achieve the goal? People? Tools? Education? |
| **T**imetable: | Set a timetable for or understand time boundaries around this goal. |

* The Learning Agreement identifies:
  + What the intern will be able to learn;
  + How the intern will obtain the desired learnings or experiences;
  + People and resources that will be helpful in achieving learning goals;
  + How learning goals will be evaluated.
* The Learning Agreement is **not** a job description, list of tasks to be completed or programs to be implemented (although these may occur as a part of the learning process).
* Attainment of the desired learnings is to be negotiated with the Learning Partners, in consideration of the needs of the ministry settings.
* Interns are encouraged to take risks, be creative or try out new areas as part of their Learning Agreement. Learning is less significant if interns engage in familiar activities in which they already demonstrate competence and confidence.
* The Learning Agreement is written and then signed by the intern, Learning Partners and PMM Faculty.
* The Learning Agreement may be updated at any time. A minimum of one revision in the fall of the second year in the ministry setting is expected.

**Guiding Questions for Creating**

**Learning Agreement Goals**

* What are the objectives?
* What resources are needed?
* What resources are available?
* What are the target dates (i.e. time table)?
* When will you know the goal is achieved?
* What evidence is required?
* How will you evaluate the learning?

**Contents of the Learning Agreement**

* Goals and Objectives
* Resources and Procedures
* Time Table
* Evidence of Accomplishment
* Criteria for Evaluation

**Formulation of Learning Agreement Goals**

I will be able to (I will know how to) …

I will do the following to reach this goal …

I will need these resources …

I will do the following to assess my learning …

**EXERCISE**: The learning partners should each ponder a specific question for them respectively before discussing their ponderings together:

**Intern**: What do I most want to know or need to learn in this internship?

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**Clergy Learning Partner**: What opportunities for learning in ministry does this context provide?

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**Lay Learning Partner**: What do I wish all those in ministry knew or knew how to do?

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After each of the three learning partners has had a chance to answer their particular question, share your answers with each other and converse together about your reflections. Perhaps you might even start to craft three goals of a learning agenda with one learning goal emerging from each of your three respective responses.