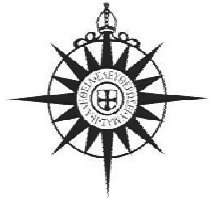


**THEOLOGICAL EDUCATION FOR THE ANGLICAN COMMUNION**  
**DEACONS, CATECHISTS AND LICENSED LAY MINISTERS TARGET GROUP**  
**VOCATIONAL DEACONS**

|  | <b>At selection evidence should be shown that ...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>At ordination evidence should be shown that ...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>After three years in orders evidence should be shown that ...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Before involvement in training others for the ministry evidence should be shown that ...</b> |
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| <b>Vocation and Discernment</b>                                                   | <p>Candidates have an understanding of their gifts, abilities and traits, have practical experience of lay ministry and have been encouraged by their church community in assisting with specifically diaconal tasks.</p> <p>Candidates are able to speak about their sense of vocation to ministry and mission, referring both to their own conviction and to the extent to which others, particularly the local church community, have confirmed it; this sense of vocation should be obedient, realistic and informed.</p> <p>Candidates have a heart and passion to find Christ in the hungry, thirsty, stranger, naked, sick and imprisoned and to lead Christian people in the loving care of the poor, sick, lonely and needy, along with the importance of advocating for them.</p> <p>Candidates have an awareness of Anglican-Episcopal tradition and practice within the local church and are willing to work within this framework and process.</p> | <p>Ordinands have a deepened and enriched sense of their gifts and an awareness of possible tension between the personal and ecclesial aspects of ministry to which they are being called.</p> <p>Ordinands should be able to articulate clearly their sense of vocation specifically to ordained diaconal ministry, including the charge to interpret the needs, concerns and hopes of the world to the church, as well as to show that in serving the helpless they are serving Christ himself.</p> <p>The local Anglican community has been prepared and is willing to receive a new deacon.</p> | <p>Deacons are able to give a clear account of their vocation to diaconal ministry and explain how that vocation has been exercised during the preceding three years.</p> <p>Deacons have had the opportunity for a episcopal review of their ministry, asking what skills need to be strengthened, what is working particularly well, what the perceptions of the community are, and what resources are available to strengthen and reaffirm the ministry.</p> <p>The particular community to which the deacon is assigned continues to accept and welcome his/her ministry, is willing to work with him/her in the gospel and to allow him/her the space for spiritual, mental and emotional growth.</p> | <p>Deacons have seen others move into diaconal ministry.</p>                                    |
| A.1                                                                               | A.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | A.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A.5                                                                                             |

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| <b>Clarity about the nature of ministry</b> | <p>Candidates have a mature view of the nature of ministry as would be expected of the average church member.</p> <p>Candidates are able to distinguish diaconal and presbyteral roles in ordained ministry.</p> <p>Candidates have some grasp of the historic understanding of the diaconate.</p> <p>Candidates appreciate the value of different roles within the whole Body of Christ.</p> <p>Candidates are aware of potentialities and limitations of ordained ministry.</p> | <p>Ordinands are able to articulate coherently Anglican understandings of the diaconate, drawing on biblical, patristic and modern texts.</p> <p>Ordinands demonstrate familiarity with responsibilities appropriate to the newly ordained working under supervision.</p> <p>The bishop, ministerial colleagues and potential supervisors, and representatives of the congregation(s) have clarified details of the exercise of the new ministry, and all are committed to mutual support. Management, accountability and support structures should be set up in awareness of the historic relationship between a bishop and deacons.</p> | <p>Deacons are firmly convinced of their calling in the diaconate and are also realistic about its challenges.</p> <p>Deacons are able to articulate their own strengths and weaknesses in ministry.</p> <p>Deacons have established some form of Christian support and partnership.</p>                                                                                                    | <p>Deacons have a clear understanding, of the roles, tasks, potential and limitations of the diaconate.</p> <p>Deacons have themselves ministered in more than one context.</p> |
| B.1                                         | B.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | B.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B.4                                                                                                                                                                                                                                                                                                                                                                                         | B.5                                                                                                                                                                             |
| <b>Spirituality and faith</b>               | <p>Candidates are baptized, confirmed and regular Anglican communicants.</p> <p>Candidates show evidence of commitment to a regular discipline of corporate and individual prayer, worship and Bible reading.</p> <p>Candidates have an understanding of the Christian faith and a desire to deepen that understanding.</p> <p>Candidates can demonstrate personal commitment to Christ and the power of the love of God in their lives.</p>                                      | <p>Ordinands show evidence of lives increasingly formed and sustained by trust in and dependence on the gifts and grace of God.</p> <p>Ordinands demonstrate commitment to loving service in the Church rooted in a sustained and growing love of God in Christ.</p> <p>Ordinands are rooted and growing in a disciplined life of prayer shaped within the demands of initial training and the expectations of public ministry. This may well be expressed by taking on a rule of life.</p> <p>Ordinands have faced and been challenged by any questions about God and Christian belief raised by the process</p>                         | <p>Deacons have taken the opportunity during the years in ministry for a reassessment of their spiritual discipline.</p> <p>Deacons have explored what 'occasional' further spiritual resources are helpful in their ministerial life eg retreat, quiet days, conference etc.</p> <p>Deacons have developed ways of sharing the spiritual life of the community they have been serving.</p> | <p>Deacons are confident to talk about and assist others with their life of prayer.</p>                                                                                         |

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| C.1                                                           | C.2                                                                                                                                                                                                                                                                                                                                                                                    | <p>of training.</p> <p>Ordinands have developed basic skills of interpretation to make connections between their own life experience and the Christian tradition of faith.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | C.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | C.5                                                                                                                                          |
| <p><b>Personality, character and integrity</b></p> <p>D.1</p> | <p>Candidates are mature and stable, able to face change and pressure in a flexible and balanced way.</p> <p>Candidates are outgoing, and not too introverted.</p> <p>Candidates are keenly aware of and responsive to 'need', both in individuals and in society as a whole.</p> <p>Candidates are people who are particularly challenged by injustice and oppression.</p> <p>D.2</p> | <p>Ordinands demonstrate insight, openness, maturity and stability in the face of pressure and changing circumstances.</p> <p>Ordinands are able to reflect with insight on personal strengths and weaknesses, their gifts and their vulnerability.</p> <p>Ordinands demonstrate evidence of personal and spiritual growth and self-awareness.</p> <p>Ordinands exercise appropriate care of self, accountability to others and are aware of how to access support when needed.</p> <p>Ordinands are open to others and also able to keep confidences.</p> <p>Ordinands have deepened their commitment to the prophetic element to Christian discipleship and ministry, particularly by drawing upon biblical models.</p> <p>D.3</p> | <p>Deacons display insight, openness, maturity, integrity and stability in public ministry.</p> <p>Deacons continue to reflect with insight on personal strengths and weaknesses, their gifts and their vulnerability.</p> <p>Deacons exercise appropriate care of self, work-life balance and accountability to others, and can access support when needed.</p> <p>Deacons have developed a personality and character worthy of example.</p> <p>Deacons have important interests and concerns outside the church.</p> <p>D.4</p> | <p>Deacons have demonstrated their ability to work in a way that is collaborative and enables others.</p> <p>D.5</p>                         |
| <p><b>Relationships</b></p>                                   | <p>Candidates are able to establish good relationships with many different types of people.</p> <p>Candidates are aware of the demands of human relationships.</p> <p>Candidates has a basic understanding of the biblical patterns of and demands on</p>                                                                                                                              | <p>Ordinands form and sustain good relationships, not only with those who are like-minded but also with those from whom they differ.</p> <p>Ordinands value and practise integrity, respect for others, empathy and honesty in their relationships, and learn from them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Deacons can form and sustain relationships across a wide range of people, particularly in situations of conflict and stress.</p> <p>Deacons have become role models of good practice in a wide range of pastoral and professional relationships.</p> <p>Deacons are able to draw appropriate</p>                                                                                                                                                                                                                               | <p>Deacons have reflected on how groups work.</p> <p>Deacons show awareness of the importance of avoiding creating dependency in others.</p> |

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| E.1                                                   | <p>human relationships.</p>                                                                                                                                                                                                                                                              | <p>Ordinands build good relationships outside the church.</p> <p>Ordinands have the ability to mobilise others to carry out diaconal ministry.</p> <p>Ordinands understand issues of sexuality, gender and power, particularly in relation to working with colleagues of the opposite sex.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>boundaries in their professional and ministerial life.</p>                                                                                                                                                                                                                                                                                                                                           | E.5                                                                              |
| <p><b>Leadership and collaboration</b></p> <p>F.1</p> | <p>Candidates are recognised as a person who has the respect both of the local congregation and within the wider community and who is both able to offer leadership and to accept the leadership of others.</p> <p>Candidates is aware of the importance of working collaboratively.</p> | <p>Ordinands value the importance of effective ministerial leadership, and of the role of the minister in providing an example of love and faith as a witness to the servanthood of Christ.</p> <p>Ordinands are alert to the need for different methods and styles of leadership.</p> <p>Ordinands have learned from practical engagement in working collaboratively with others in the life of the church.</p> <p>Ordinands show willingness to receive the authority of others.</p> <p>Ordinands demonstrate ability to recognise and mobilise the gifts of others.</p> <p>Ordinands demonstrate openness toward and ability to gain from the experience of still being in training.</p> <p>Ordinands have some experience of the working of groups, and the use of use to enable or disable others.</p> <p>Ordinands understand responsibility and decision-making, its implementation and follow-up.</p> | <p>Deacons demonstrate the ability to supervise others in a varied range of roles and responsibilities.</p> <p>Deacons have developed their own leadership style, appropriate to the work of diaconal ministry.</p> <p>Deacons continue to demonstrate the ability to work collaboratively and in teams and groups.</p> <p>Deacons show clear ability to recognise and nurture the gifts of others.</p> | <p>Deacons have had experience of supervising others in ministry.</p> <p>F.5</p> |

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| <p><b>Awareness of context</b></p> <p>G.1</p>     | <p>Candidates show sensitivity to their cultural context, and have the ability to make wise observations about the world around them.</p> <p>Candidates have some experience of seeking to meet some of the immediate needs of their community.</p> <p>Candidates have some awareness of world issues and of the differing response of the church to diverse contexts.</p> <p>G.2</p>                                                                                                                                                                                   | <p>Ordinands demonstrate some understanding something of the geographical, historical, political, cultural, social (and possibly linguistic) context in which they live, and are developing the tools to make interpretive connections and theological sense of these contexts.</p> <p>Ordinands display a good understanding of the local setting of their ministry.</p> <p>Ordinands show particular awareness of the pains and stresses in their own context, and of the spiritual and ethical issues raised there.</p> <p>Ordinands are able to communicate to others an understanding of context in order to enable the Christian community to respond to it.</p> <p>G.3</p> | <p>Deacons have demonstrated the ability to effectively mobilise others to meet need and engage in advocacy in the public arena.</p> <p>Deacons are able to be both committed to and objective about their own context, and recognise the dangers of being driven by its pressures and duties.</p> <p>Deacons have experience of dealing with various social and cultural situations, and can make interpretive connections and theological sense of these contexts.</p> <p>Deacons are able to articulate issues of contextualization / inculturation of the Christian faith.</p> <p>G.4</p> | <p>Deacons can express with clarity the interpretative connections suggested in the preceding column.</p> <p>G.5</p> |
| <p><b>Biblical and theological competence</b></p> | <p>Candidates have the necessary intellectual capacity and quality of mind to undertake a course of theological study and preparation and to cope with the intellectual demands of ministry.</p> <p>Candidates show an understanding of the Christian faith and a desire to deepen their understanding.</p> <p>Candidates have a broad understanding of the scope of the Bible.</p> <p>Candidates understand the importance of biblical interpretation.</p> <p>Candidates have some appreciation of the value of church history, liturgy, ethics and social action.</p> | <p>Ordinands have successfully undertaken a course of <i>biblical and</i> theological study.</p> <p>Ordinands have a clear grasp of the major statements of faith held by Christians, especially those held by Anglicans, and an understanding of how they may have application to contemporary issues.</p> <p>Ordinands have a good overall view of the Bible and its major themes and divisions.</p> <p>Ordinands understand the importance of the community's reading of the Bible in the light of Christian tradition and God-given reason.</p> <p>Ordinands have integrated their theological learning with their practice of prayer and worship.</p>                        | <p>Deacons have continued to study scripture, using the Bible across a wide range of settings and have become proficient in appropriate contextualization and application of biblical teaching.</p> <p>Deacons have demonstrated an on-going desire to grow in understanding by participation in Continuing Ministerial Education / Post-Ordination Training and other means of education.</p> <p>Deacons make time for on-going learning and reflection with ordained and lay colleagues, including, where possible, others engaged in diaconal ministry.</p>                                | <p>Deacons have a good grasp of biblical and theological knowledge.</p>                                              |

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|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Ordinands are aware of the need for continuing theological study throughout their ministry.</p> <p>Ordinands demonstrate some understanding of the ways in which Christian beliefs and practices have developed over time and are developing in varying contexts.</p> <p>As reflective practitioners, ordinands are able to engage thoughtfully and critically with a wide range of people in order to communicate the gospel and encourage others to learn and explore.</p> <p>Ordinands have reflected on the history, theology and contemporary understandings of the diaconate, particularly as it is understood within Anglicanism.</p>                               |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                  |
| H.1                         | H.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | H.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | H.4                                                                                                                                                                                                                                                                                     | H.5                                                                                                                                                                                                                                                                                              |
| <b>Practical competence</b> | <p>Candidates show some familiarity with parochial, diocesan and provincial / national church structures.</p> <p>Candidates have gifts for and a desire to proclaim the word, communicate the gospel and teach the faith.</p> <p>Candidates have a general appreciation of the liturgical tradition, and the roles that deacons may play in the liturgy.</p> <p>Candidates show the potential to exercise the practical aspects of specifically diaconal ministry.</p> <p>Candidates have some experience of basic administration or are willing to learn.</p> <p>Candidates show awareness of the need for training in the practical aspects of</p> | <p>Ordinands have had experience in and are competent to exercise the specific liturgical roles that are linked to diaconal ministry in their context.</p> <p>Ordinands have had experience of a range of pastoral situations, show that they have learned by dealing with these and can demonstrate the capacity to be a provider of pastoral care.</p> <p>Ordinands demonstrate an awareness and some experience of the church's role and opportunities in public life, and in collaborative and well-informed working with ecumenical partners, other faith communities and secular agencies.</p> <p>Ordinands can demonstrate communication skills appropriate to the</p> | <p>Deacons be competent and at ease about exercising the specific liturgical, teaching and pastoral roles that are linked to diaconal ministry.</p> <p>Deacons have undertaken training for any additional roles that may be delegated to them after a number of years in ministry.</p> | <p>Deacons have had basic training in counselling and adult education skills.</p> <p>Deacons have had considerable experience of a teaching role within the local church setting.</p> <p>Deacons are recognised in the community as being proficient practitioners of the diaconal ministry.</p> |

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| I.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ministerial formation. | I.2 | context.<br><br>Ordinands show understanding of how adults and children learn in order to nurture others in faith development.<br><br>Ordinands understand basic administration including stewardship of resources, vision, prioritisation, collaborative working, finance and accountability. | I.3 | I.4 | I.5 |
| <b>Mission and evangelism</b><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><b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|                          |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                              |                                                                                           |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| K.1                      | K.2                                                                                                                                                                  | <p>Ordinands have a good grasp of Anglican theology of ministry, and a good basic grounding in Anglican doctrine, theology, liturgy, history, ethics, pastoral care and method.</p> <p>Ordinands have some understanding of Anglican spirituality, and the importance for Anglicans of the interface between liturgy and doctrinal and ethical issues.</p> | K.4                                                                                                                          | K.5                                                                                       |
| <b>Spouse</b><br><br>L.1 | <p>Candidates has fully discussed with spouse (and family as appropriate) the consequences and demands of possible selection, training, ordination and ministry.</p> | <p>Ordinands are supported by their spouse to move into the new stage of their ministry.</p> <p>Ordinands have a reasonable and worked out plan for a balanced and well-integrated family life and ordained ministry.</p>                                                                                                                                  | <p>Families are asked how the ministry has impacted on them and attention is given to any problems which are identified.</p> | <p>Deacons have engaged in considered reflection on the role of a spouse in ministry.</p> |
|                          | L.2                                                                                                                                                                  | L.3                                                                                                                                                                                                                                                                                                                                                        | L.4                                                                                                                          | L.5                                                                                       |