

Chapter 1

BUILDING A TEAM:

Staffing

When I was in elementary school, we could hardly wait for classes to finish so we could get to the ball field. A quick snack at home, a few phone calls for recruitment, and we were on our way. Everyone in the neighborhood found a place on the team.

When I went out for high school baseball, the team was put together more selectively. Over two hundred fellows tried out, but after three cuts, less than thirty remained.

In professional sports, building a team is an art; scouting is ongoing and thorough; computer selection is a science; and fitting together a complement of players is a formidable task.

Our role as church leaders can be likened to the manager of a team. Our responsibility is not to play the whole game alone, even though the game is enjoyable and challenging, but to play well through the cooperative efforts of a team of players. Teaching the people of God the Word of God can only be done effectively when we use the skills of the whole team.

The answers to the questions which follow focus our attention on building a good educational team.

Why does staffing seem so difficult in many churches?

Staffing does not only *seem* to be a problem for churches, it *is* a chronic problem for most churches. There are a number of reasons why church programs are inadequately staffed.

First, the church experiences with its members what society at large is experiencing. Most Americans are spectators, not participants, and this attitude is prevalent in the church. People who work hard all week (especially dual income young couples) increasingly believe that they should be able to sit back on Sundays and have others minister to them. Too few have the understanding that spiritual growth is maximized by serving others.

Second, although there are some individuals who have taught faithfully for several decades, the church's teaching staff is often composed of younger and middle-aged adults. Oftentimes the teachers are relatively new in Christ or new to the church. A church that has a large senior population, or one that rarely sees growth through new members, can expect to find staffing a problem.

Third, a simple reason for staffing problems is that a church is trying to offer too much program for its staffing capabilities.

A fourth reason for staffing difficulty that is often overlooked is the attractiveness of the existing program. If the church has a great worship service, if the pastor is a gifted Bible expositor, people are not eager to miss the service. If adult learning groups are vibrant, educational, and a fun place to be, the adults will not want to give up that hour to serve in the three-year-old department.

Fifth, staffing is difficult when there exists a feeling that "only the gifted few" are able to teach. Many people do not think they have the "gift of teaching," and therefore figure that serving in the church's educational program must not be for them.

How do you find enough people to run a Discipleship program?

As leaders in the church we have direct input on the magnitude of our church's program. If we want a full-blown evangelism program, an in-depth discipleship program, a complete worship ministry with praise teams, bands and choirs and a comprehensive discipleship program, then we must realize that staffing will always be a challenge. However, where there is planned, balance program, it is possible to find enough good people for the teaching ministry of the church.

The volunteerism starting point is to continually stress that all Christians are called to serve. The example of Jesus (Mark 10:45) teaches us that we should not seek to be ministered unto (warming a pew), but to minister to others. As team leaders we need to emphasize that it is not the special or unusual person who serves, rather it is the abnormal Christian who fails to follow the Lord in this matter.

A second attitude must also be cultivated. The word *teaching* terrifies many people. But many who may not feel they have the "gift of teaching," still enjoy children. Take the example of Jim. An engineer, Jim loved the Lord and children. Jim might not have responded to the title *teacher*, but he is glorifying God doing the same thing as a *children's worker*.

A third, but sometimes overlooked, point is that in a program which is completely staffed, there is no need to find enough people. Staffing involves recruitment and retention of staff. A church that practices good care giving for its volunteers will spend less time looking for new staff.

Here are some suggestions for discovering new workers:

- Survey the congregation with a “Serving Christ Together” form. Two sample forms for recruitment are provided at the end of this chapter.
- Present the importance of serving during a new membership class. One class session should be dedicated to this.
- Look at people who are currently serving and consider if they could work in a higher level of responsibility.
- Use your teaching staff as a network of outreach for additional staff. Although recruitment should be done by program leaders, the regular workers can do a lot of public relations work among their friends.
- Conduct annual Gifts Seminars, such as Network or LifeKeys.
- Encourage sermon(s) on serving.

One last suggestion, avoid S.O.S. appeals in the bulletin to inform people of needed help. Notices such as, “We need four workers in our junior department immediately,” have a negative impact on the congregation. They tend to motivate by guilt, suggesting that any warm body will do, and communicate that the program is running poorly. No one wants to go down with a sinking ship.

Instead, focus on the positive. Enthusiastically highlight what’s happening in various educational ministries and departments. Recruit through personal contacts, and support your staff once they are recruited. The need to find as many find new educational workers will diminish with these efforts.

What is the ideal teacher like?

The literature on teacher competency reveals an ongoing controversy between whether there are innate *characteristics* of a good teacher, or if certain learned teaching *behaviors* are practiced by good teachers. Among noted characteristics, good teachers know their subject matter, they are pleasant and confident, and they value their students. Behaviorally, competent teachers individualize instruction, vary their methods, maintain a good classroom atmosphere, and teach for application. Whether we use characteristics or behaviors, there is probably no end to describing the ideal teacher.

As I have worked with people, I have become less impressed with their background and credentials, and more impressed with their attitudes and performance. What type of person would make a good educational worker? Let me observe an individual who is faithful, available and teachable, and I’ll show you a person who could work on the educational team of any church.

He may be a pipe fitter or an executive; she may be a lawyer or homemaker, but the faithful, available and teachable person who loves people and can follow a lesson plan, will minister effectively to students.

Is there a certain amount of knowledge that a person should have before he is considered for teaching?

A friend of mine became a Christian when he was 26 years old. Immediately after becoming a Christian he was encouraged to get involved teaching Sunday School. The man began to teach a class of children, and each week he studied diligently to be adequately prepared for his kids. It was not unusual for him to call up the pastor's elementary-age daughter to figure out how to pronounce the names of certain Bible personalities or book titles. If you were to now ask Dr. Donald Orvis, former seminary vice president and professor, and now president of the mission organization Face to Face what helped him grow spiritually, he would include at the top of the list his early teaching experience where each Sunday he was just "one step ahead of the pack."

There is no certain amount of knowledge that a person should have before he is considered for teaching. If people have demonstrated that they are faithful, available and teachable, they should be trusted with the position, and then helped to become effective. The younger they are in Christ, the more they need to be mentored. But with positive encouragement, these eager learners will grow quickly in Bible knowledge and spiritual maturity.

What qualifications should I have for my teachers?

I feel comfortable listing these qualifications for teachers:

- A committed follower of Christ with a desire to grow in godliness.
- A member of the church or in agreement with the church's doctrinal statement.
- One who nurtures his or her personal relationship with Jesus Christ through regular Bible study, prayer and personal worship.
- One who can commit to necessary time for personal preparation, staff meetings and shepherding of students.
- One who supports the total church ministries of worship, teaching, missions, evangelism and stewardship.

How important are job descriptions?

I admire pastors who can generate policy and procedure manuals, and who with ease can spit out job descriptions for each church ministry. Although few people enjoy paper work, most of us recognize the importance of some of those printed pages.

Job descriptions have an essential place because they spell out for the worker the expectations for his or her ministry. Would you take a position in a church if you were approached in the following manner?

Leader: Would you be able to teach in our Sunday School?

Prospect: Well, what age group would you like me to teach?

Leader: Oh...we have several openings.

Prospect: What shall I teach them?

Leader: I'm not sure what materials we're using.

Prospect: How long am I expected to teach? Who could I go to if I had any problems?

Leader: Oh, that's not important right now; we could work something out later.

Even though there might be an occasional individual who would accept a position with that ambiguity, it is wrong for a leader to expect an individual to make a decision based on inadequate information.

Rather, we need to look closely at our needs, and then spell out those needs in simple, accurate expectations. With a specific job description, a person can give sincere consideration and prayer toward an opportunity. In addition, if the individual is married, he or she could share and receive input from his or her spouse.

What should be covered in a job description?

A thorough Ministry Description is comprised of four parts :

- Definition
- Relationships
- Specific Responsibilities
- Qualifications

The *definition* specifies that the person is a member of the teaching ministry with responsibility to a specific class or age, i.e., first graders, junior highers, library, etc.

The paragraph following *relationships* describes who appointed the worker for the position (usually a program director); who will be his or her immediate supervisor (the person to whom the worker can turn to for help); and the tenure of the teaching assignment.

The *specific responsibilities* detail every aspect of what is expected of the worker. Nothing should be expected of the person unless it has been spelled out in this section.

Qualifications let the individual know that he or she is expected to walk closely with the Lord, and serve as partner in the overall ministry of the church.

A collection of job descriptions related to Christian education are given at the end of this chapter. Feel free to use the format, parts, or even whole descriptions where they apply to your church.

How long should a teacher be expected to serve?

It is important when recruiting to give teachers a specific tenure of service. Resentment can build up in people who have been serving faithfully, yet have never been asked if they want a break or would like to relinquish that area of service. Even though a person should be encouraged to look at teaching as a long-term ministry, specific terms of service must still be presented. From the sample job descriptions you will notice that their normal length of service is one year, sometimes extending to two years for administrative positions. Today, people prefer short term commitments. Many churches run their programs on a rotation basis. But for the sake of the students, a nine to twelve month term preferred.

Annual appointments:

- Allow workers enough time to adequately determine whether they are in a suitable area of ministry.
- Provides adequate time for them to be trained in that area of ministry.
- Recognizes that their personal and family situations may change over time.
- Lets them know that they have an option of terminating that area of service without a heavy guilt trip being placed upon them.

An Appointment to Ministry can be signed by teachers at the time of their first appointment and subsequent reappointments. Whether twelve-month appointments, or nine month appointments (September through May), most churches typically begin their teaching year September 1st.

My experience has been that teachers who are regularly encouraged, and serve with a team of like-minded colleagues, are more open to reappointments in successive years. Some may want a short break from their responsibility; some may desire to work in a different area; but well cared-for teachers enjoy serving. See the sample “My Commitment to Service” contract at the end of the chapter.

Who should invite volunteers to ministry opportunities?

The individuals responsible for recruiting volunteers vary depending on the size of the congregation. Typically, however, each program leader is usually responsible for the recruitment of workers within the program to which they give oversight.

The Children’s Club Director will typically recruit key leaders, who will in turn assist with the enlistment of other program workers. The Sunday School department coordinators normally recruit for their programs. The same procedure is usually followed for the youth programs, small groups and so on.

Some churches use an Education Commission or a Director of Volunteer Services to inform and coordinate recruitment efforts. These leaders typically have good administrative gifts. Their communication skills help the avoid duplication of effort and the solicitation of the same people. Program leaders who directly invite prospects into ministries need to have team spirit. For example, it is possible that as he or she presents the burden of junior high sponsorship, the person might reveal a greater desire to work with pre-schoolers. Rather than trying to persuade the prospect toward his or her own opportunity, the leader should gladly give the name of this prospective volunteer to another director.

A program leader who is sensitive in recruitment can motivate members, help other program leaders, and be assured of a fruitful ministry for the teacher placed in his/her own program.

How can we coordinate recruiting efforts?

Some churches use a form where people check all the ministry areas in which they have experience or interest. Leaders of both the educational program and other church ministries should come together at least once a quarter to study these service forms. In addition, at these meetings they can review the membership roster, attendance records for regular attendees, as well as newer people to the church.

In a smaller church the pastor often ends up being the clearinghouse for names. Nevertheless, there still is benefit in several people coming together to look at the possibilities. We each view people and situations through filters. We may tend to see a person's name and assume he or she either is or is not a prospect. The quarterly meeting of ministry leaders will elicit more workers' names, and also coordinate the recruitment of those individuals.

Once again it's worth repeating that an individual who approaches a prospective volunteer should be open to the possibility of that person desiring to serve in a different area of ministry. The senior high youth sponsor should not try to coerce someone into only working with the high schoolers. He or she should be very open to the desire of the person to lead a small group if that is their preference. There is no room for selfish attitudes when recruiting.

Also, recruitment for teaching should never be conducted in the hallway or parking lot of the church. The old adage, "You get what you pay for," is also true in volunteerism. The more personal the contact, the more accurate the picture of the task and the more enthused the leader, the more likely the prospect will respond positively to the invitation.

Program leaders are wise to first telephone a prospective worker, seeking an appointment to meet with him/her to present the teaching opportunity. At their meeting the importance of the program is explained. The specifics of the job are discussed, and the support and resources for the worker are described. This personal meeting (whether in the home, at the church or at another location—like a coffee shop) should conclude with prayer, and with the program leader promising to telephone the prospect in one week to receive their prayerful response.

If the prospect is willing to teach, materials are further explained, an appointment to ministry signed, and the new worker is asked to observe a few teachers prior to assuming the new responsibility.

If the person chooses to decline this particular opportunity, the program leader can discern if he/she would be willing to make a less demanding commitment, such as working as a substitute. Whether or not the individual accepts an appointment at this time, the leader's genuine interest in them as a person must come through clearly.

I keep recruiting people to teach, but many quit within a year. How can I stop this large turnover in staff?

Poor retention of staff can be the result of:

1. Ineffective program leaders. Many programs experience staff turnover because the program director is failing to do an adequate of leadership. Perhaps the individual is negative and rarely encourages the workers. Perhaps he/she is dominant and always tries to push his/her own ideas. Maybe the leader is conspicuously absent and the teachers feel that they have been abandoned without a resource. Failure to remove an inadequate program leader will cause the self-removing of the program volunteers.

2. Leaders who are in their child-bearing years. It is likely that those who are willing to teach in the early childhood and children's division are from the young married life stage. When a program is staffed heavily with adults in their 20s and 30s, you can expect baby fever to occasionally remove people from their volunteer ministries. However,

teachers who have enjoyed their team ministries frequently return to service once they have established a new family equilibrium.

3. Poor recruitment practices. When round people are forced into square service pegs, it is not surprising that they want out of a job for which they are not gifted. Likewise, if job expectations were not articulated up front, resignation may be perceived by the volunteer as their only option.

4. Recruitment on a rotation basis. Some churches struggling to find enough volunteers try to lower their baseline commitment level by offering people shorter terms of service. Congregations that staff positions on a quarterly or monthly basis actually exacerbate their problem. They may need four to twelve times more people to staff their ministries. Helping volunteers assume pastoral ownership for their students will strengthen retention, thus reduce recruitment needs.

5. Volunteer feelings of inadequacy. Some teachers begin to question whether they have “the right stuff” for teaching. These volunteers need not be lost. Nurturing supervision from their program leader, and encouragement from their pastor can go a long way in ministry longevity. A few calls or notes of appreciation will contribute greatly to helping volunteers keep Kingdom service as a personal value.

It seems that every Sunday I get called by a teacher stating that he or she is sick or for some reason will not be able to teach. How do I handle these continual short-notice situations?

The two most common ways of handling these situations are to find a substitute for the volunteer or to combine classes. Combining classes is a good idea where other classes are using the same curriculum, when facility space allows for a larger grouping, and where the teachers can have additional materials for full student participation in the expanded class.

A better way to handle the absentee problem is to have *standby substitutes*. Some individuals can be recruited specifically as teaching substitutes. Part of their job description would state that they would only be asked to teach once a month.

A good group from which to recruit substitute teachers is the professional educator in your church. Most teachers have had their fill of teaching by the time Friday afternoon rolls around. Although they are the most skilled in teaching, many are “childrened out” by the end of the week. Some feel a responsibility to use their gifts in the local church, but they have also voiced low enthusiasm about this additional classroom experience.

These professional educators are excellent substitutes. On relatively short notice they still do a good job in the classroom. While their joy in service may come by working on a committee or singing in a praise team, they can still use their professional skills on an occasional basis to enhance the educational ministry of the church.

A second place to get substitute teachers is from that group of people who turned down the invitation for a regular teaching position. Program leaders will find some people hesitant to assume a weekly teaching responsibility (oftentimes for very valid reasons), but when given the opportunity to serve once a month at the most, they are willing to work.

Depending on the track record of each program's teachers, two or three substitutes per department or program should be adequate to handle absentee teachers.

The staff within my department do not get along with each other. What can I do to help them?

There are many reasons why people do not get along. Differences in personality, leadership style, personal convictions and expectations are just a few of those expressed by teachers.

One place to start is to help the team members understand that "different is good." Students have a greater chance of identifying with a leader if there is diversity in the teaching team. The Body of Christ concept in 1 Corinthians 12 illustrates that ministry is maximized through the variety of the Body. For this reason, team building exercises can help teachers move beyond just tolerating someone to actually valuing that colleague.

Second, purpose or results-driven teams tend to overlook personal differences. The more we can focus people's attention on Kingdom purposes and student goals, the better the team will pull together.

Third, if a staff member is insensitive or unkind, the program leader must gently confront that person. Words or actions that negate our message as teachers cannot be ignored. A word of caution is in order, however. Sometimes this type of inappropriate behavior has roots beyond the classroom. If job or family problems are stressing the volunteer, then we need to refer them to someone who can assist them with their larger issues.

Fourth, occasionally a situation may arise where it is best to just allow one or two staff members to move into another area of service. For example, in one ministry a couple was serving faithfully with young people. When another couple joined them, however, things began to fall apart for both couples. After several meetings it became apparent that the couples would have difficulty working together. We could have spent much time working with and forcing the situation. Instead, we asked the second couple to give leadership to a new ministry that we wanted to start at the church.

As a result both programs began to grow, and both couples felt that they had a good ministry with their students. Although some may disagree with the idea of making staff changes because of differences, the bottom line is that some people do not naturally work well with others.

How do you remove a person from a job in which he is failing?

I have only known one person who felt he had the gift of confrontation. Needless to say, this individual left a trail of scars and wounds among his congregation when he was asked to resign. If you are like me, you do not like confrontations, and therefore you tend to allow a person to stay in a job longer than he/she should.

Some people who are failing know they are not doing a good job, and they are open to suggestions. Your years in leadership have also told you, however, that there are some people who are ignorant of their failure, or stubbornly want to cling to a position for personal reasons. Where there is openness to change, training is the answer. Where

there is resistance to change, or a consistent inability to fulfill job requirements, removal is the only response.

As a pastor or as a program leader, I am out of place trying to remove a person if I have not had an ongoing relationship and close supervision with that worker. For example, I should not let things build and build until I simply want to remove the individual from the position. Rather, as I see the early stages of failure, I should meet with that person to encourage him or her in those areas.

An appointment should be made by the worker's supervisor to review his/her job description. Such a review would serve as an opportunity to share areas of concern. If, after several sessions with the individual, it becomes apparent that the person cannot change or is unwilling to change, gently inform the person that at the end of the contractual period (one year) he or she needs to consider ministering in a different area. There may be one or two other areas of service in the church that you could suggest for his/her consideration.

Failure to remove an inadequate worker, especially a failing program leader, will lead to other staff withdrawing from ministry.

Do you have any suggestions for improving teacher attitudes?

My son had four different teachers in his first three years of elementary school. Two of the teachers were relatively easygoing, they allowed for individual differences, and they were positive in their outlook. The other two teachers were more regimented and negative in their outlook.

With the positive teachers, our son had a growing enjoyment for school and a greater appreciation for himself. With the teachers who put "one wrong" in big red letters (rather than 49 right), or "this work is not neat," his work degenerated, and his self-esteem fell with it.

This same idea applies to educational volunteers. The best way to improve teacher attitudes is to personally maintain good attitudes about the teachers. Here are some suggestions to help improve teacher attitudes:

First, make a personal commitment to never say anything critically harmful or negative about a third party. Second, recognize that the same commitment will not necessarily be made by others about you. Third, have a healthy view about the humanness of people and the transforming power of God. Fourth, model good, positive attitudes yourself. Fifth, keep your teachers' focus on the spiritual goals and larger vision, not on the petty problems of who took their markers.

The more we can help our teachers focus on the importance of Christ building His church, and the eternal consequences of our co-labor, the more likely they will follow the modeling of our positive attitudes.

How much communication do I need with my teachers?

Program leaders need a minimum of monthly communication, and perhaps as much as weekly visual contact with their teachers. Pastoral staff will have less direct exposure. Since most teachers do not expect the pastor or other staff members to be intimately involved with their classroom, any contacts that are made will enhance those

relationships. Educational leadership, even the senior pastor, can be involved in these types of communication builders:

- Attend a major training program where you personally take a moment to thank and affirm the teachers.
- Send an email or write a note of encouragement to each teacher annually.
- Call the teacher once or twice per year, asking them for one classroom related prayer request and one personal prayer request that you might remember in prayer.
- Where possible, sit in on a program or spend a few minutes with the staff during a department planning meeting.
- Regularly highlight on the church website or in the church newsletter some aspect of the discipleship program.
- Praise the staff or use illustrations of their classroom success.
- Incorporate in the church calendar an annual teacher recognition banquet.
- Let them know in any expressible way, “I really care.”

Summary

We are impressed when we watch a superstar make a big play. Yet the outcome of most ballgames does not depend on a solo performance, but on how well the whole team plays for the duration of the game.

In the game of Christian education we do not have one superstar. God’s plan is to equip all the saints for the work of the ministry (Ephesians 4:12). Even if we had a very talented worker, it would be unfair to that person to expect him/her to play several positions. It would also be unfair to others who would be deprived of the enjoyment of the game and the opportunity to use their skills.

As coaches we can be effective in building ministry teams. With sensitivity to the leading of the Holy Spirit and with thoughtful team- building principles, we can serve our churches well as managers and coaches.

©2002 by Ministry Transitions, Inc.

Permission granted for personal use, but not for duplication or distribution.

Notification of copywrite may not be removed from these e-articles.

SERVING CHRIST TOGETHER

Name _____ Phone _____ Date _____

Every member of the body of Christ is important for the growth and maturity of our church family. We have each been gifted to serve (I Corinthians 12). We have each been empowered to serve (Acts 1:9); and we have each been commanded to look for ways to serve (Galatians 6:10). We ask that this questionnaire be answered by every member and friend who wants to share in our service for Christ. Please check those activities in which you are willing to help; or to continue helping for the coming year; or about which you would like more information before deciding to help:

- | | |
|---|--|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Provide Occasional Office Help |
| <input type="checkbox"/> Records or Accounting | <input type="checkbox"/> Women's Ministries |
| <input type="checkbox"/> Sunday School Worker (age preferred: ____) | <input type="checkbox"/> Men's Ministries |
| <input type="checkbox"/> Sunday School Substitute (age preferred: ____) | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> Summer Children's Ministries | <input type="checkbox"/> Directing Children's Music |
| <input type="checkbox"/> Children's Church | <input type="checkbox"/> Musical Instrument: _____ |
| <input type="checkbox"/> Christian Club Program | <input type="checkbox"/> Vocalist or Praise Team |
| <input type="checkbox"/> Puppet Ministry | <input type="checkbox"/> Technology (Sound Systems, Computers) |
| <input type="checkbox"/> Youth Work, Leadership or Sponsor | <input type="checkbox"/> Community Involvement |
| <input type="checkbox"/> Greeting Visitors | <input type="checkbox"/> Library Check-out/Worker |
| <input type="checkbox"/> First-Time Visitation | <input type="checkbox"/> Graphics or Photography |
| <input type="checkbox"/> Evangelistic and Follow-up Visitation | <input type="checkbox"/> Art or Drama |
| <input type="checkbox"/> Hospital Visitation | <input type="checkbox"/> Worship Dance |
| <input type="checkbox"/> Occasionally Provide Refreshments | <input type="checkbox"/> Special Education Ministries (Disabilities) |
| <input type="checkbox"/> Occasionally Open Home for Meetings | <input type="checkbox"/> Nursery Care |
| <input type="checkbox"/> Provide Occasional Transportation | <input type="checkbox"/> Communion Preparation |
| <input type="checkbox"/> Home Bible Study Leader | <input type="checkbox"/> Kitchen |
| <input type="checkbox"/> Telephoning | <input type="checkbox"/> Sports or Coaching Clinics |
| <input type="checkbox"/> Maintenance of Church Building (specific type) _____ | |
| <input type="checkbox"/> Maintenance of Church Grounds (specific type) _____ | |
| Other Ideas _____ | |

INTEREST AND SKILLS SURVEY

For just as we have many members in one body and all the members do not have the same function, so we, who are many, are one body in Christ, and individually members one of another. And since we have gifts that differ according to the grace given to us, let each exercise them accordingly.

Romans 12:4-6a (NASB)

Jesus Christ is the Lord and Head of His Church and each believer is a UNIQUE and VITAL part of this Body. God has a ministry for each of us and we will not be spiritually or humanly fulfilled if we are not active in the ministry for which God has equipped and intended us. This is both a privilege and a basic responsibility we have as God's children. Ministry is a many peopled thing!

Here in _____ Church you have an almost unlimited opportunity for fellowship and meaningful involvement. Our purpose is to "honor God by equipping people to disciple the nations."

This survey is intended to help our staff better coordinate the total ministry of Christ through the entire body of believers and to assist you in finding and enjoying your place of ministry.

We ask that you carefully complete this survey in its entirety and return it.

If you have any questions, please ask Pastors _____,
_____, or _____.

WE NEED EACH OTHER

DATE _____

NAME _____ Phone _____ Work _____

Address _____ Zip _____

Email _____ Occupation _____

Life-Stage or Class:

Single _____ Married _____ Church Member _____

Listed below are various areas of ministry, each preceded by four boxes:

If you have ever served or participated in the area of activity in this or any other church, please check the box headed PAST.

If you are presently involved in the area of activity in this church, please check the box headed PRESENT.

If you would be willing to become involved in an activity, please check the box headed FUTURE.

If you wish to become involved but need training to do so, in addition to checking the FUTURE box, *also* check the box headed TRAINING.

MINISTRIES

PAST	PRESENT	FUTURE	TRAINING	
				<i>CHURCH OFFICERS</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Moderator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Elder
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Trustee
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Deacon
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Clerk
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Treasurer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Financial Secretary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Sunday School Superintendent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Christian Education Chairperson
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Missionary Chairperson

PAST	PRESENT	FUTURE	TRAINING	
				<i>BOARDS/COMMITTEES</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Christian Education
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Missionary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Social
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Outreach
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Decorating
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Women's Ministry
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Music and Worship
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Finance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Building

PAST	PRESENT	FUTURE	TRAINING		PAST	PRESENT	FUTURE	TRAINING	
				<i>GENERAL CHURCH MINISTRY</i>					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Head Usher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Children's Club Director
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Usher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Children's Club Worker
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Greeter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Children's Church
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Host/Hostess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Substitute Teacher
				<i>CHRISTIAN EDUCATION MINISTRIES</i>					
				BABIES AND TODDLERS (0-2 years)					YOUTH
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Coordinator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Administrative Committee Team Member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Administration and or Division Leader
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Child Care Volunteer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Teacher
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Outreach Volunteer to Neighborhood Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Small Group Facilitator
				EARLY CHILDHOOD (2-6 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Event Planner, sponsor, or Chaperone
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Retreat
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Department Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Substitute Teacher
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ADULT DEPARTMENT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Children's Club Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Coordinator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Children's Club Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Life-Stage Class Leader
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Children's Church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Teacher
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Substitute Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Substitute Teacher
				CHILDREN'S DIVISION (Grades 1-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Small Group Facilitator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Seminar Leader
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. S.S. Department Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Men's Ministries Leader
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. S.S. Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Women's Ministries
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Missionary Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Event/Outreach Planner
									GENERAL
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Sunday School Records
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. S.S Department Secretary
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Instrumentalist

PAST	PRESENT	FUTURE	TRAINING	
				<i>CHRISTIAN EDUCATION MINISTRIES, continued</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Librarian
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Children's Librarian
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Library Assistant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Media specialist and/or computers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Vacation Bible School Director
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. V.B.S. Teacher
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. V.B.S. Secretary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. V.B.S. Craft Leader
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Backyard Bible Clubs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Summer Camp Ministries
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Camp Counselor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Family Camp— Leadership
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Family Camp— Helper

PAST	PRESENT	FUTURE	TRAINING	
				<i>MUSIC MINISTRIES</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Organist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Pianist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Choir Member
			<input type="checkbox"/>	Soprano
			<input type="checkbox"/>	Alto
			<input type="checkbox"/>	Tenor
			<input type="checkbox"/>	Bass
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Instrumental Soloist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Instrumental Ensemble
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Vocal Soloist

PAST	PRESENT	FUTURE	TRAINING	
				<i>MUSICAL MINISTRIES, continued</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Vocal Ensemble
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Children's Choir Leader
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Youth Choir Leader
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Worship Leader
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Handbell Choir Member
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Handbell Choir Leader
				<i>OUTREACH MINISTRIES</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Hospitality for Groups
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Discussion Leader for Bible Studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Church-wide Outreach Events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Men's Outreach Events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Women's Outreach Events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Investigative Bible Studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Visitation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Senior Citizen's Ministry
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Shut-in Ministry
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Jail/Prison Ministry
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Hospitality for
			<input type="checkbox"/>	Youth
			<input type="checkbox"/>	Adults
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Hospitality (Unexpected) Overnight/Meals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Hospitality (Expected) Overnight/Meals

- | PAST | PRESENT | FUTURE | TRAINING | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. International Students |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Tutoring |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Nursing Home Visitor |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Food/Clothing—
Poor |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Literature
Distribution |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Ministries to the
Physically Challenged |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Rescue Mission
Work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Other |

*PROPERTY AND
MAINTENANCE*

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Air Conditioning/
Heating |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Automotive/Bus/
Van |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Carpentry/Cabinet
Work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Cement Work/
Masonry |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Cleaning/Custodial |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Electrical |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Floor/Carpet |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Glass |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Handyman |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Insurance |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Real Estate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Interior Decorating |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Landscaping/
Gardening |

- | PAST | PRESENT | FUTURE | TRAINING | |
|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Paining |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Wallpapering |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Plumbing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Roofing/Ceiling |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Snow Removal |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Other (specify) |

SPECIAL INTEREST MINISTRIES

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Arts/Crafts |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Athletic Coach
(specify sport) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Athlete (specify
sport) _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Life guarding |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Bulletin Boards/Displays |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Commercial Art |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Cooking |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Kitchen Worker |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Drama |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Puppetry/
Ventriloquism |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Lighting Effects |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Audio/Electronics |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Radio/Television |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Tape Ministry |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Projectionist |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Photography |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Driving Church
Vehicle |

SUNDAY SCHOOL DIRECTOR

DEFINITION: The Sunday School Director is a member of the church's teaching ministry with the general administrative responsibility of the entire Sunday School.

RELATIONSHIPS:

1. Responsible to the Christian Education Ministry Team
2. Reporting directly to the Pastor.
3. Work in coordination with other program directors.
4. Appointed for a two year term of service beginning in January.

SPECIFIC RESPONSIBILITIES:

1. Supervise the ministries of the age division directors.
2. Be a resource person to the age division directors and to the teaching staff.
3. Work with the Christian Education Ministry Team in providing annual training for the workers.
4. Be sure that each department has monthly unit planning sessions.
5. Maintain an inventory of current curriculum.
6. Six weeks before the beginning of each quarter, make sure the office has a list of new curriculum to be ordered.
7. Assist department leaders with names for potential new workers.
8. Build fellowship and morale among the workers.
9. Supervise teacher follow-up of students.
10. Promote the Sunday School within the church.
11. Represent the Sunday School to the Christian Education Ministry Team.
12. Work with other program leaders to coordinate the entire discipleship program of the church.

QUALIFICATIONS:

1. A committed follower of Jesus Christ, with a desire to grow in godliness through spiritual disciplines.
2. Member of the church.
3. Satisfactory completion of a criminal background check.
4. Gifts and abilities in the area of educational leadership.
5. A burden for improving the quality of our Christian education.
6. Demonstrate ability to work with people, commanding authority yet treating them with respect.
7. Supportive of the total church program of worship, education, fellowship, missions and stewardship.

EARLY CHILDHOOD DIRECTOR

DEFINITION: The Early Childhood Director shall be an administrative leader in the church's teaching ministry, giving coordination to the discipleship of children ages two years six months through Kindergarten.

RELATIONSHIPS:

1. Responsible to the Christian Education Ministry Team
2. Reporting directly to the Children's Pastor.
3. Work in coordination with other program directors.
4. Appointed for one year term of service.

SPECIFIC RESPONSIBILITIES:

1. Observe, evaluate, coordinate and give oversight to the Sunday morning educational activities within the Early Childhood division.
2. Be a resource person to whom workers in the division may come for materials, equipment or help with children.
3. Recruit teachers and workers necessary for the program functions.
4. Conduct quarterly divisional planning meetings.
5. Instruct new workers; offer counsel and guidance to all workers.
6. Provide substitutes as needed.
7. Supervise teacher follow-up of students.
8. Evaluate the effectiveness of the program and the educational workers.
9. Develop a list of curriculum needed and submit to church office six weeks in advance of a new quarter.
10. Encourage teachers to attend conferences, conventions and other training opportunities.

QUALIFICATIONS:

1. A committed follower of Jesus Christ, with a desire to grow in godliness through spiritual disciplines.
2. Member of our church.
3. Satisfactory completion of a criminal background check.
4. Educational leadership ability and gifts.
5. Demonstrated ability to understand and work with young children and adults.
6. Desire to improve the quality of spiritual formation in children
7. Supportive of the total church program of stewardship, worship, missions, fellowship and education.

CHILDREN'S WORKER

DEFINITION: A Children's Worker is a member of the church's teaching ministry, responsible for the discipleship of a class of children in grades one through six.

RELATIONSHIPS:

1. Responsible to the Christian Education Ministry Team, reporting to the Children's Division Director.
2. Work in cooperation with other educational workers.
3. Appointed for a one year term as noted in the teacher contract.

SPECIFIC RESPONSIBILITIES:

1. Weekly lesson preparation.
2. Knowledge of the children with attention to developmental characteristics and everyday life situations.
3. Consistent attendance at each division planning meeting.
4. Punctual attendance at the place of duty (arriving 15 minutes prior to starting time).
5. Follow-up of absentees through a phone call, note or visit.
6. Teaching as a team member of a department, using methods which encourage student self-discovery.
7. Willingness to share in personal and departmental training and evaluation for improvement of the learning process.

QUALIFICATIONS:

1. A committed follower of Jesus Christ, with a desire to grow in godliness through spiritual disciplines.
2. A member of our church.
3. Satisfactory completion of a criminal background check.
4. One who can commit the necessary time to personal preparation, staff meetings and shepherding of the students.
5. Supportive of the total church program of worship, missions, stewardship, fellowship and education.

NURSERY ATTENDANT

DEFINITION: The Nursery Attendant is a paid or volunteer member of the church's teaching ministry, with specific ministry to children birth to two years.

RELATIONSHIPS:

1. Responsible to the Christian Education Ministry Team.
2. Reporting directly to the Director of Early Childhood Ministries.
3. Work in cooperation with other nursery workers.
4. Appointed for a one year term of service.

SPECIFIC RESPONSIBILITIES:

1. Arrive 30 minutes prior to regular or specially scheduled services to ascertain that the nursery is in a state of readiness to receive infants.
2. Supervise the reception and identification of infants and their supplies as they arrive at the nursery.
3. Assure, as nearly as possible, that only well babies are admitted to the nursery.
4. Comfort those infants who register unhappiness or discomfort by crying.
5. Make frequent and periodic checks for soiled or wet diapers and change them as they occur.
6. Give bottles and/or other nourishment as directed by and provided by parents or guardians.
7. Maintain a state of personal cleanliness and appearance that will effectively diminish the inadvertent transmission of possible infections from one infant to another and to impart confidence to the parents.
8. Make a final check of all diapers near the end of each scheduled service to make certain the infants are returned clean and dry to their parents or guardians.
9. Make sure all bottles and other pieces of equipment are returned to proper parents/guardians.
10. Put nursery back in order in preparation for the next usage.
11. Be responsible for maintaining an adequate supply of fresh, clean linen.
12. Give adequate advance notice of expected absence to permit substitute staffing.
13. Keep Director of Early Childhood Ministries and/or the Christian Education Ministry Team informed of the needs of the nursery.

QUALIFICATIONS:

1. A committed follower of Jesus Christ, with a desire to grow in godliness through spiritual disciplines.
2. In good general health, with a negative chest x-ray annually.
3. Satisfactory completion of a criminal background check.
4. Capable of carrying out responsibilities.
5. Supportive of the total church program of worship, missions, stewardship, fellowship and education.

1ST AND 2ND GRADE DEPARTMENT LEADER

DEFINITION: The 1st and 2nd Grade Department shall be an administrative leader in the church's teaching ministry, giving coordination to the discipleship of children in the 1st and 2nd grade Sunday School.

RELATIONSHIPS:

1. Responsible to the Christian Education Ministry Team.
2. Responsible to the Director of Childhood Ministries.
3. Work in cooperation with other department leaders and teachers.
4. Appointed for a one year term of service.

SPECIFIC RESPONSIBILITIES:

1. Be aware of potential teachers and workers who may be recommended to the Director of Childhood Ministries for recruitment.
2. Be sure that teachers and workers within each department understand the nature of their task.
3. Serve as a supervisor and resource person for each unit of teaching.
4. Conduct unit planning meetings in preparation for each unit of teaching.
5. Encourage teachers to actively participate in teacher training program.
6. Make sure supplies and materials needed for teaching are available to the teachers either in the department or general office supply.
7. Encourage workers to participate in church-wide projects.
8. Maintain adequate records for follow-up purposes.
9. Supervise the class report forms for absentee follow-up, assuring that each teacher has made proper weekly contacts.

QUALIFICATIONS:

1. A committed follower of Jesus Christ, with a desire to grow in godliness through spiritual disciplines.
2. Member of the church.
3. Satisfactory completion of a criminal background check.
4. Gifts and abilities in the area of educational leadership.
5. A burden for improving the quality of the discipleship of Children.
6. Ability to work with people, commanding authority yet treating them with respect.
7. Supportive of the total church program of worship, education, fellowship, missions and stewardship.

CHILDREN'S CLUB LEADER

DEFINITION: A Children's Club Leader shall be an administrative leader in the church's teaching ministry, giving coordination to the discipleship of children grades third-sixth through the mid-week club ministry.

RELATIONSHIPS:

1. Responsible to the Christian Education Ministry Team
2. Reporting directly to the Children's Club Director.
3. Appointed for a one year term of service.
4. Work as a team member with other club leaders.

SPECIFIC RESPONSIBILITIES:

1. Assume responsibility of club members on his or her team, giving direction, assisting with Scripture memorization and following the guidelines in the club manual.
2. Follow-up on team members with visits or phone calls.
3. Participate in training sessions.
4. Assist in planning and be in attendance at outside activities.
5. Dress comfortably and appropriately for work in children's activities.
6. Attend regular club planning sessions as scheduled by the Director.
7. Participate in each club meeting, arriving at the place of duty 15 minutes prior to club time.
8. Set a personal example for the children through participation, Scripture memorization and enthusiasm for the club.

QUALIFICATIONS:

1. A committed follower of Jesus Christ, with a desire to grow in godliness through spiritual disciplines.
2. A member of our church or in agreement with church doctrine and ministry.
3. Satisfactory completion of a criminal background check.
4. A love for children and an enthusiasm for the kid's club.
5. Supportive of the total church program of stewardship, missions, fellowship, worship and education.

YOUTH ADVISOR

DEFINITION: A youth advisor is an adult member of the church's teaching ministry, giving coordination to the discipleship of junior high or senior high young people. The youth advisor will work on a team of advisors who serve as "coaches and guides" for the young people. He or she should seek to work with young people, not running their program but helping them with their own ministry.

RELATIONSHIPS:

1. Responsible to the Christian Education Ministry Team.
2. Reporting directly to the Youth Pastor.
3. Work in cooperation with other program directors and workers.
4. Appointed for a one year term of service.

SPECIFIC RESPONSIBILITIES:

1. Assist the Youth Pastor and young people in the planning of a balanced youth program.
2. Demonstrate friendliness and interested in each young person, behaving as a mature adult to whom they can come for counsel. (Remember, you are not a teenager and kids do not expect you to be one.)
3. Personally supervise one activity each month.
4. Attend social activities for your respective youth group. (This can be worked on a shared or rotation basis with other advisors.)
5. Assist the Youth Pastor in other matters pertaining to the youth ministry.

QUALIFICATIONS:

1. A committed follower of Jesus Christ, with a desire to grow in godliness through spiritual disciplines.
2. A member of our church.
3. Satisfactory completion of a criminal background check.
4. One who nurtures his/her personal relationship with Jesus Christ through regular Bible study, prayer, worship and outreach.
5. One who can commit the necessary time for personal preparation, staff meetings and shepherding of the young people.
6. Supportive of the total church ministries of worship, teaching, missions, evangelism and stewardship.

SMALL GROUP FACILITATOR

DEFINITION: A small group facilitator is a member of the church's discipleship ministry, giving leadership to the spiritual formation of adults through off-campus cell groups.

RELATIONSHIPS:

1. Responsible to the Christian Education Ministry Team.
2. Reporting directly to the Director of Discipleship.
3. Appointed for a one year term of service.
4. Working in coordination with the elders and Sunday School class leaders regarding any special needs which may arise.

SPECIFIC RESPONSIBILITIES:

1. Regular Bible Study preparation.
2. Maintain regular studies by establishing time and location for meetings.
3. Guide discussion of the assigned lesson; encourage sharing and participation by all.
4. Encourage prayer among group members for the group and concerns outside of the group.
5. Encourage participation in outreach projects selected by the group.
6. Responsible for the group covenant and any necessary changes.

QUALIFICATIONS:

1. A committed follower of Jesus Christ, with a desire to grow in godliness through spiritual disciplines.
2. A member of our church.
3. One who nurtures his/her relationship with Christ through prayer, Bible study, prayer, worship and outreach.
4. Supportive of the total church ministry of stewardship, fellowship, missions, worship and education.

MY COMMITMENT TO SERVE

Annual Commission to Ministry

I hereby receive from the Christian Education Ministry Team a commission to serve my Lord and Savior, Jesus Christ, as

from _____, 20____, until _____, 20____, at which time I may consider reappointment for another year.

As a worker in the educational program of the church, I will:

1. Give of my best in the service I have accepted. I understand that it is not exceptional ability nor outstanding qualifications, but faithfulness to the assigned task that is of supreme importance.
2. Regularly attend the planning meetings of my department or organization.
3. Remember at all times that I am working with the lives of individuals to help mold them after the life of the Son of God as set forth in the Word of God.
4. Attempt to lead in public and in private a life which is exemplary, honoring my Lord as well as having the best possible influence upon those I lead.
5. Support the total church program of worship, education, fellowship, missions, stewardship and evangelism.
6. Affirm the statement of belief established by our church fellowship.

Therefore, my beloved brethren, be ye steadfast, unmovable, always abounding in the work of the Lord, forasmuch as ye know that your labor is not in vain in the Lord.

I Corinthians 15:58

On behalf of the Christian Education Ministry Team: Dated _____

_____, Chairman

_____, Ministry Director

_____, Teacher