

## ACCESS ministries Key Capability Matrix for Chaplains

**Key Capabilities and Five Competency Levels that will serve the *raison d'être* of ACCESS ministries.**

**The following matrix identifies nine key capabilities required of chaplains. Key capability will have an appropriate level of competency. Chaplains will be required to attain a level of competencies appropriate to their responsibility. It follows that no one person would have all capabilities at the highest level [1 being the base level and 5 the highest level]. Each successive level presumes, but not always, competency in the preceding levels.**

	Level One	Level Two	Level Three	Level Four	Level Five
<b>PROFESSIONAL/TECHNICAL</b>					
<p><b>Theological &amp; Ecumenism</b> Refers to the historical doctrines of Christian Faith tradition, and their various denominational expressions. This capability also includes a sound knowledge of the Christian Scriptures*. It is mandatory to be an active practicing Christian in good standing with their nominating church.</p> <p><i>*Standard canonical books of the Jewish and Christian Bibles previously referred to as the Old and New Testaments</i></p>	Demonstrates an awareness of and respect for different expressions of the Faith.	Is empathetic with and possesses a sound understanding of other Christians.	Is effective in articulating the basic tenants, and is active in encouraging the Christian Faith and Ecumenism.	Possesses a profound understanding of, and actively promotes within the broader community, the Christian Faith and Ecumenism.	Possesses and articulates a profound understanding of the history of Christianity, and is highly effective in maintaining and developing the Christian Faith and Ecumenism throughout the community.
<p><b>Religious Ed &amp; Education</b> Refers to the specific teaching practices and principles of religious education in general, and an understanding of the Government School System in Victoria.</p>	Has an understanding of and is able to articulate the basic principle of RE as it applies to the pluralistic school context and the issues related to the maintenance and promotion of RE in Government Schools.	Has an understanding of current specific teaching practices and principles and is able to effectively conduct RE lessons in schools.	Has the capacity to train others to teach and understand the basic principles of teaching <i>Religion in Life</i> <sup>®</sup> .	Has a sound understanding of the secular school system, curriculum development.	Has a deep understanding of RE and educational trends generally locally and globally, and is capable of providing leadership in the development and maintenance of the <i>agreed syllabus</i> .
<p><b>Counselling</b> Refers to the practice and principles of appropriate school based pastoral care and counselling.</p>	Has an understanding of the principles and practice of counselling, and has effectively exercised basic pastoral care in a welfare and/or business environment.	Has completed at least one CPE unit or its equivalence in training or experience.	Has a sound understanding of the principles, models and practice of counselling. Demonstrates high effectiveness in counselling.	Has the training and capabilities to facilitate basic training in counselling principles and techniques.	Has a profound understanding of the training opportunities available for counsellors and trends, and is able to apply this to current and future needs within a school.

	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>	<b>Level Five</b>
<p><b>Pastoral Care</b> Refers to the practiced and principles of appropriate school-based pastoral care.</p>	Has an understanding of the principles and practice of pastoral care.	Has completed some training in pastoral care.	Has demonstrated a high effectiveness in pastoral care.	Has the training and capabilities to facilitate basic training of the principles and practice of pastoral care.	Has an understanding of the broad opportunities for training, understands the needs and trends and is able to apply this to current and future needs of a school community.
<p><b>Leadership</b> Refers to the ability to create a shared vision, to firmly uphold the core values* and practices of the organisation, establish a learning environment, and to build empowering bridges between the now and the future.</p> <p>*Core values: as listed on page 3 of <b>ACCESS ministries</b> 'Core Values' booklet</p>	Demonstrates and promotes the use of effective organisational and administrative skills. Consistently acts to uphold the core values and policies.	Is very capable in convening and facilitating teamwork, nurturing and developing the professional skills of others, and addressing staff welfare appropriate to the work place.	Is very capable in communicating the goals of the organisation, and is very effective in developing with the team appropriate strategies for their implementation.	Demonstrates leadership that promotes learning, trust and empowerment for high achievement now and for the future. Is very capable of developing and maintaining a positive, happy and productive work place.	Is able to create a corporate vision, and strategise for the immediate and long-term future. Is highly effective in communicating the vision broadly and demonstrating care, concern and understanding of the team, thereby building a bridge between the now and the future.
<p><b>Information Technology and Communication</b> Refers to operational use and understanding of IT&amp;C.</p>	Is able to use software applications pertinent to position and for the basic manipulation of files. Is able to use email facilities to send and receive emails and manage attachments.	Is capable of advanced use of applications, including use of internet services and routine maintenance procedures.	Is able to configure standard hardware, software applications and operating system to maintain and upgrade existing systems. Possesses a set of portable skills and understandings applicable across software packages, and is able to apply this capability to emerging needs	<b>Has a profound understanding of specific IT applications used by ACCESS ministries, including the inter-relatedness of hardware and software, ( networked computers and electronic means of communicating across the broad ACCESS ministries community.)</b>	Has a broad understanding of office IT systems generally and is able to discern, direct, and initiate upgrades or new developments to keep abreast of the industry and to ensure <b>ACCESS ministries</b> is operating at optimum levels to achieve its mission and business objectives.
<p><b>Community development</b> Chaplains will have an understanding of community development. Chaplains operate in a number of communities.</p>	Is able to identify and understand the essential components of the communities involved in a successful chaplaincy.	Is able to competently operate in each of the communities and communicate effectively through sensitive adaptation to the needs of the communities	Particularly in view of the strategic central place of the school community is able to facilitate networks amongst the local communities to enhance cooperation and strategic alliances.	Able to set up particular programs within the relevant communities that are in keeping with the broad aims of ACCESS ministries and the school	Has strategic leadership role in one or more of the related communities enabling the coordinated and proactive and implementation of the broad <b>ACCESS ministries</b> vision to help make a difference in schools.

<p><b>Record keeping</b> Chaplains must be able to keep records as needed by the school, <b>ACCESS ministries</b> and statutory requirements</p>	<p>Is able to keep and manage a diary and to make and keep secure essential records of pastoral contacts. To conform to the school's expectations regarding records needed for reporting on students progress within the academic curriculum.</p>	<p>Is able to conform to the requirements of keeping information about clients and colleagues in regard to the provisions of the State and Federal governments privacy Acts and any adaptations of these Acts at the school level or <b>ACCESS ministries</b></p>	<p>Be able to keep any records kept secure as required by law either through maintaining them locked in a suitable container or using secure data base software.</p>	<p>Able to reproduce records As needed for school reporting process or in making appropriate contributions to case management or as required by law if subpoenaed by a court.</p>	<p>Will have the ability to develop policy around all the requirements for appropriate record keeping pertaining to their role in the school and <b>ACCESS ministries</b>.</p>
<p><b>Public Relations</b> Refers to the ability to relate to people locally and globally in a way that will promote the well being of the organisation, and the establishment and maintenance of a network of appropriate responsibilities and commitments.</p>	<p>Is able to communicate effectively with <b>ACCESS ministries</b> people pertinent to the position held.</p>	<p>Is able to communicate effectively with various internal and external <b>ACCESS ministries</b> people providing a high level of customer service, and to promote the work of <b>ACCESS ministries</b>.</p>	<p>Is able to understand and implement with clarity and effectiveness the personal and written communication skills required between the organisation and the general public. Possesses the negotiation skills necessary to solve issues and conflicts within the organisation.</p>	<p>Is very able in managing and promoting positive internal and external communication, including conflict resolution and risk management strategies. Is very effective in communicating with external 'gatekeepers' and 'decision-makers'.</p>	<p>Is readily able to develop, strategise, maintain and communicate the corporate vision and goals to <b>ACCESS ministries</b> people, 'gatekeepers' and general public.</p>
<p><b>Financial Management</b> Refers to the use and knowledge of the management of financial resources as they relate to fundraising by local Chaplaincy committees and the PAYE package for individual <b>ACCESS ministries</b> employees.</p>	<p>Is able to read, understand and keep track of the <b>ACCESS ministries</b> pay slips and Master Card records.</p>	<p>Is capable of managing their personal budgets and funds related to their day to day work as a chaplain.</p>	<p>Is able to develop and manage school based budgets for the effective operation of Chaplaincy and special access accounts and to maintain appropriate records.</p>	<p>Is able to manage the Chaplaincy committee accounts, and prepare and present the accounts for audit.</p>	<p>Has a profound understanding of financial and business matters and management, and possesses the ability to effectively manage the relevant financial function and communicate financial matters to management.</p>