

Missional Imagination: What is God calling us to be and to do in the 21st Century?

Presenter: Stephen Harrison

A changing and challenging world calls us to use imagination in our thinking and acting in mission. Stephen's sessions will provoke us to open ourselves to new ways of seeing, being, dreaming and doing in response to all God is calling us to do and be in the 21st Century.

Session 5: Throw away the hammer: How to create new ideas for mission

Missional imagination is important in shaping how we implement our vision. In this session we will explore some creative tools for new experiments in mission and ways to improve the strategies we have now.

Suggested Reading

Mission Action Evaluation Tool – Stephen Harrison

<https://www.aplaceformission.org/evaluating-mission-anglican-schools/>

Introduction

How can we be creative in implementing our mission?

How do you come up with ideas that work?

We have tools that we don't use enough.

Mission Action Evaluation Tool

- Based on Bronfenbrenner
- Process focuses on Person Process Context Time

Tip 1: Put the process in the context of the most effective microsystem.

Microsystems are the small settings that students participate in such as family, school and church. Generally the family is the most influential microsystem. This means that a process

that occurs in the family environment is likely to have a more significant effect than those occurring in others such as school or church. Research on the social influences acting on young people of the type you are working with can help to identify which microsystem might be the most significant for any particular process.

Tip 2: Use as many microsystems as possible.

Processes don't need to be placed in only one microsystem. It might be possible to have a particular process occur in multiple settings such as school and family. When this occurs the effectiveness is likely to be increased. For instance research indicates that if reading to children is done both at home and school, rather than in only one of these contexts development is enhanced.

Tip 3: Address the impacting issues from the macrosystem.

The macrosystem is the overarching system that contains elements such as a person's culture or religion. In its broadest conception it is the society the person lives in. This system provides instructions for the lower systems such as family and school. It may be beneficial to think of the influences coming from these larger systems and consider how to identify and address them through your chosen process. For instance consumerism may be a particularly dominant influence on young people's thinking and worldview. It may undermine elements of their emerging spirituality. Actions might be taken to help them reflect on the nature of these influences in order to allow them make more conscious decisions.

Tip 4: Increase complexity over time.

Processes should become more complex over time if development is to continue. Once an individual has mastered a particular process further development may not occur unless it is changed to make it more difficult or challenging. This could include increasing the complexity of the content or changing the type of interaction.

Tip 5: Leverage close relationships.

Close relationships can enhance development. Those people who have the most significant relationship with the developing person in any setting should be involved. For example it is more likely that a classroom teacher who spends many hours with students will be more influential than a chaplain who may only see them once a week.

<https://researchoutput.csu.edu.au/en/publications/all-the-pieces-matter-a-framework-for-evaluating-mission-in-angli>

Drama in Six Acts

- We are in an unfolding story
- It's your chapter. What are you going to write?

Resources

Faithfulandeffective.com

Aplaceformission.org