

# Eight Year Assessment Conference | Asking Tough Questions

J Leach | Wesley House Cambridge | February 2018

## Tough Questions

The processes of clergy development require a safe enough space in which challenging questions can be creatively addressed. Boards of Ministry and clergy with oversight responsibilities need to be able to raise and discuss difficult subjects with candidates and colleagues. What kind of issues do you dread having to tackle? Alcohol/chemical dependencies? Competence? Debt or financial impropriety? Domestic violence? Physical or mental health? Sexual abuse? Sexual misconduct?...

## Creative supervision methods



This workshop will explore the dynamics of asking tough questions through creative supervision methods. These are largely taken from dramatherapy and gestalt practice and result from the development of methods of supervision consonant with this mode of working.

In broad terms, creative methods of supervision complement an incarnational theology that insists that 'we only learn to live in heaven in the presence of our maker, saviour and lover when we learn to live on earth in the here and now, inhabiting the space in which God has placed us.'<sup>i</sup> This means dealing with things in our bodies...

The core concepts with which we shall work, therefore, are:<sup>ii</sup>

### 1 Embodiment

'...embodiment work can include sensory work, movement, warm-ups, sounds, dance and all bodily means of expression.' (Jennings p67).

### 2 Projection

'projection can include sand play, painting, drawing, clay work, writing, object sculpts and body sculpts.' (Jennings p67)

### 3 Role

'Role can include improvisation, script work, role play and enactment.' (Jennings p67)



## Supervision for Effective Ministry: The Three Legged Stool

Effective clergy development means keeping in play the three legs of the three legged stool of supervision devised by Inskipp and Proctor:

1. **Normative** –What are the rules? What are the measures?  
What are the sanctions?
2. **Formative** – What is the goal? What needs learning? What resources are available?
3. **Restorative** – Who is the person? How is the person? What support is needed?



## Initial Bibliography

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<http://www.methodist.org.uk/media/1848/supervision-policy-290617.pdf>

Chesner & Zografou, *Creative Supervision across Modalities*, London & Philadelphia: JKP 2014

Mooli Lahad, *Creative Supervision*, London & Philadelphia: JKP 2000

E Tselikas-Portmann ed., *Supervision and Dramatherapy*, London & Philadelphia: JKP 1999

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<sup>i</sup> Rowan Williams, 'A Theology of Health for Today' in J Baxter ed., *Wounds that Heal: Theology, Imagination and Health*, London: SPCK 2007: p14

<sup>ii</sup> For a use of this paradigm in supervision see Sue Jennings, 'Theatre based supervision' in Elektra Tselikas-Portmann ed., *Supervision and Dramatherapy*, London & Philadelphia: JKP 1999:62-79

