

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	EQUIPPING LEADERS FOR NEXT-GEN MINISTRY 装备新一代事工领袖 CHED CM21 XP
Date	MAY 1 – JUN 12, 2025 MONDAYS & THURSDAYS (2 DAYS PER WEEK) (NO CLASS ON MAY 19TH DUE TO PUBLIC HOLIDAY)
Time	9:00AM – 12:00PM
Delivery Format	IN-PERSON ONLY
Instructor	DR. TERESA TONG, DMin (汤邱佩华博士) Email: ttong.ccst@tyndale.ca
 加拿大華人神學院 Canadian Chinese School of Theology	
Class Information	The classes will be delivered in person on the above-mentioned dates/times. Office Hours: by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

本课程旨在启发学生如何作新一代（婴儿至 21 岁）事工的领袖，以培育他们的信仰发展。除圣经基本的领导原则外，服侍这年龄层需要特别的知识和技能，例如如何联系父母与教会合作；建立涵盖宽广年龄层和各类技能的义工团队。更且新一代在这瞬息万变的世代面临各种挑战，要领导此事工需有敏锐的异象和评估课程的策略，以致能应对新需求，培育这些幼苗。在本课程中，学生会认识到自己性格的特色及属灵恩赐，从而懂得建立稳健的事工团队，与家长及义工作合宜的互动沟通。通过课堂上的小组讨论及案例示范，学生将认识到圣经领导的技能和实用的事工理念，成为敬虔、有效的新一代事工领袖。

This course develops students with an understanding of leadership in Next-Gen Ministry (newborn to 21 years old) for nurturing their faith development. In addition to biblical leadership principles, being a leader of this age group requires specific knowledge and skills, such as linking parents and church as partners; building a volunteering team that span over a great variety of age groups and skill sets. With challenges young people face in this fast-paced world, it is necessary to cast new visions or evaluate curriculum to respond to the emerging needs of Next-Gen. In this course, learners will identify their personality and spiritual gifts for building a healthy team and interacting well with parents and volunteers. Through small group discussions and projects, students can learn biblical leadership skills and practical ministry ideas for serving as a godly and effective Next-Gen leader.

II. LEARNING OUTCOMES

读毕本科，学员可以:

At the end of the course, students will be able to:

1. 认知目的

Learning Outcomes in the Cognitive Domain

探讨如何有效地带领和支援新一代事工

Examine key factors for leading and supporting Next-Gen Ministry effectively

确定父母是教会在建立孩子信仰方面的合作伙伴

Identify parents as partners with church in building faith of children

察验自己的个性、互动方式和属灵恩赐，以增强于新一代事工的领导及沟通力

Examine personality, interaction style and spiritual gifts to enhance leadership in Next-Gen ministry and communication

2. 感知目的

Learning Outcomes in the Affective Domain

确定事工中健康团队合作的重要性

Identify the significance of healthy team work in ministry

确定作为领导者拥有平衡生活的重要性，并作反思

Identify the significance of leading a balanced life as a leader and reflect on it

3. 实践目的

Learning Outcome in the Practical Domain

以属灵领导的核心概念，及创意性的方法，在安全环境下应用于新一代事工
Apply core spiritual leadership concepts to Next-Gen ministry in a creative and safe way

确定及应用有效的方法与家长配合，去培育孩子的属灵生命，及对父母提供支持
Identify and apply effective ways of family-church partnership for fostering young life's faith and extending support to parents

III. COURSE REQUIREMENTS

A. REQUIRED READING 指定阅读

1. 赵锦德著。《云端上的领导》。香港：福音证主协会，2013。
2. Peter Scazzero. *The Emotionally Healthy Leader*. Grand Rapids, MI: Zondervan, 2015.
彼得. 史卡吉罗著。《领袖真性情：由心而发的八个领导智慧》。麦伟光译。香港：宗教教育中心，2021。
3. 任万镐著。《孩子涌进教会》。台北：中国主日学协会，2020。
4. Maxwell, John C. *The 21 Irrefutable Laws of Leadership*. Nashville, TN: Thomas Nelson Publishers, 2000.
约翰. 麦斯威尔著。《领导赢家：领导力 21 法则》。萧欣忠、林静仪译。台北：道声出版社，2000。

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS 建议阅读

1. Wong, Enoch. *How Am I Going to Grow Up?: Congregational Transition among Second-Generation Chinese Canadian Evangelicals and Servant-Leadership*. Carlisle, UK: Langham Publishing, 2021.
2. Maxwell, John C. *The Indispensable Qualities of a Leader*. Nashville, TN: Thomas Nelson Publishers, 2000.
约翰. 麦斯威尔著。《天生领导：领袖 21 特质》。徐显光译。台北：道声出版社，2000。
3. Bell, Phil. *Team up! The Family Ministry Playbook for Partnering with Parents*. Loveland, CO: Group Publishing, 2015.

4. Nakkula, Michael J. and Eric Toshalis. *Understanding Youth: Adolescent Development for Educators*. Cambridge, MA: Harvard Education Press, 2006.
5. Alley, Steve. *Growing a Healthy Children's Ministry: A Step-by-Step Handbook to Cultivating Christian Kids in Any Environment*. Cincinnati, OH: Standard Pub., 2002.

Adams, Steve. *Children's Ministry on Purpose: A Purpose Driven Approach to Lead Kids toward Spiritual Health*. Grand Rapids, MI: Zondervan, 2017.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. ASSIGNMENTS AND GRADING

请按照以下所述的日期，完成及呈交功课。

The following assignments are to be completed as described below, submitted by the dates.

1. 阅读作业 (第一部分 12% 加 第二部份 38%，一共 50%)

Reading Assignment (Part A 12% + Part B 38% = 50% of final grade)

- a. 于当日上午课前，完成教科书中的阅读作业 《云端上的领导》和《领导力 21 法则》。在阅读材料中找出引起您兴趣或注意的重点，在课堂小组分享。(12%)
Finish the reading assignment from the textbook “Leading from the Cloud” and “The 21 Irrefutable Laws of Leadership” before class and identify points in the readings that caught your attention or interest. Share in a small group during class (12%)

达成教学成果 #1, #2

Related to outcomes #1, #2

阅读作业 Reading Assignment	小组讨论日期 Small Group Discussion
《云端上的领导》第 1 章 Chapter 1 (pp.16-91)	5 月 05 日 May 05
《云端上的领导》第 2 章 Chapter 2 (pp.94-135)	5 月 12 日 May 12
《云端上的领导》第 3 章 Chapter 3 (pp.138-191)	5 月 22 日 May 22
《领导力 21 法则》第 1-7 章 Chapter 1-7 (pp.1-92)	5 月 26 日 May 26
《领导力 21 法则》第 8-14 章 Chapter 8-14 (pp.93-164)	6 月 02 日 June 02
《领导力 21 法则》第 15-21 章 Chapter 15-21 (pp.165-240)	6 月 09 日 June 09

学期结束前读完课本《领袖真性情：由心而发的八个领导智慧》及《孩子涌进教会》。

Finish reading the textbook “The Emotionally Healthy Leader” and 《孩子涌进教会》 before the term ends

- b. 阅读反思、评论、应用 (16 页纸。38%, 截止日期：6 月 16 日)

Reading Reflection, Critique and Application (Total: 16 pages, 38%, due on June 16, 2025)

达成教学成果 #1, #2, #3

Related to outcomes #1, #2, #3

从阅读作业中《云端上的领导》挑选 1 课，从《领导赢家：领导力 21 法则》挑选 2 个法则，从《领袖真性情：由心而发的八个领导智慧》的两个部分各挑选 1 课，及从《孩子涌进教会》挑选 1 个部分（年龄组），引起你兴趣的重点，对每书（集中于选定的议题）各提交 4 页纸的报告，总结要点（附加引文注译），以及作出反思、评论，说明它们如何对带领新一代事工有所帮助，并从每书提出 2 个实际应用的建议。

Finish the required reading assignment on the four textbooks. Identify one chapter from “Leading from the Cloud”, two qualities from “The 21 Irrefutable Laws of Leadership”, one chapter from each of the two sections of “The Emotionally Healthy Leader” and one section (age group) from 《孩子涌进教会》 that caught your attention. Summarize the key points (with quotes) for the selected points, 4 pages for each book, to reflect, critique and specify why they are applicable to Next-Gen Ministry. Suggest 2 practical applications from the selected points of each book.

2. 实际推行新一代事工 (第一部分 25% 加 第二部份 25%，一共 50%)

Application in Next-Gen ministry (Part A 25% + Part B 25% = 50% of final grade)

达成教学成果 #1, #3

Related to outcomes #1, #3

每位学生将被编入小组，每组负责为一间虚拟的教会（详情在堂上公布）裡的新一代事工，设计及推行一个崭新的项目或改进现有的体系，例如建立团队、家庭与教会合作、评估和推行新课程、招募义工的运动、外展事工等。

Each student will be assigned to a small group, tasked with designing and implementing a new strategy or enhancing an existing framework for the Next-Gen Ministry (Children or Youth Ministry) based on a hypothetical church model (details to be provided in the first class). Possible focus areas include team building, family-church partnership, volunteer recruitment, ministry outreach, and the roll out of a new curriculum.

a. 提交事工示范预展计划 (25%, 截止日期：6月05日)

Ministry showcase proposal (25% due on June 05)

设计必须包括一份 5 页的书面提案，旨在向教会的教牧及长执领袖作具体的建议，以获得他们的认可和支持。

The design has to include a **5-page written proposal** aimed to present to pastors and leadership board of the church for their approval and support.

b. 事工设计的示范 (25%, 示范日期：6月12日)

Showcase presentation on a designated Next-Gen Ministry (25% presented on June 12)

接下来的一周，小组将在20分钟内以短剧、幻灯片、短片演示等创意性的方式，展示整个推行的过程。学生亦须对其它组别的展示，作出合宜的评论与建议。

In the following week, the group is to present the process in creative ways, such as skits, slides, video presentation, etc., within a period of **20 minutes**. Other groups have to observe and give insightful comments (positive suggestions for improvements).

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at

the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. 作业和评分摘要

SUMMARY OF ASSIGNMENTS AND GRADING

评估基于完成作业

Evaluation is based upon the completion of the following assignments:

作业 Assignment	评分 Portion	截止日期 Due Date
阅读作业 + 参与小组讨论 #1 Reading Assignment + Small Group Discussion #1 《云端上的领导》第1章 Chapter 1 (pp.16-91)	2%	5月05日 May 05, 2025
阅读作业 + 参与小组讨论 #2 Reading Assignment + Small Group Discussion #2 《云端上的领导》第2章 Chapter 2 (pp.94-135)	2%	5月12日 May 12, 2025
阅读作业 + 参与小组讨论 #3 Reading Assignment + Small Group Discussion #3 《云端上的领导》第3章 Chapter 3 (pp.138-191)	2%	5月22日 May 22, 2025
阅读作业 + 参与小组讨论 #4 Reading Assignment + Small Group Discussion #4 《领导力 21 法则》第1-7章 Chapter 1-7 (pp.1-92)	2%	5月26日 May 26, 2025
阅读作业 + 参与小组讨论 #5 Reading Assignment + Small Group Discussion #5 《领导力 21 法则》第8-14章 Chapter 8-14 (pp.93-164)	2%	6月02日 June 02, 2025
提交事工示范预展计划 Submit ministry showcase proposal	25%	6月05日 June 05, 2025
阅读作业 + 参与小组讨论 #6 Reading Assignment + Small Group Discussion #6 《领导力 21 法则》第15-21章 Chapter 15-21 (pp.165-240)	2%	6月09日 June 09, 2025
事工设计的示范 Showcase presentation on a designated Next-Gen Ministry	25%	6月12日 Jun 12, 2025
阅读作业的反思与研究 Response Paper on selected topics from the four textbooks	38%	6月16日 June 16, 2025
总分 Total	100%	

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

学生须详读学科日历 [Academic Calendar](#)，明瞭学术诚信，性别区分之用词，恰当适用于学术性文章，延期或迟交的作业，学科的评分及作业的交还皆须预知遵守。

Recording 录音和录像

We respect the privacy rights of all our students and instructors. Therefore, all voice and video recording require consent of everyone involved in class.

为保障同学和老师的私隐权，课堂上的录音和录像必须得到每一位同意才可进行。

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aau@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards

maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened. Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

上课日期及内容

课程 Lesson#	日期 Date	内容 Content
1	5 月 01 日 May 01	新一代事工属灵领袖的 7 条支柱（第 1 部分） 7 Pillars of spiritual leadership in New-Gen Ministry (Part 1)
2	5 月 05 日 May 05	新一代事工属灵领袖的 7 条支柱（第 2 部分）+ 阅读作业 #1 7 Pillars of spiritual leadership in New-Gen Ministry (Part 2) + Reading Assignment #1
3	5 月 08 日 May 08	团队: 招募义工教导新一代 Team: Volunteer recruitment
4	5 月 12 日 May 12	团队: 建立健康团队 + 阅读作业 #2 Team: Team Building + Reading Assignment #2
5	5 月 15 日 May 15	家庭与教会: 伙伴合作 Family-Church: Partnership
6	5 月 22 日 May 22	家庭与教会: 单亲家庭事工+ 阅读作业 #3 Family-Church: Single parent family ministry + Reading Assignment #3
7	5 月 26 日 May 26	评估和推行新课程 + 阅读作业 #4 Evaluating and implementing new curriculum + Reading Assignment #4

8	5 月 29 日 May 29	外展: 本地的新一代事工 Outreach: Local Next-Gen Ministry
9	6 月 02 日 June 02	外展: 海外短宣 + 阅读作业 #5 Outreach: Oversea Short-term mission + Reading Assignment #5
10	6 月 05 日 June 05	前瞻定立新异象 + 提交事工示范预展计划 Vision Casting + Submit showcase proposal
11	6 月 09 日 June 09	新一代事工保安政策 + 阅读作业 #6 Safety and security policy in Next-Gen Ministry + Reading Assignment #6
12	6 月 12 日 June 12	介绍及示范事工示范设计 Showcase presentation of a Next-Gen Ministry

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

约翰. 麦斯威尔著。《重新得力 21 分钟：领袖灵粮》。高祖云、徐显光译。台北：道声出版社 2005。

赵锦德著。《策略领导：教会领导锦囊》。香港：福音证主协会，2017。

刘忠明、卢龙光著。《像样的教会管理：教牧信徒合作无间之道》。香港：福音证主协会，2018。

巴默尔著。《未来在等待的教育》。宋伟航译。台北：校园出版社，2015。

余惠娥著。《给孩子全面的跨代教会生活》。台北：中国主日学协会，2020。

Clark, Chap. *Hurt 2.0: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker Academic, 2011.

Dollar, Brian. *I Blew It: The Biggest Mistakes I've Made in Kid's Ministry - and How You Can Avoid Them*. Springfield, MO: Influence Resources, 2012.

Holmen, Mark. *Building Faith at Home: Why Family Ministry Should Be Your Church's #1 Priority*. Colorado Springs, CO: David C. Cook, 2007.

Joiner, Reggie. *Think Orange: Imagine the Impact When Church and Family Collide*. Colorado Springs, CO: David C. Cook, 2009.

Miller, Sue, and David Staal. *Making Your Children's Ministry the Best Hour of Every Kid's Week*. Grand Rapids, MI: Zondervan, 2004.

Penner, James, Rachael Harder, Erika Anderson, Bruno Desorcy, and Rick Hiemstra. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church*. Ontario: The EFC Youth and Young Adult Ministry Roundtable, 2011.

Siegel, Daniel J. *Brainstorm: The Power and Purpose of the Teenage Brain*. New York: Jeremy P. Tarcher/Penguin, 2013.

Spooner, Bernard M., Ross West, Phil Lineberger, Norma S. Hedin, Jason Caillier, Cory Hines, Charles Smith, et al. *Children's Christian Education: 12 Essentials for Effective Church Ministry to Children and Their Families*. Coppel, TX: Christian Leadership Publishing, 2015.

Stonehouse, Catherine. *Joining Children on the Spiritual Journey: Nurturing a Life of Faith*. Grand Rapids, MI: Baker Books, 2001.