

A photograph of two hikers walking away from the camera on a grassy mountain trail. The hiker in the foreground is wearing a plaid shirt, shorts, and a backpack, with arms outstretched. The second hiker is further ahead. The background shows rolling hills and a bright, hazy sky.

Spiritual Formation Student Handbook

Ready to Start Your Journey?

CONTENTS

1. Contact the Australian College of Ministries

2. Introduction to Spiritual Formation

3. Formation Group Requirements

- 3.1 Formation Group Absence Policy
- 3.2 Substitution Work for Any Absence of Approximately 4-6 Hours
- 3.3 Formation Group Covenant
 - 1. Student Development Chart Areas
 - 2. Student Development Chart
 - 3. ACOM Spiritual Formation Group Covenant
 - 4. Choosing a Mentor
 - 5. Mentor Covenant

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1. Contact ACOM

Staff email addresses can be found on the [ACOM website](https://www.acom.edu.au): To contact the National Office please call 1800 672 692 or email info@acom.edu.au

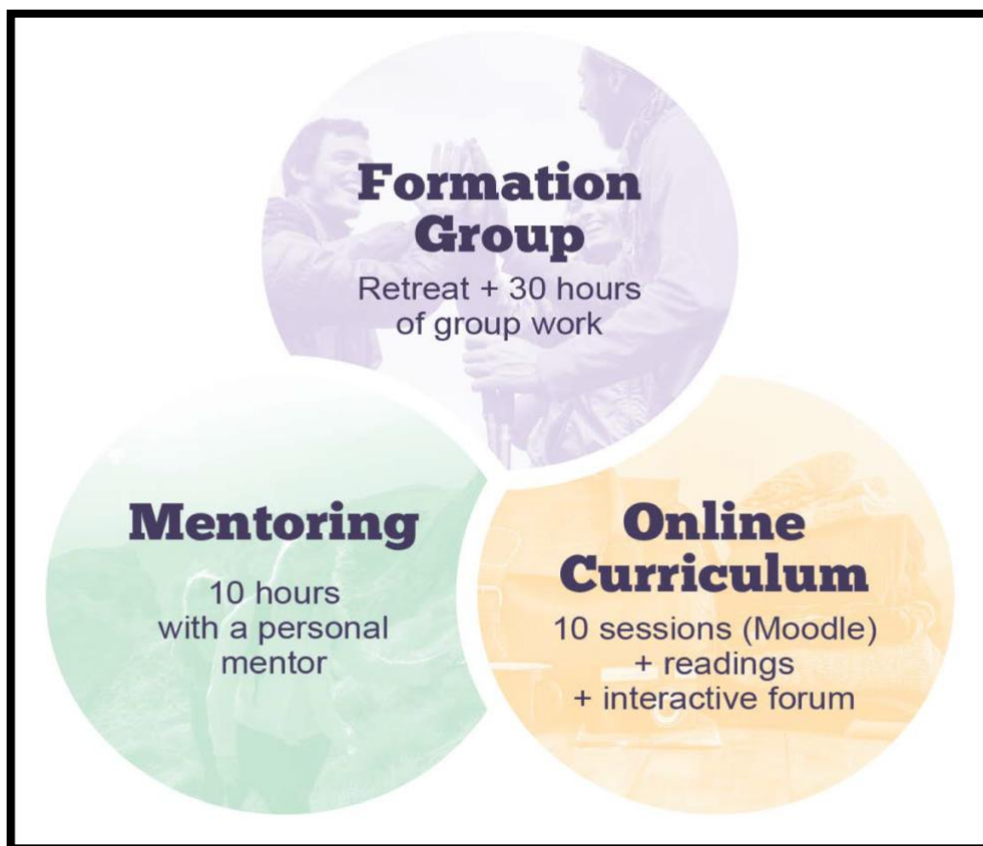
2. Introduction to Spiritual Formation

ACOM considers Spiritual Formation to be essential and foundational in preparation for Christian Ministry. Nurturing spiritual depth, energy, and excellence is the centrepiece of ACOM's vision for equipping students for lifetime ministry. ACOM has long recognised that attention to one's spiritual formation is the crucial element that enables ministers to thrive in sometimes difficult environments.

Therefore, for ACOM students, formational studies do not sit as an option or supplement to other subjects, rather 'Spiritual Formation' units are required in many awards and are offered as year-long experiences involving practical and academic activities that enhance overall personal and spiritual development. 'Spiritual Formation' units are designed to extend the capabilities of students in the following areas:

- Spiritual maturity
- Emotional maturity
- Self-awareness
- Leadership capacity
- Vocational clarity
- Relational skills
- Personal integrity

'Spiritual Formation' units encompass three integrated activities:



3. Formation Group Requirements

Formation Group requirements form part of the demand hours for Spiritual Formation units, so all scheduled meetings are compulsory for students registered in those units. Groups form at each Regional Retreat (23 hours) and then meet throughout the year for a total of 30 hours. These meetings are scheduled with the group at the Regional Retreat, and the spread of meetings can be arranged to suit the group (e.g. 6 x 5-hour monthly meetings).

Students who miss a Formation Group meeting without an exemption may fail their Spiritual Formation unit.

3.1 Formation Group Absence Policy

Attendance at formation group meetings while studying the SF subjects must be maintained as the highest priority in a student's life and it is expected that holidays, sporting events, church events and other social events are scheduled around them. An absence always affects group life and detracts from the goal of building a deep and safe community, which is important formational work. Groups are known to thrive where there is a high commitment to attendance mirroring an honouring of each other's journeys. An absence for unexpected or serious reasons from Formation Group meetings requires an exemption. Failure to attend a Formation Group meeting without an exemption may result in a student FAILING their Spiritual Formation unit. If a student is ill or cannot attend for a serious reason, where possible written (email) permission must be applied for in advance to your Student Engagement Manager (SEM) and where applicable a Medical Certificate should also be supplied. Exemptions must be applied for by emailing the SEM and cc'ing the relevant Formation Director. Where an exemption is granted, supplementary work will be set to cover hours missed.

In the case of the Formation Group that chooses a retreat model for meeting throughout the year, an absence of an entire 1st, 2nd or 3rd retreat will result in an inability to pass any SF unit. As soon as the Formation Director is aware an absence will take place, he/she should 'cut and paste' the section below and advise all group members about the ensuing process. The reason for involving the whole group in any absence is to preserve unity and bonding within the whole group despite the absence of a group member.

3.2 Substitution Work for Any Absence of Approximately 4-6 Hours

ABSENT STUDENT'S TASK: Write a personal reflection of one's life since the last group meeting. Describe both the external events of your life during this period but more importantly the internal formational challenges to one's spiritual journey over this period (500 words). Send this to every member of the group via email, prior to or within 1 week of the arranged Formation Group meeting.

GROUP RESPONSE TASK FOR THE ABSENT STUDENT: After reading the 500-word reflection from your absent group member, choose two of the five options below to return a response to your group member (no more than 100 words)

- A word of encouragement I would like to offer you is.....
- Something significant you wrote was.....
- A question I want you to ponder is....
- A quality or growth point I want to affirm in you is...
- The best thing you wrote was

If the group can complete this task as an open group email, all the better.

3.3 Formation Group Covenant

1. [Student Development Chart Areas](#)
2. [Student Development Chart](#)
3. [ACOM Spiritual Formation Group Covenant](#)
4. [Choosing a Mentor](#)
5. [Mentor Covenant](#)



Spiritual Maturity

Cultivates Desire for God
Practices Spiritual Disciplines
Cultivates Wisdom & Discernment
Emanates Love, Joy, Peace & Hope
Open Posture towards God

Emotional Maturity

Reads & Expresses a Wide Range
of Emotions
Reads Emotional Incongruences in
Self & Others
Displays Healthy Emotions with Freedom

SelfAwareness

Sifts Feedback & Criticism for Truth
Monitors & Deepens Inner World
Accepts & Integrates Flaws
Develops an Enjoyment of Being One's Self
Practices Self Control

Leadership Capacity

Leads with Humility & Meekness
Leads with a GodGiven Calling
Communicates Vision Effectively
Promotes & Enables Others Builds
Spiritual Resilience

Vocational Clarity

Identifies Personal Passion/s
Develops a Vocational Vision
Identifies & builds Vocational Gifting & Skills
Seeks Community Affirmation

Relational Skills

Truly Present to Others Initiates
& Deepens Relationships Confronts &
Reconciles Difficulties
Regulates Appropriate Intimacy & Distance
Practices Inclusiveness

Australian College of Ministries
info@acom.edu.au
1800 672 692
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Personal Integrity

Expresses Vulnerability
Honesty & Humility
Reliability & Dependability
Purity & Temperance
Demonstrates Life/Work Balance



SPIRITUAL FORMATION STUDENT DEVELOPMENT CHART

Date: Student Name:

Year of SF: ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ PG (Year 4/5)

Form filled in by: ☐ Student ☐ Mentor ☐ FD

Name of person who filled in form:

Purpose:

To assist assessment in the areas of Spiritual Formation, two measuring tools have been provided.

1. The Student Development Chart – completed by the Student, Formation Director and Mentor
2. Spiritual Formation Assessment Matrix – a summary of the three Student Development Charts, completed by the Formation Director

Students' development will be assessed in their formation group by their Formation Director. Students will also be assessed in their development by their mentor. Progress and development of each student is observed and recorded in seven areas:

1. Personal integrity
2. Self-awareness
3. Emotional maturity
4. Relational capacity
5. Spiritual maturity
6. Vocational clarity
7. Leadership capacity

The Student Development Chart Explained:

The seven assessable areas are listed as headings down the left hand side of the document. Under each heading is a more detailed range of criteria to be observed as supporting evidence of a general assessment in each area. Along the top of the chart are a number of levels under which the assessor will select an evaluation, spanning from elementary levels through to exceptional capacities. This chart will be filled out by the Formation Director, the mentor and the student during the year. During the Student Interview in October the FD and the student will compare their summarizing selection of up to four areas of strength and up to four areas that require further development. The student's mentor will also provide the FD with a completed Student Development Chart that will contribute to the Interview discussion.

Who fills out this chart?

The Student:

- At the beginning of the SF unit of study, a student would be wise to study these tools and be fully aware of specific areas their FD and mentor will be observing and evaluating.
- The student might select from a number of these criteria and set specific goals for growth.

- The student fills out the chart making their own self-assessment and emails to their FD just prior to the student interview held in October.
- At the student interview all the charts will be compared and contrasted by the Formation Director and the student together, by noting the selection of up to four areas of strength to be affirmed as well as up to four areas of minimal development that need focus.
- During the interview the SF Assessment Matrix will be finalized by the FD in the presence of the student so they are aware of the overall rating of development which will be kept on file by ACOM.

The Mentor:

- The mentor is provided with the Student Development Chart at the commencement of the mentoring agreement, and can be found on Moodle (<https://acm.mrooms.net/>)
- The mentor will begin making preliminary observations in the individual line items and overall areas.
- Together with the student they may discuss any subsequent desire to set goals in these areas.
- As the mentoring sessions progress the mentor will continue to observe and evaluate.
- The Mentor will share their observations and evaluations with the student prior to the interview.
- Just prior to the Student Interview in October the mentor will email the FD with their evaluation, also selecting up to four areas of affirmation and including four areas needing development and further focus.

The Formation Director

- Before retreat, the Formation Director will make a copy of the Chart to record preliminary observations on each student at retreat.
- The Formation Director will reflect on each student's group interactions throughout the year and make evaluations in these seven areas.
- Immediately prior to the student's interview, a final evaluation will be made, selecting four criteria noteworthy of affirmation as well as four individual areas needing further development by the student.
- The FD will take into consideration the Mentors evaluation of the student as well.
- During the interview the FD will share with the student their final conclusions, which are recorded in the SF Assessment Matrix of the student's development that is emailed to ACOM, along with the three Charts, and is kept on record by ACOM.

Instructions:

Filling out the form: This form is a *Microsoft Word* Form Document. If you only have a paper or PDF copy, you can obtain a Word version on Moodle (<https://acm.mrooms.net/>). Please fill in this form using Microsoft Word (tick the grey boxes), and save it to your computer. **Mentors:** Please complete this form and email it to your Formation Director by September (electronic copy available on Moodle. Please contact your Formation Director if you do not have a login.)

Students: Please complete this form and email it to your Formation Director prior to your Student Interview (electronic copy available on Moodle).

Formation Directors: Please complete this Form and file it with the forms submitted by the mentor and the student. Use ALL THREE forms for the Student Interview. You may wish to print a copy this Form for use during the Student Interview, but please make sure to complete the Form electronically as well. Once the Student Interview is complete, please upload all 3 Forms to the submission point on Moodle.

Observed Behaviours	N/A or Not Observed	Beginning	Developing	Competent	Excellent
	Not every behaviour below must necessarily be observed. Tick only the behaviours that apply.	The student displays this behaviour minimally or inconsistently	The student displays this behaviour with general consistency	The student displays this behaviour in a consistent manner	The student displays this behaviour in a highly consistent manner
Spiritual Maturity					
Expresses a desire for intimacy with God	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to identified movements of God's Spirit in their lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts with mercy, gentleness, and loving-kindness towards others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays a peaceful trust in God in both ordinary and stressful circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates wisdom and discernment in decisions and actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices spiritual disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes responsibility for their personal spiritual growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Spiritual Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observed Behaviours	N/A or Not Observed	Beginning	Developing	Competent	Excellent
Emotional Maturity					
Regulates/controls emotions and emotional reactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses a wide range of feelings and emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses emotions with sensitivity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Names 'surface' feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies deeper emotions giving rise to surface feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays empathy towards others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Emotional Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Awareness					
Evaluates self with appropriate insight and objectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates self-acceptance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies, evaluates, and demonstrates acceptance of strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies, evaluates and demonstrates acceptance of weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observed Behaviours	N/A or Not Observed	Beginning	Developing	Competent	Excellent
Sets and pursues achievable goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes appropriate personal boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Self Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Capacity					
Nurtures personal leadership qualities, capacities and limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a desire to serve others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates vision and strategy in a way that inspires healthy commitment from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles criticism and opposition appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates resilience following defeat, disappointment or failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to changing circumstances utilising a range of problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Leadership Capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observed Behaviours	N/A or Not Observed	Beginning	Developing	Competent	Excellent
Vocational Clarity					
Articulates vocation-related purposes, passions and commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes vocational goals and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop vocation-related skills and capacities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networks with professional colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to professional standards and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilises professional mentoring/supervision structures and accountability mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Vocational Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relational Skills					
Is emotionally 'present' for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates and nurtures healthy relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays a range of relational skills (e.g., assertiveness, affirmation, collaboration, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confronts, and is reconciled with, others in emotionally healthy ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observed Behaviours	N/A or Not Observed	Beginning	Developing	Competent	Excellent
Communicates effectively in a variety of relational settings (e.g. one-to-one, small group, larger group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balances intimacy with appropriate space/distance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Relational Skills					
Personal Integrity					
Articulates their life story with authentic and appropriate self-disclosure, vulnerability and transparency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulates their life story with discernment and insight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulates their life story in a way that assists and empowers others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is reliable and dependable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balances work and family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits personal honesty and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Personal Integrity					

ACOM SPIRITUAL FORMATION GROUP COVENANT

(Applicable to Students and Formation Directors)



Date: / /

Australian College of Ministries
PO Box 3694, Rhodes NSW 2138
Ph: 1800 672 692

info@acom.edu.au | www.acom.edu.au

Student:

The central purpose of ACOM's Formation Groups is to build 'Christian communities' that offer support, care and challenge in the advancement of each student's spiritual formation. This advancement occurs as the group provides openness, safety and hospitality to each student despite their life circumstances and personal challenges - thus building Christian character and maturity in each student.

In order for each community to form and function, students must commit fully to the aims and process under which a Formation Group flourishes. This includes a commitment to:

- Attend every session
- Enthusiastic engagement with the process and content of Formation Groups
- Respect the policies listed in this Covenant
- Failure to attend a formation group meeting without exemption may result in a student FAILING their entire Spiritual Formation Unit. If a student is ill or cannot attend for a serious reason, where possible written (email) permission must be applied for in advance to the Spiritual Formation Program Coordinator and where applicable a Medical Certificate should also be supplied. Extra Work will be assigned.

CONFIDENTIALITY AND PRIVACY POLICY

- All Students and Formation Directors will maintain a Covenant of Confidentiality, whereby information shared within the Formation Group, or with another person in the context of Group Activities, is not passed on to anyone. Students are free to disclose their own learning and the personal impact of the Formation Group on them – but the content of this disclosure is not to be repeated outside the group. This point represents a critical covenantal promise that promotes safety and depth of sharing in the group.
- Students who break the covenant are subject to reprimand, suspension or dismissal. Students should report any breaches of the Covenant immediately to their Formation Director or the Spiritual Formation Program Coordinator.
- Notwithstanding the above points, relevant academic, financial and personal information may be shared between Formation Directors, Mentors and Learning Support Managers as they prepare for Student Interviews and in instances concerning issues regarding Duty of Care. The student gives permission for this sharing to occur.
- The Student gives permission for the marked versions of their Retreat Reflection and other assessments to be forwarded and read by their Formation Director in order to give them a rounded view of the student's performance in the unit.
- The Student gives permission for ACOM to use photographs taken at ACOM events that may contain their image for use in ACOM literature, documentation, records and publicity.

DUTY OF CARE AND DISCLOSURE

In some circumstances, keeping information confidential may result in harm to the student or others. At times, keeping of certain information confidential is also unlawful and/or immoral. Formation Directors, Mentors and Learning Support Managers assume Duty of Care and Disclosure by virtue of their personal work with students. Circumstances in which information supplied by students may be disclosed are outlined below. This list of circumstances is indicative rather than exhaustive.

- A Formation Director must disclose to the Spiritual Formation Program Coordinator at the earliest opportunity, any incident that seriously compromises the integrity of ACOM and/or its training. Any delay in reporting incidents of this kind will be interpreted as failure to disclose.
- If it appears that a crime has been committed, the Formation Director must inform the Student that it is a legal requirement to report such an offence. In the case where court orders are issued for disclosure, all ACOM personnel must abide by such orders.
- If it appears that a child is in danger, the Formation Director must take all reasonable steps (short of direct intervention) to ensure the safety and protection of the child. This includes reporting a matter to the Police or other authority.
- In the case of suspected or actual mental illness, or related behavior, involving a Student or Formation Director, any group member shall consult the Spiritual Formation Program Coordinator in order to secure appropriate advice and assistance.
- Disclosure to the Spiritual Formation Program Coordinator and any other appropriate authority (including the Police) must occur in cases of:
 - Abuse or harassment (sexual or otherwise) of a group member,
 - Abuse or harassment (sexual or otherwise) of another person by a group member,
 - Non-clinical depression and similarly serious psychological states of a group member,
 - Significant unresolved conflict in the life of a group member likely to lead to harm to the student and/or others.

Formation Directors and students should not seek to provide care of a specific, therapeutic, or professional nature to any person for any reason. Referral to appropriate professional care-givers should be made where such care is required, usually through disclosure to the Spiritual Formation Program Coordinator.

Disclosure may be made between the Formation Director, Mentor and Learning Support Manager for the purposes of coordinating support and care for a student. Where possible and appropriate, the Formation Director, Mentor or Learning Support Manager will normally seek to inform the Student that disclosure has taken, or is taking place.

AGREEMENT

- I agree to participate fully in a Formation Group by attending all group sessions and abide by all Confidentiality, Privacy, Duty of Care & Disclosure provisions noted above.

The electronic copy of this document is to be agreed to by all Formation Directors and Students and submitted on Moodle.

CHOOSING A MENTOR

At ACOM, we understand mentoring as an intentional, interpersonal relationship in which the mentor encourages whole of life growth in another person, whose needs, activities and ministry are the mentor's primary concern.

As part of your SF studies, you are required to participate in 10 hours of mentoring.

Here are some questions that can help you think through if the person you identify as a possible mentor is suitable.

- Do you look up to this person?
- What makes you want to be mentored by them?
- Have they ever mentored anyone else?
- What communication skills do they possess?
- Will they hold you accountable?
- Do they have the time, energy and desire to mentor you?

Your mentor should be selected with care and requires consultation with and approval from your Formation Director. Your Formation Director is responsible for ensuring that your mentor selection fits with ACOM's guidelines.

These include:

- That your mentor is not a relative or close friend. Your mentor should be someone who has a level of relational separation from you, who can ask you hard questions and encourage new areas of growth.
- That your mentor is not someone in authority over you, such as a minister or employer. It is difficult to develop the kind of transparency that aids transformation when you are mentored by someone who, you might feel, needs to see your best self.
- That your mentor is someone with training or competency in mentoring.
- That your mentor is someone whose spiritual walk and character are central to who they are and who you aspire to be.

ACOM SPIRITUAL FORMATION MENTOR COVENANT



Date: / /

Australian College of Ministries

PO Box 3694, Rhodes NSW 2138

Ph: 1800 672 692

Student:

info@acom.edu.au | www.acom.edu.au

This covenant is an agreement between a Mentor and Student and is to be discussed, completed and signed together. This covenant is between the Mentor and the Student and does not need to be submitted to ACOM, but both parties should keep their own- signed copies. Individual copies can be found and downloaded from Moodle at: <https://acm.mrooms.net>

UNDERSTANDING

Mentoring is a holistic intentional strategy designed to guide a student in meeting their personal growth objectives. Mentors and students meet together in 6-8 meetings for a total of 10 hours per year. This is a one-year covenant, which includes liaising with the Formation Director of the student. However, no personal material is shared apart from that which is noted in the Duty of Care and Disclosure section of this Covenant.

REQUIRED HOURS

10 hours of face-to-face contact per year

RESPONSIBILITIES

1. Mentor Responsibilities

- (a) Read the ACOM Spiritual Formation Mentoring Handbook and complete the Mentor Orientation
- (b) Agree to adhere to the confidentiality guidelines set out in this handbook
- (c) Share your life-story with the Student
- (d) Assist the Student in setting goals
- (e) Attend to the Student, listening to their journey and progress towards goals
- (f) Report the detail of the Student's attendance to the Formation Director when required
- (g) Complete the Student Development Chart and return to the Formation Director
- (h) Close the Mentoring relationship at the end of the required hours

2. Student Responsibilities

- (a) Begin the mentoring relationship with a willingness to grow and share
- (b) Share your life-story with the Mentor
- (c) Set personal growth goals for the year
- (d) Attend each session, sharing and updating on progress towards goals

- (e) Complete the Student Development chart prior to the Student Interview and email to your Formation Director.

MENTORING ATTENDANCE LOG								
	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7	SESSION 8
Mentoring Times								
Hours of Attendance								

CONFIDENTIALITY, PRIVACY, DUTY OF CARE AND DISCLOSURE POLICIES

It is understood that the mentoring relationship is an opportunity to exercise confidentiality between the Mentor and Student so that an environment of honesty, transparency, vulnerability and growth is promoted.

While Mentors are expected to report to the Student's Formation Director concerning the Student's attendance and general progress of the relationship, the Student's Formation Group Director will not be privy to the students personal sharing without the permission of the Student.

Disclosure by the Mentor may occur if the Mentor has concerns about the Student's progress in mentoring and asks permission to share these concerns with the Student's Formation Director or the Learning Support Manager. The purpose of such disclosure would be to support the co-ordination of further growth measures for the student. In some circumstances, keeping information confidential may result in harm to the student or others. At times, keeping of certain information confidential is also unlawful and/or immoral. Formation Directors, Mentors and Learning Support Managers assume Duty of Care and Disclosure by virtue of their personal work with students. Circumstances in which information supplied by students may be disclosed are outlined below. This list of circumstances is indicative rather than exhaustive.

- A Mentor may disclose to the student's Formation Director or Learning Support Manager, without permission from the Student, issues that compromise ACOM's reputation or the integrity of its training. The Mentor will normally seek to inform the Student of such disclosure before doing so.
- If it appears that a crime or breach of regulations has been committed by the Student, the Mentor will take up the matter with the Student with a view to student self-disclosure. If the Student does not cooperate, then the Mentor will break the confidentiality of the Student and disclose appropriately to the Formation Director or other appropriate authority.
- If it appears that a child is in danger, the Mentor may initially take up the matter with the Student with a view to immediate self-disclosure. If the Student is not open to appropriate action, then the Mentor must break the confidentiality of the Student and disclose appropriately to the Formation Director or other appropriate authority.

-
- d) In the case of obvious or suspected psychiatric illness the mentor is expected to consult the Formation Director in order to secure appropriate help for the Student.
- e) It is a Duty of Care on the part of the mentor to ensure proper processes are established in cases of demonstrated or potential:
- Sexual abuse of the student
 - Inappropriate sexual behaviour by the student
 - Non-clinical depression and similarly serious psychological states
 - Significant unresolved conflict in the life of the student likely to lead to harm to the Student and/or others

Note that Mentors do not have to provide care themselves, but should ensure, in consultation with the Formation Director, that the Student has adequate care structures to manage and solve problems they face. Mentors may suggest counselling, confidants or other support structures for the student.

AGREEMENT

- We agree to adhere to these responsibilities and requirements.

Signature:
/

Date: /

STUDENT

Signature:
/

Date: /

MENTOR