

BAPTIST REGISTRATION: ANNUAL REVIEW OF THE REGISTRATION DEVELOPMENT AGREEMENT (RDA)

The goal of this review is to have a detailed and robust *conversation* about the previous Registration Development Agreement, encouraging the Baptist Registrant to reflect on what has worked well, what has worked *less* well and what needs to happen going forward. This is also an opportunity for the reviewer to have a greater understanding of the professional development needs of the registrant. With this conversation as the foundation, a plan for the year ahead can be constructed collaboratively that forms the basis of the new Registration Development Agreement in order to maintain:

- holistic well-being.
- personal, relational, and professional integrity and accountability.
- ongoing growth and learning.
- organisational safety; and,
- ongoing connection with the wider Baptist movement

External Supervision

(1) What has worked well	(2) What has been less effective /hasn't worked well?	(3) What needs to happen / what is the plan for the upcoming year?
Questions to consider: Have all the sessions been attended and has the registrant met the commitments of the RDA under the Baptist Union of New Zealand? (BUNZ) What does the registrant see as the benefits of supervision? What has worked well in the session / has the time/day worked well?	Questions to consider: Where attendance has not been consistent, what have been the blockages/obstacles? What has the registrant found difficult about external supervision	Questions to consider: What does the plan for the year ahead look like? How will items identified in column 2 be addressed to make supervision more beneficial and to ensure attendance is as per the requirements?

Personal Growth and Learning (1)

(1) What has worked well	(2) What has been less effective /hasn't worked well?	(3) What needs to happen / what is the plan for the upcoming year?
<i>Questions to consider: What has been the registrant's most significant learning experience and why? How has learning been integrated into practice? What learning goals have been achieved for the year and how have these impacted the registrant's life and ministry? If there was any movement away from planned goals, why was this and what personal growth and learning took place instead that still met the RDA requirements outlined by the Baptist Union of New Zealand (BUNZ)?</i>	<i>Questions to consider: What learning options was the registrant unable to complete and why? What were the obstacles in place that inhibited the learning goals to be met? e.g., Were the goals set realistic, did the direction change, were there financial obstacles etc</i>	<i>Questions to consider: What does the personal learning and growth plan for the year ahead look like? How will items identified in column 2 be addressed to make personal growth and learning outcomes achievable and beneficial to the context of the registrant's ministry context? What are the particular focus points in the year ahead for this ministry context and what steps will be taken to achieve these goals? (TIP – Use the next sheet to outline learning outcomes and activities in more detail)</i>

Personal Growth and Learning (2) - Setting learning outcomes

Learning outcomes describe what a registrant hopes to learn and apply to their ministry. Whereas learning activities describe how a person is going to achieve those outcomes. This tool is designed to make sure the learning outcomes agreed on in the annual review are clear, and that activities chosen support those outcomes. Aim for a minimum of 2-3 learning outcomes but write as many as appropriate for the registrant in the year ahead.

[illegible]

Whānau Engagement

(1) What has worked well	(2) What has been less effective /hasn't worked well?	(3) What needs to happen / what is the plan for the upcoming year?
<i>Questions to consider: In what ways have each of the whānau engagements benefited the registrant personally, in their ministry, and within the church? (Discuss each whānau event attended)</i>	<i>Questions to consider: What planned whānau engagements did the registrant not attend and why? What were the obstacles in place?</i>	<i>Questions to consider: What does whānau engagements plan for the year ahead look like? Why are these options being chosen? How will items identified in column 2 be addressed to make whānau engagements achievable and beneficial to the context of the registrant's ministry context?</i>

PLEASE ALSO CONFIRM with the registrant that they have a current police vet / Ministry of Justice check in place

YES / NO ? (NB this is a requirement of registration)