Worship, Teaching and Curriculum

God created the earth and calls us to care for it. Doing so is part of our worship and witness as we respond to a creation that is groaning.

Theological Educational Institutions participating in Eco College come from a broad variety of traditions. This brings enormous breadth and richness, but makes it challenging to craft one survey that embraces the language and practice of every tradition – therefore, please interpret these questions within your context. If a question includes an activity that is not relevant in your setting, please opt for 'NA'.

Please use the 'Comments' box at the end of this category to expand on any of your answers, including where you have answered 'Other', and anything else related to this survey category. Refer to the Eco College Overview document for further guidance about completing this category. For more information and to look at all the Eco College questions, visit the Eco College webpage.

Commitment

1. Our college recognises that creation care and action to address the climate and nature crises are integral to Christian faith, life and worship and we have made a commitment to A Rocha UK's Eco College award scheme.

- ☐ Yes
- ☐ No

Theme 1: Collective worship and prayer

2. Our collective worship acknowledges and celebrates God's relationship with, and work in, creation.

- ☐ Routinely
- ☐ Occasionally
- ☐ Never
- ☐ NA

3. Our college celebrates special days and seasons relating to creation care (e.g. Season of Creation, Harvest, Environment Sunday, Rogation Sunday, saints' days, animal blessing services).

- ☐ Routinely
- ☐ Occasionally

- ☐ Never
- ☐ NA

4. Our worship provides opportunities to lament the destruction of and damage to creation, and to confess and repent of our part in this.

- ☐ Routinely
- ☐ Occasionally
- ☐ Never
- ☐ NA

5. Creation care and an ecotheological dimension are embedded in our college's preaching.

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☐ NA

6. Our college prays for global, national and local environmental issues and for those who work to safeguard and renew creation.

- ☐ Routinely
- ☐ Occasionally
- ☐ Never
- ☐ NA

7. Our college worships outdoors, in God's creation (regular services or special services).

- ☐ Routinely
- ☐ Occasionally
- ☐ Never
- ☐ NA

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8. Our college recognises that worship resources have an impact on climate and nature and chooses those that are as sustainable as possible (e.g. local/seasonal flowers, foam-free floral arrangements, non-fossil fuel wax candles, organic wine).

- ☐ Mostly
- ☐ Partly
- ☐ Not at all
- ☐ NA

Theme 2: Teaching and curriculum

9. We ensure that students have a scientific awareness and understanding of the climate and nature crises.

- ☐ Yes
- ☐ Somewhat
- ☐ No

10. Our curriculum embeds concern for creation in the scientific and theological content of our courses via the following (choose all that apply):

- ☐ One-off talk or occasional speaker
- ☐ Annual speaker/lecture
- ☐ Specialist/standalone courses (e.g. certificate, diploma, BA, MA)
- ☐ Optional modules/unit
- ☐ Compulsory specialist module
- ☐ Integrating it within the entire curriculum
- ☐ Conferences
- ☐ Other
- ☐ No action yet

11. We integrate an environmental perspective into the following areas of study (choose all that apply):

- ☐ Old Testament studies
- ☐ New Testament studies
- ☐ Doctrine
- ☐ Ethics

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- ☐ Church history
- ☐ Mission
- ☐ Pastoral studies
- ☐ Worship
- ☐ Preaching
- ☐ Leadership
- ☐ Eschatology
- ☐ Other
- ☐ No action yet

12. Through teaching and learning, students gain an understanding of how the church can be pivotal in helping communities respond to climate change and the loss of biodiversity. Course content includes (choose all that apply):

- ☐ Climate resilience
- ☐ Climate justice
- ☐ Sustainable communities
- ☐ Partnership with other churches
- ☐ Partnership with other faith groups
- ☐ Partnership with wider community groups (e.g. local councils, secular sustainability groups)
- ☐ Pastoral support (e.g. for eco-anxiety)
- ☐ Working with children and young people
- ☐ Other
- ☐ No action yet

13. Students are equipped and prepared to advocate for creation. This is explored in relation to the following areas of ministry (choose all that apply):

- ☐ Prayer for global, national and local issues
- ☐ Worship, liturgy, and preaching
- ☐ Congregational growth opportunities (e.g. Lent courses, study groups)
- ☐ Marking life events (e.g. baptisms, dedications, weddings, funerals)
- ☐ Other
- ☐ No action yet

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14. Our college provides placement opportunities that focus on environmental mission and ministry. We do this by (choose all that apply):

- ☐ Placement preparation (e.g. students investigate their placement's environmental awareness)
- ☐ Training of supervisors (e.g. on environmental and/or climate justice issues)
- ☐ Encouraging placements in churches with substantial environmental engagement (e.g. a silver or gold awarded Eco Church)
- ☐ Offering opportunities for placements with Christian environmental charities or organisations
- ☐ Encouraging and facilitating placement reflections and reports that include engagement with environmental and/or climate justice issues
- ☐ Other
- ☐ No action yet
- ☐ NA

15. Specific callings to environmental ministries are affirmed equally alongside other ministries/vocations in our college.

- ☐ Yes
- ☐ Somewhat
- ☐ No

16. The college supports environmental teaching through ensuring adequate resources are available, including (choose all that apply):

- ☐ A well-resourced library
- ☐ Highlighting denominational resources (students' own and other denominations)
- ☐ Highlighting resources relating to special events/seasons (e.g. Season of Creation, Lent, Advent)
- ☐ Highlighting Christian environmental organisations (e.g. A Rocha UK, A Rocha International, Climate Stewards, JustMoney Movement, Green Christian, The John Ray Initiative)
- ☐ Highlighting other faith and non-faith organisations
- ☐ Other
- ☐ No action yet

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17. Our college intentionally considers how creation and issues of justice are depicted in our graphics (e.g. website, handouts, works of art, photos).

- ☐ Yes
- ☐ Somewhat
- ☐ No

Theme 3: Monitoring and evaluation

18. We review and evaluate the environmental content and impact of our teaching.

- ☐ Routinely
- ☐ Occasionally
- ☐ Never

Theme 4: Equipping and upskilling staff

19. Our college staff are aware of the climate and nature crises and feel equipped to carry out their roles.

- ☐ Yes, all of them
- ☐ Some training is needed
- ☐ No, not at all

20. Our teaching staff are aware of, and are competent to teach, the environmental aspects of their subject areas.

- ☐ Yes, all of them
- ☐ Some training is needed
- ☐ No, not at all

21. Those responsible for pastoral care (or the equivalent) in our college are aware of and feel equipped to respond to the environmental needs of students, such as eco-anxiety.

- ☐ Yes, all of them
- ☐ Some training is needed
- ☐ No, not at all