

Pastoral Leadership: Principles and Practices

Reformed Theological Seminary (Atlanta)
June 18-21, 2024 | Tue-Fri. 9:00am-4:30pm

Professor | Dr. John Currie

CONTACT

Dr. John Currie
Email: jcurrie@wts.edu
Office: 215-510-9779

Course Description

This course will equip pastors to be leaders who prioritize preaching as the primary means by which the church is led. Through intentional reflection on the theology and practice of leadership, the pastor's identity as a leader, how best leadership practices can be applied in pastoral context, and how these practices relate to the primacy of preaching, students will be trained for the stewardship of deploying the principles and practices of leadership in service to Christ's mission.

Assignment Overview

Class Participation	10%
Required Reading	40%
Final Presentation	50%

Assignments

Class Participation

This course makes use of several case studies and in course readings or recordings for discussion. The professor will assign and describe the readings or recordings a day prior to class discussion and facilitate case studies on the day of class. Students will be expected to fully participate in case studies and complete reading, viewing, or listening assignment outside of class time and be prepared to discuss the content and implications for church leadership during assigned class discussion.

Required Reading

Works already read from either the pre-course or post-course required reading may be substituted by one or more of the works from the post-course “choose one” list.

Pre Course: Due June 17, 2024, at 11:59 pm Eastern. 20%

Submit a statement of percentage read to the on-line course page.

- John Calvin, *Institutes of the Christian Religion*, Book IV: I-6 (107 pages)
- John Murray, *Writings*, vol. 2, chapters 26-28 (30 pages)
- Dane Ortlund, *Ministry in the New Realm: A Theology of 2 Corinthians* (Crossway: Wheaton, Il.) 2023, 115-141 (26 pages)
- Geerhardus Vos, *The Teaching of Jesus Concerning the Kingdom of God and the Church*, (Fontes Press, 2017). All (100 Pages)

Post Course: Due August 30, 2024, at 11:59 p.m. Eastern. 20%

Write a 2.5-page, 12-point font double spaced, summary of the implications and applications from each of the following works for your leadership as a pastor-

- Bruce Gordon, *Calvin*, (Yale: New Haven, CT) 2009, 121-180, 198-216, 250-303 (130 pages)

- R.B. Kuiper, *The Glorious Body of Christ*, (Banner of Truth: Scotland, UK, 1967), pp. 120-169.
- Hughes Oliphant Old, *Worship Reformed According to Scripture*, (Westminster John Knox Press, Louisville, 2002), pp. 1-6, 23-32, 161-176.
- Choose one of the following: (Audio book permissible)
 - John Currie, *The Pastor as Leader: Principles and Practices for Connecting Preaching & Leadership* (Crossway: Wheaton, IL, 2024) All.
 - Max De Pree, *Leadership is an Art* (Crown Business: New York, NY, 2005) All.
 - C. John Miller, *The Heart of a Servant Leader* (P&R: Phillipsburg, NJ, 2004) All.
 - Albert Mohler, *The Conviction to Lead: 25 Principles for Leadership that Matters*, (Baker Publishing Group: Grand Rapids, MI, 2012), All.
 - Harry Reeder, *3D Leadership*, (Christian Focus: United Kingdom, 2018), All.

Leadership Presentation Due August 30, 2024, at 11:59 p.m. Eastern.

This is not an in-class presentation. Submit a copy to the on-line course page.

Envision yourself as a candidate for your desired pastoral call. You have been asked to give a 20-minute presentation of your *philosophy of pastoral leadership* to the committee conducting the pastoral search. Create a video or slide presentation (with an accompanying written document) employing the principles and practices addressed in course lectures and materials to present your *philosophy of pastoral leadership*. Your presentation should be professional, persuasive, personalized, and substantive enough to warrant 20-minutes of the committee's time.

Grading will be based on:

- Evident knowledge of and interaction with material presented in class and through lectures and assigned materials.
- Personalized application of course material to the presenter's own leadership philosophy.
- Stewardship of the presentation in its preparation and professionalism.

<u>MDiv* Student Learning Outcomes</u> <i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<u>Rubric</u> ➤ Strong ➤ Moderate ➤ Minimal ➤ None	<u>Mini-Justification</u>
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	The practice of preaching for with conviction and clarity toward pastoral purposes is a distinct emphasis of the course.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	The sufficiency and <i>functional</i> authority of the Scriptures and primacy of the Scriptures preached is central to the thesis and content of the course. Principles and practices are self-consciously rooted in the exposition of the Scriptures.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Works from principle to practice with the principles being self-consciously consistent with the Westminster Standards. Intentional use of the Standards and historic Reformed to examples to ground leadership practices in Reformed convictions.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Intentional and foundational emphasis on the Christ-like character and conduct of the pastor as a leader.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Moderate	Is premised upon and promotes the sufficiency of Scripture for leadership in all aspects of pastoral leadership. Sees equipping the saints for kingdom seeking service in their God appointed spheres as an outcome of pastoral leadership.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Has an intentional "outward" focus and earnestly equips the student for love-motivated servant-leadership, while remaining unapologetically within the Reformed theological tradition.
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading, and shepherding the local congregation, aiding in spiritual maturity, concern for non-Xns.	Strong	Deals with multiple functions of pastoral ministry (preaching, prayer, vision setting etc.) and how these functions are focused on the mission of the church.

Class Policies

Recording Policy

You may record the class records for *personal use only*, to supplement personal notetaking. Public distribution in any form is prohibited.

Zoom Policy

Your professor may allow you to Zoom into class or watch Zoom recordings for excused absences based on the professor's discretion and subject to the availability of equipment. Students should contact their professor well in advance of the class meeting. For a third absence the Registrar should be consulted. Your professor may require additional interactive assignments to offset the absence of classroom interaction. Sync or Remote Live courses have priority for the limited Zoom equipment.

Extension Policy

All assignments and exams are to be completed by the deadlines announced in this syllabus or in class.

Extensions for assignments and exams due within the normal duration of the course must be approved beforehand by the Professor. Extensions of two weeks or less beyond the date of the last deadline for the course must be approved beforehand by the Professor. A grade penalty may be assessed.

Extensions of greater than two weeks but not more than six weeks beyond the last deadline for the course may be granted in extenuating circumstances (i.e. illness, family emergency). For an extension of more than two weeks the student must request an Extension Request Form from the Registrar's Office. The request must be approved by the Professor and the Academic Dean. A grade penalty may be assessed. (RTS Catalog p. 46 and RTS Atlanta Student Handbook p. 18)

Any incompletes not cleared six weeks after the last published due date for course work will be converted to a failing grade. Professors may have the failing grade changed to a passing grade by request. (RTS Catalog p. 49)