

## SECTION 6 REFLECTIONS ON FIELD EDUCATION



### Editor's Introduction

The last section of this year's volume of *Reflective Practice* includes two essays from the world of field education. Leslie Veen, who is director of contextual education at Pacific Lutheran Theological Seminary in Berkeley, California, examines the relationship between Jethro and Moses, as portrayed in chapter 18 of Exodus, to tease out the elements that make the supervisory/mentor relationship effective. In her essay "Jethro and Moses: A Biblical Model for Supervision from Exodus 18," Veen focuses her insights around three core elements for effective supervised ministry: relationships, reflection, and re-action. Whether readers are within the Judeo-Christian tradition or not, they will find Veen's reflections helpful.

Brady Bryce is director of contextual education and assistant professor of practical theology at the Graduate School of Theology at Abilene Christian University in Abilene, Texas. He shares his experience gained from transitioning from the role of a seasoned pastor into the world of academic field education, a distinction he describes as a shift from "knowing how" to "teaching how." In order to ease this transition, Bryce initiated an ethnographic study of theological field educators. He interviewed his peers at a variety of seminaries, focusing on three areas: how directors of field education perceive their work, the details of the requirements of their respective programs, and the future of the discipline. His essay, "Stumbling into Theological Field Education: Exploring the Move from 'Knowing How' to 'Teaching How,'" recounts his personal journey and the results of his research into the nature and parameters of the discipline of theological field education.

Scott Sullender  
Editor

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