



Queries for reflection, discussion and learning

Chapter 17: The Quaker way of right ordering

Queries for individual reflection

1. What do I understand by the term 'right ordering'? Where do I notice this positively influencing the work of the meeting? What is happening when it works well?
2. Have I ever noticed a lack of right ordering? What might be causing neglect of right ordering in a meeting matter that needs it?
3. In what circumstances might my actions or my presence – or absence – be part of right ordering? To what extent do I feel I am an essential part of the meeting's formal structures and processes?

Queries for pastoral groups

1. What is our role in the right holding of meetings for worship for business? What does this ask of us, both during meetings for business and at other times?
2. How do we respond to the idea that we have a part to play in supporting Friends in their appointed roles and other Quaker service? How might we go about this?
3. Our group has formal communications links with others who are involved in a number of matters that we also have a responsibility for, such as meetings for worship for special occasions, financial matters, children and young people's work, etc. Can we map the formal links we are aware of, looking for areas that we are less sure about, and areas that need our particular attention?

Queries for meetings

1. 'We bring ourselves to all our Quaker business and processes, together with our sense of humour, our warmth and our real personalities. Being real together in the Spirit is in fact how our Quaker processes work.' How do we establish a habit of being this real with one another in our meeting?
2. What is the spiritual basis of our practice of corporate discernment? How can our meeting embody and express the spiritual foundations of the Quaker decision-making processes?
3. How do we fulfil our legal and moral responsibilities in matters of employment or finance? How do our Quaker testimonies influence our conduct and communications in these matters?