

# Marks of Faithful and Effective Christian Education/Formation Practitioners

- ❖ Able to think critically.
- ❖ Engages the stories of the Christian faith and the stories of God's people throughout time and history.
- ❖ Engages in sacramental living and recognizes the power of ritual and practice to form and transform the life of faith.
- ❖ Engages in professional development as time and resources allow.
- ❖ Knowledge and understanding of human, faith, generational, and spiritual developmental theories and research.
- ❖ Able to translate theological and biblical concepts across age levels and life stages.
- ❖ Able to utilize varied teaching and learning styles across age levels and life stages.
- ❖ Has knowledge and understanding of multiple intelligence theories and cultural frameworks for learning.
- ❖ Able to present and engage learners in processes of guided discovery that lead to the learners' insights and decisions.
- ❖ Is self-aware and engaged in his/her own experience and story of faith.
- ❖ Is committed to and participates in intentional continuing education that develops increased levels of expertise and experience.
- ❖ Engages in ongoing development of (professional) relationships with peers/colleagues through informal and formal networks and organizations (i.e. Association of United Church Educators, Religious Education Association).
- ❖ Actively engages in and is knowledgeable of the denomination's expressions of basic history, identity, and ethos, including justice, global, interfaith, and ecumenical perspectives, and is able to relate them across age levels, life stages, and individual faith history.
- ❖ Advocates on behalf of each group within a congregation for intentional faith formation.
- ❖ Advocates for appropriate faith formation and engagement which addresses the particular needs of all populations within the congregation.
- ❖ Engages with and participates in all aspects of a congregation's ministry and mission and advocates for a faith formation perspective throughout all aspects of the congregation's ministry and mission.
- ❖ Actively engages in a regular practice of goal setting and assessment of the work/ministry in cooperation with the congregation he/she serves.
- ❖ Able to teach others to teach—not as the sole faith former/educator of the congregation, but teaching with others and beside others.
- ❖ Able to lead and equip others to lead, develop programs, and fashion faith formation within the congregation.
- ❖ Models and maintains healthy boundaries in all aspects of the faith community life and in all relationships within the community of faith he or she serves.

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*The Association of United Church Educators welcomes feedback regarding these Marks, as this is a document still in process. Please send your comments to us at [info@auce-ucc.org](mailto:info@auce-ucc.org).*

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