



Spiritual Formation Director's Handbook 2024

Contact ACOM

Introduction to Spiritual Formation

Formation Directors

Welcome to Your Role as Formation Directors

Qualities of a Formation Director

Formation Director as a Group Leader

Referral and Triangulation

Retreat Facilitation of Life Stories

Storytelling

Subsequent Formation Meetings

Formation Group Requirements

Formation Group Absence Policy

Substitution Work for Any Absence of Approximately 4-6 Hours

Formation Group Covenant

Records and Reports

ACOM Formation Group Report - June

ACOM Formation Group Report - November

Supervision of Mentors

Student Assistance

First Contact with Mentor

Ongoing Supervision of Mentors

Training, Supervision and Evaluation

Formation Director Additional Aids

Formation Director Key Tasks Grid

Sample Yearly Plan

Spiritual Formation Curriculum Overview

Shared Appendices

1. STUDENT DEVELOPMENT CHART AREAS
2. STUDENT DEVELOPMENT CHART
3. ASSESSMENT MATRIX
4. ACOM STAFF EXPECTATIONS
5. ACOM SPIRITUAL FORMATION GROUP COVENANT
6. CHOOSING A MENTOR
7. MENTOR COVENANT

Spiritual Formation Student Development Chart

Purpose

The Student Development Chart Explained

Who fills out this chart?

Instructions:

Spiritual Maturity

Emotional Maturity

Self-Awareness

Leadership Capacity

Vocational Clarity

Relational Skills

Personal Integrity

Summary of Student Development Chart

Select up to four-line items from the Student Development Chart above that represent areas worthy of particular affirmation and/or encouragement for the student.

Select up to four-line items from the above Student Development Chart that identify areas requiring further development and focus by the student

Spiritual Formation Assessment Matrix

Purpose

Instructions:

ACOM Staff Expectations

Alcohol and Drugs

Bullying and Harassment

Computer and Email

Disclosure of Confidential Information

Dispute Settlement Procedure

Employee Movements

Employee Relations

Occupational Health and Safety

Presentation and Dress

Smoking

Spiritual Formation Group Covenant

Confidentiality and Privacy Policy

Duty of Care and Disclosure

Choosing a Mentor

Spiritual Formation Mentor Covenant

Understanding

Required Hours

Responsibilities

Mentoring Attendance Logs

Confidentiality, Privacy, Duty of Care and Disclosure Policies

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CONTACT ACOM

All staff details and contacts can be found via our website www.acom.edu.au

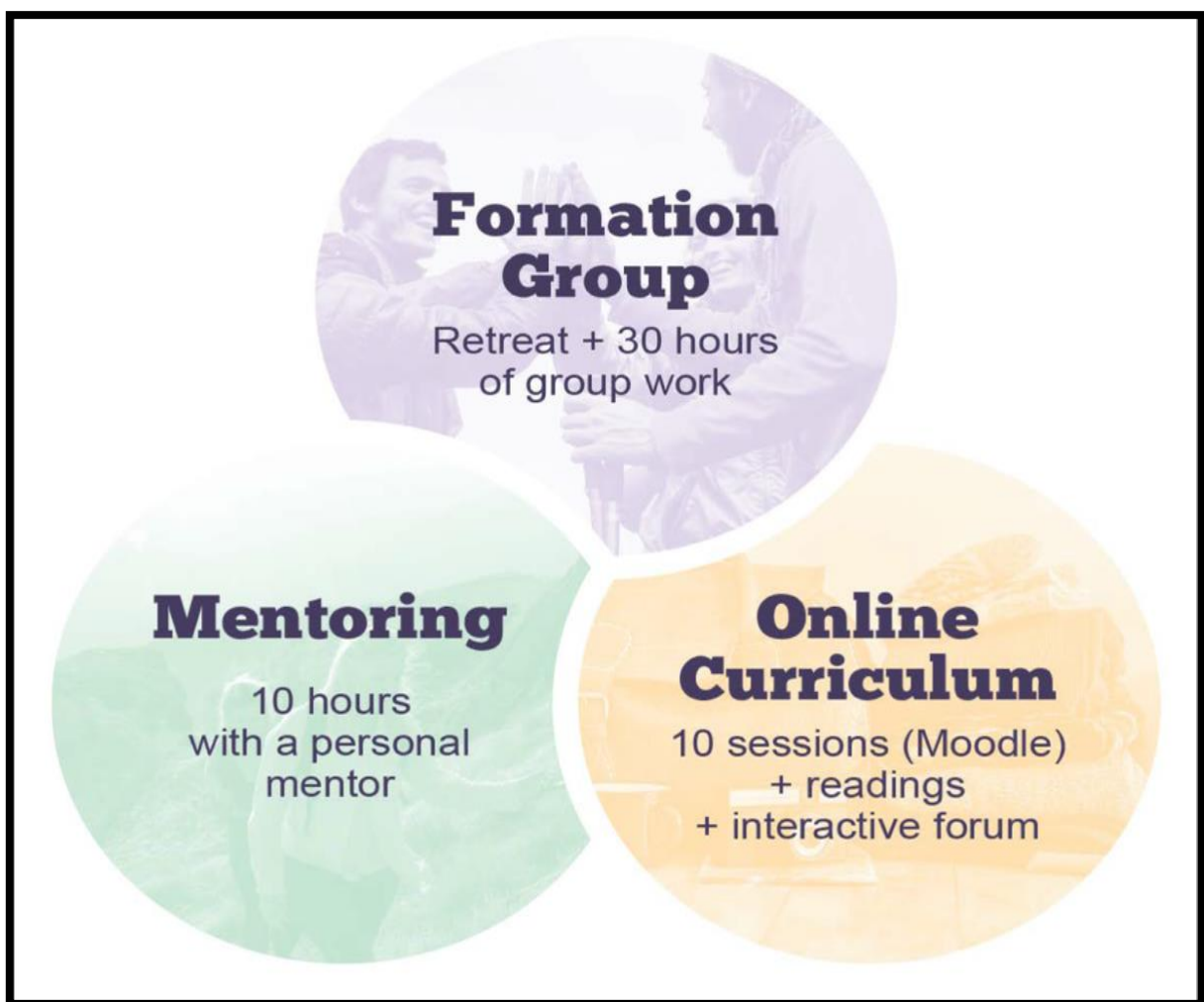
INTRODUCTION TO SPIRITUAL FORMATION

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 mandatory 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:



Thank you for agreeing to partner with ACOM by undertaking one of the vital roles within the Spiritual Formation Program. ACOM's unique approach to preparing people for ministry would not be possible without the many willing and enthusiastic partners we have in the field. We consider our Formation Directors and Mentors to be an essential part of the learning team and, as such, they are critical to our educational structure and are much-valued members of the ACOM team. Apart from the Formation Directors and Mentors, the Spiritual Formation team also includes key ACOM staff, which includes the Spiritual Formation Program Coordinator and state-based Student Engagement Managers. During the year, at times these roles interface and overlap with one another to ensure the overall success of the Spiritual Formation program and so that ACOM students can engage with the transformative experience that comes from journeying with one another through the Spiritual Formation process.

Importantly, we want to reassure you that you are not alone in your formation role. The Spiritual Formation Program Coordinator and Student Engagement Managers will assist you to access any resources and other support you may need. Additional information including student curriculum, required forms and resources can also be found on the online learning site, Moodle (<https://acm.mrooms.net>). You should have received an email with your login details from ACOM. If not, please contact moodle@acom.edu.au

FORMATION DIRECTORS



WELCOME TO YOUR ROLE AS FORMATION DIRECTOR

Formation Directors have primary responsibility for the health and conduct of their Formation Group as well as the progressive formation of the students in their group. Formation Directors are invited into their role on an annual basis by their Student Engagement Manager but are formally appointed by the Spiritual Formation Program Coordinator.

Formation Directors Role:

- Facilitate their Formation Group at the Regional Retreat, and around 4-5 additional meetings during the year (Retreat 23 hours, group meetings 30 hours),
- Oversee and monitor each student's Mentor to provide an integrated approach to the student's development in life and ministry,
- Conduct end of year Student Interviews supported on occasion with the Student Engagement Manager
- Maintain accountability to the Student Engagement Manager and Spiritual Formation Program Coordinator regarding the overall conduct of their Formation Group and any concerns arising with students in the group, and
- Attend the Regional Retreat, Training Day and Debrief Day
- Complete a Contract and supply a National Police Check, Working With Children Check (WWCC), or appropriate Safe Person document for your State to the Spiritual Formation Program Coordinator

QUALITIES OF A FORMATION DIRECTOR

ACOM seeks to employ Formation Directors who exhibit a significant knowledge of formation-related issues, who possess solid group facilitation skills, and who model and live out the values that we seek to impart to students in the areas of personal and spiritual formation.

ACOM seeks Formation Directors who have professional skills and knowledge in the following:

- Group facilitation and/or group spiritual direction
- The dynamics of personal spiritual formation and spiritual renewal, encouraging and supporting psychological wellbeing
- Contemporary issues in ministry contexts
- Professional ministry ethics
- ACOM's spiritual formation administrative and assessment procedures.

ACOM also seeks Formation Directors who are outstanding role models in the following areas:

- Healthy and sustainable Christian leadership
- Leadership incorporating appropriate levels of vulnerability and transparency with respect to character and faith
- Self-awareness and accurate self-assessment
- Discernment of individual and group needs
- Maintaining a vibrant spiritual life through engagement with multiple spiritual disciplines
- Maintaining a contemplative and reflective outlook on life
- Balancing skill, intellect, and service in ministry
- Employing healthy and effective relational, ethical and moral boundaries
- Intentionally engaging in personal accountability through supervision and/or mentoring relationships.

FORMATION DIRECTOR AS GROUP LEADER

With the appropriate knowledge and modelling, the Formation Director's task is to create and sustain a safe physical, social, emotional, cognitive and sacred 'learning space' which is conducive to helping students fulfil the aims of ACOM's Spiritual Formation Units. Formation Groups are formed as learning spaces so that, in the context of the group, students can engage actively with God and others in the pursuit of health and maturity. Formation Directors should employ dynamics that enhance formation-group life.

These include:

- Building trust and safety in the group through relationship-building activities and exercises
- Promoting equity and inclusivity in group life
- Developing an ambience that supports and challenges personal growth and faith
- Modelling depth, honesty, and transparency
- Utilising a facilitation-based (rather than command and control) leadership style.

REFERRAL AND TRIANGULATION

Formation Directors are not acting as counsellors or psychologists. The Formation Director's role is to orient their group towards the health and development of each member, encouraging the group to stay focused on supporting each student in healthy ways.

The Formation Director should help each student to:

- Share their experiences and perspectives rather than conjecturing about what others may/may not be thinking
- Talk about others in positive ways - avoiding putdowns, condemnation, and judgment

Remember that students may overstate concerns when they are feeling hurt, and that there are always two sides to every story. Comments arising from anger or hurt may misrepresent others and may allow group members to draw unfair conclusions about people to whom they may relate in other contexts.

Significant emotional, relational and psychological problems may occasionally become evident in the context of Formation processes and experiences. With respect to these problems, Formation Directors and Mentors will not attempt to investigate any matter subject to disclosure and will refer students to professional care services when appropriate. A key resource is a list of counsellors and trained professionals accessible in your local area.

RETREAT FACILITATION OF LIFE STORIES

Group life begins at retreat where life stories are shared. To build trust within the group, a Formation Director should share their life story with their Formation Group. In doing so, we encourage Formation Directors to be vulnerable and to share honestly with their group. However, it is vital that Formation Directors do not become self-absorbed in the telling of their life story, thus leading to a subsequent loss of leadership, focus and group stability. The Formation Group should always focus on a student's formation, and Directors should ensure that their own Spiritual Formation issues do not become a focus of the group. Specifically, the Formation Director should find a forum other than the Formation Group to share difficult personal issues. For example, if a Director is having marital difficulties, a Formation Group where the Director is the leader is not the forum to reveal and explore these difficulties. Ideally, Formation Directors should have their own mentors, supervisors, etc. who can assist Directors in processing their own formation issues.

STORYTELLING

The process of storytelling allows students to relate openly to each other, and to practice authentic self-disclosure, thus creating an environment of trust within the group. However, storytelling can leave a person feeling emotionally vulnerable, and so the storytelling process needs to be handled very carefully by the Director.

The following guidelines may help:

- No one should be forced to share beyond their comfort level.
- There is no specified time limit for storytelling. However, if a life story goes for an excessively long period, or becomes trivial, and/or the group is showing signs of discomfort at the length of the story, the Director must interrupt the story to check on its progress and to make the speaker aware of the time elapsed. The Director may recommend a break if the group needs it, and may speak to the storyteller during the break about projections for the length of the story from this point.
- Don't interrupt, and block group members who do. The group should listen without any responses which infer or convey judgements or assessments of the story or the storyteller. Also, block others who may be inclined to problem solve or give advice. However, Formation Directors must intervene in cases where students share or attempt to share, explicit and inappropriate details relating to any subject.
- Don't terminate the story early - make sure the person has finished telling their full story and then thank the person for doing so.
- Immediately after the story is told, allow the group to respond positively and emotionally (not negatively and/or analytically) to the story. Each group member should respond, in turn, to each story. Failure to allow these responses can leave significant doubt in the mind of the storyteller about how s/he has been received.
- The storyteller may welcome questions and other responses. However, block any attempts to diagnose, advise or solve problems.
- Pray for the storyteller. Gather around the storyteller, even lay hands on them with their permission, and ask a few people to pray in response to the work God is doing in the life of the storyteller as evident from their story.

Students who apply themselves to the richness in these learning environments will find themselves more passionately intimate with God, more able to navigate their interior terrain and better equipped for a lifetime of sustained and effective ministry.

SUBSEQUENT FORMATION MEETINGS

Your subsequent meetings as a group spaced throughout the year need to collectively equate to a period of 30 hours. When your Formation Group gathers for sessions after the Retreat, it is important to allow adequate time for students to update their lives. Whilst not re-visiting their entire life stories, each student can report on significant life events and inner challenges as these relate to their Spiritual Formation. Allowing the group to interact in positive and supportive ways is also crucial in assessing the character and formation of all students.

In addition to this 'catch-up' activity, workshops can be offered at each session to help students reflect, identify, clarify, process and strengthen their spiritual formation. Optionally, ACOM encourages Formation Directors to develop and implement their own workshops in spiritual formation. However, the online spiritual formation curriculum and other online materials will also provide valuable workshop-related resources for Directors to use.

Some suggested workshop themes include:

Life story - deeper explorations, spiritual maturity, emotional health, character integrity, relational skills,

relational health, stress and burnout in ministry, leadership development, intimacy with God, self-care strategies, spiritual disciplines, spirituality and sexuality, life stages, vocational clarity, personality assessments, life mission statement, case studies in ministry, critical incident management in ministry, conflict resolution skills.

Some tips for workshop creation include:

- Be creative – think outside the square.
- Vary workshop exercises to include activities such as debates, role playing, creative movement and acting.
- Encourage sharing in pairs, triads, and small groups.
- Allow time for reflective activities such as journaling and retreating to assist students in developing their inner awareness.
- Create a file as a way of collecting interesting ideas and resources for future workshops. File articles, DVD clips, and other resources.

Also, you will find on Moodle (<https://acm.mrooms.net>) all the information you require for leading your Formation Group, as well as the Spiritual Formation curriculum materials students will be accessing. These curriculum materials are essential for students and can also be used to support and inform activities you choose to conduct in your group. These materials are, however, not designed to detract from, or overshadow, the objectives or activities of your group in any way. Formation Directors who may have been leading Formation Groups for many years will have assembled a range of materials and are encouraged to continue to use these materials as appropriate. The curriculum, however, will provide themes for Formation Group activities for those who wish to make use of them.

FORMATION GROUP REQUIREMENTS

Formation Group requirements form part of the demand hours for Spiritual Formation subjects, so all scheduled meetings are compulsory for students registered in those subjects. 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.

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 the Spiritual Formation Program Coordinator and where applicable a Medical Certificate should also be supplied. Exemptions must be applied for by emailing the Spiritual Formation Program Coordinator 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.

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.

FORMATION GROUP COVENANT

Please find a copy in the **SHARED APPENDICES**.

RECORDS AND REPORTS

Students are required to attend the Retreat and all subsequent Formation Group meetings. Hence, Formation Directors must keep accurate records of student attendance (using the Formation Group Report Form, submitted to ACOM in June and November each year). Any student absences without exemption must be immediately reported to the Spiritual Formation Program Coordinator. Formation Directors must also monitor each student's attendance at their Mentoring appointments and report any absences in their June and November Report.

The June and November report templates and submission point can be found on Moodle (<https://acm.mrooms.net>).

ACOM FORMATION GROUP REPORT – JUNE

Instructions: Fill out this form submit in Moodle by 30 June for July payment processing

Formation Director:	State:	Year:
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Student Name	Year of SF (1,2,3,4 or 5)	Has Student Attended the Formation Group Sessions? (Enter Dates below, then tick for each student)					Demonstrating difficulty (Diff), On Target (Tar), Excelling (Ex)		Mentor Name	Mentor was Oriented by FD?	Mentor Email
							Has Student Attended Mentoring?				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
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Formation Director
Payment Details:

Please email an invoice for payment to info@acom.edu.au once the completed report has been submitted in Moodle. If you do not have your own invoice set up, a template can be found in Moodle.
If you do not have a registered ABN, please complete and sign a 'Statement by Supplier' form and submit this to info@acom.edu.au with your invoice. Failure to do so will result in tax being withheld at 46.50%.
The 'Statement by Supplier' form can be found in Moodle.
If you have previously submitted this form, you are not required to submit it again, unless your situation has changed from what you previously stated on the form.

ACOM FORMATION GROUP REPORT – NOVEMBER

Instructions: Fill out this form and submit in Moodle by November 15th for payment processing

Formation Director:	State:	Year:
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Student Name	Year of SF (1,2,3,4 or 5)	Student Mentoring Attendance	Mentoring Supervision	Has Student Attended the Formation Group Sessions? (Enter Dates below, then tick for each student)					Demonstrating difficulty (Diff), On Target	Assessment Matrix Grade (Reg / Dev / Com / Esc)	Participation Grade (x/20)
		e Confirmed	n Completed						(Tar), Excelling (Ex)		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
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SUPERVISION OF MENTORS

Adequate orientation and supervision are essential to the effectiveness of a decentralised, context-based model of training such as ACOM's. Our accreditation for Mentoring is only maintained subject to appropriate supervision of Mentors in the field. The following processes will help ensure the effectiveness of ACOM's Mentoring program and will provide the director with invaluable opportunities to liaise with mentors in support of students.

STUDENT ASSISTANCE

Formation Directors should ensure all students, especially first-year students, have an adequate grasp of how important mentoring is to their formation and to their overall educational experience with ACOM. Some students will need assistance with choosing a mentor. Adequate discussion should take place at the retreat so that first-year students are able to choose their mentors wisely.

FIRST CONTACT WITH MENTOR

As soon as possible after the student has completed their Mentor Covenant, the Formation Director should contact the mentor and:

- Welcome them to their role on behalf of ACOM,
- Thank them for their willingness to undertake this role,
- Explain the Formation Director's role in assisting the Mentor, and
- Arrange an orientation meeting either in person, via Zoom or over the phone.

It is impossible to overestimate the value of this first contact. Mentors are otherwise left feeling isolated and uncertain in their role.

Formation Directors meet with Mentors at the start of the year to ensure Mentors know what to do, and to what standard they need to do it. The Spiritual Formation Handbook provides Formation Directors and Mentors with the information they require, as well as a copy of their Covenants, other forms they need and URL links to Moodle. It is important to explain to the Mentor that while you wish to liaise with the Mentor regarding the student's attendance and general wellbeing, that information the student divulges in their Mentoring sessions is protected by the safety of their Covenant.

Key ideas to discuss with Mentors include:

- An awareness of mentoring requirements: the number of hours required, completing the Student Development Chart, etc.
- The Mentor Orientation on Moodle
- An understanding of what Mentoring itself involves and the process of setting goals
- The overall yearly plan for Mentoring sessions,
- Key skills mentors require.

ONGOING SUPERVISION OF MENTORS

Formation Directors contact their student's mentors during the year to check on attendance records, and at the end of the year for a final debrief. Formation Directors will collect from mentors a Student Development Chart that includes a summary of the mentor's overall assessment of their student across several areas. Formation Directors, as well as students themselves, will also complete the Student Development Chart, and results from these Charts will then be collated into a final Assessment Matrix for ACOM's records.

The final supervision meeting conducted by the Formation Director with each Mentor will:

- Assess how well the Mentor has grasped their role and fulfilled it,
- Deal with any issues of concern raised by students concerning their Mentor,
- Debrief the Mentor to help them be more self-aware concerning their functioning in their role,
- Help the Mentor prepare for closure of the Mentoring relationship.

TRAINING, SUPERVISION, AND EVALUATION

Formation Directors are accountable to ACOM for their ministry through the Spiritual Formation Program Coordinator. The Program Coordinator is responsible for ACOM's Spiritual Formation Policies and Strategies and provides training and supervision for Formation Directors. The Christian Spirituality Academic Coordinator and the Spiritual Formation Program coordinator will conduct an annual Formation Director's Training and/or Debrief Day. Each Formation Director must participate in these training and debrief days each year.

At the end of each year, students return a Formation Group Evaluation Form. The Spiritual Formation Program Coordinator will individually follow up with Formation Directors any issues of concern raised by students in the context of this evaluation. In the case of poor evaluations, the Program Coordinator may not offer a Formation Director a further appointment. The number and location of students also influence the future selection of Formation Directors, irrespective of any positive evaluations Formation Directors may have received in the past.

Yearly training and debrief days for Formation Directors seek to refresh and enrich professional knowledge in the areas listed above, whilst encouraging Formation Directors in their own spiritual formation.

FORMATION DIRECTOR ADDITIONAL AIDS

1. Formation Director Key Tasks Grid
2. Sample Yearly Plan
3. Spiritual Formation Curriculum Overview
4. Overall Themes to the Spiritual Formation Curriculum

FORMATION DIRECTOR KEY TASKS GRID

	TIMELINE TO BE COMPLETED BY											
	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Complete Formation Director's Application and Yearly Contract	<input type="checkbox"/>	✓										
Attend Formation Director's Training Session	<input type="checkbox"/>	✓										
Attend Regional Retreat- establish Formation Group with Covenant and storytelling, conduct a short one to one with each student, either at Retreat or soon after to prep the student for later interview		✓										
Liaise with students in their choice of a Mentor		✓										
Orientation of student's Mentors			✓									
Check deadline for mentor selection that all students have mentors in place			✓									
Run Formation Group meetings as arranged with group throughout the year (30hrs)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓		
Assess students gradually through the year			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓		
Submit June report electronically on Moodle and invoice to info@acom.edu.au						✓						
Remind Mentors to fill out <i>Student Development Chart</i> and send to you									✓			
Organise and assess charts from Student, Mentor and yourself.										<input type="checkbox"/>	✓	
Conduct Student Interviews giving feedback										<input type="checkbox"/>	✓	
Submit all electronic documents pertaining to student										<input type="checkbox"/>	✓	
Debrief and thank students' Mentors											✓	
Bring Formation Group to a close											✓	
Attend FD Debrief Day and pencil in dates for Training and Retreat for the following year.											<input type="checkbox"/>	✓
Submit November Report electronically on Moodle and invoice as soon as work is completed											✓	

SAMPLE YEARLY PLAN

ACTIVITY	TASKS	RESOURCES
Trimester 1 begins	<ul style="list-style-type: none"> Diarise FD debrief day to be held in November/December. 	<ul style="list-style-type: none"> Students and Formation Directors receive login for Moodle
SF Retreat (February/March)	<ul style="list-style-type: none"> Establish group community Students complete SF Covenants Brief SF Students on Mentor selection Storytelling and responses Set FG dates for the year Students to complete retreat reflection by the mid-trimester assessment due date (found online). 	<ul style="list-style-type: none"> All FD Information and resources online <i>Spiritual Formation Handbook</i> (found at https://acm.mrooms.net) Relational Skills sheet Covenants online
Mentor Orientation Meetings (February/March)	<ul style="list-style-type: none"> Personal introduction by phone or in person thanking the Mentor and orientating Mentors to their role 	<ul style="list-style-type: none"> <i>Spiritual Formation Handbook</i> <i>Student Development Chart</i> <i>Assessment Matrix</i>
Formation Group (FG) Meeting 1 – (March/April) Suggested theme: Spiritual Growth	<ul style="list-style-type: none"> Student Update Workshop 	<ul style="list-style-type: none"> Self-developed workshop materials (optional) Online curriculum materials
FG Meeting 2 Suggested theme: Family Impacts	<ul style="list-style-type: none"> Student Update Workshop Begin using the <i>Student Development Chart</i> 	<ul style="list-style-type: none"> Self-developed workshop materials (optional) Online curriculum materials
END OF TRIMESTER 1		
FG Meeting 3 Suggested theme: Personality	<ul style="list-style-type: none"> Student Update Workshop 	<ul style="list-style-type: none"> Self-developed workshop materials (optional) Online curriculum materials
FG Meeting 4 Suggested themes: Spiritual Disciplines or Spiritual Pathways	<ul style="list-style-type: none"> Student Update Workshop 	<ul style="list-style-type: none"> Self-developed workshop materials (optional) Online curriculum materials

June FG Report Due	<ul style="list-style-type: none"> • Connect with Mentors • Record FG and Mentoring attendance • Submit FG June Report electronically in Moodle • Submit invoice (and Statement by Supplier if required) to info@acom.edu.au 	<ul style="list-style-type: none"> • FG report forms online
FG Meeting 5 Suggested themes: Relationships skills/health or Personal mission/calling/vocation	<ul style="list-style-type: none"> • Student Update • Workshop 	<ul style="list-style-type: none"> • Self-developed workshop materials (optional) • Online curriculum materials
FG Meeting 6 Suggested theme: Emotional Awareness	<ul style="list-style-type: none"> • Student Update • Workshop • Students to begin complete <i>Student Development Chart</i> form and send copy via email to their relevant FD 	<ul style="list-style-type: none"> • Self-developed workshop materials (optional) • Online curriculum materials
END OF TRIMESTER 2		
FG Meeting 7 Suggested theme: Self-care	<ul style="list-style-type: none"> • Student Update • Workshop • Collect <i>Student Development Charts</i> from students 	<ul style="list-style-type: none"> • Self-developed workshop materials (optional) • Online curriculum materials
Student Interview Preparation	<ul style="list-style-type: none"> • Arrange Student Interviews with students and where determined include SEMs • Collect <i>Student Development Charts</i> from Mentor sent via email to FD • FD finalises their <i>Student Development Chart</i> • Collate a summary of points for the Student Interview 	<ul style="list-style-type: none"> • <i>Student Development Chart</i> instructions online
Student Interviews (October)	<ul style="list-style-type: none"> • Ask relevant questions from Student Interview sheet • Compare strengths and growth areas on <i>Student Development Chart</i> 	<ul style="list-style-type: none"> • Development Chart online • Student Interview outline online • Student Interview Questions sheet • <i>Assessment Matrix</i> online

Mentors Supervision Meeting	<ul style="list-style-type: none"> Prepare final <i>Assessment Matrix</i> based on Student Interview and FD, Mentor and Student's <i>Student Development Charts</i> FDs to debrief and thank each Mentor/ or group of Mentors 	
FG Meeting 8: Closure (November)	<ul style="list-style-type: none"> Student Update Closure Activity Group Evaluation If desired, read a copy of Students Personal Growth Reflection Paper Remind students to complete FG Evaluation and Unit Evaluation 	<ul style="list-style-type: none"> FG Evaluation online Unit Evaluation online
End of Year Activities	<ul style="list-style-type: none"> Submit all Student Matrices in Moodle* (<i>please see below</i>) Attend FD Supervision Debrief Day Submit FG November Report electronically in Moodle Submit invoice (and Statement by Supplier if required) to info@acom.edu.au 	<ul style="list-style-type: none"> November FG Report Form online
END OF TRIMESTER 3	<ul style="list-style-type: none"> Students submit final assessment paper in Moodle 	

Once the interviews are complete, **you will need to submit the Matrices and your Group Report on Moodle**. Please label as follows for easy retrieval:

For your Students' forms label:

SURNAME, First name- YEAR SFormation Assessment Matrix

For your personal Report Forms label:

SURNAME, First Name- YEAR June SFormation Group Report
SURNAME, First Name- YEAR November SFormation Group Report

SPIRITUAL FORMATION CURRICULUM OVERVIEW

SESSION	SPIRITUAL FORMATION AQF5 LEVEL P5101	SPIRITUAL FORMATION 1 UG SPIRITUAL FORMATION 4 PG	SPIRITUAL FORMATION 2 UG SPIRITUAL FORMATION 5 PG	SPIRITUAL FORMATION 3 UG
Theme	Invitation to a Journey	Personal Transformation	Community Transformation	Ministerial Formation
1	Invitation to a Journey	An invitation to Spiritual Formation	An invitation to Formation with Others	Introduction to Spiritual Formation for Ministry
2	Developing a Biblical Theology of Spiritual Formation	Grace: Discovering Who We Are	Presence: Who We Are on the Journey	Autobiography: God's story in ours
3	Introduction to Identity: Personality and Preference	Grace: Becoming Active Participants	Presence: Becoming Active Alongsiders	Spiritual Growth in Ministry
4	Introduction to Identity: Calling and Vocation	Grace: Living from Acceptance	Presence: Living in Cultures of Grace	Transitions in life and Ministry
5	Life story: Developing your Life Narrative	Story: The Power of Narratives	Praxis: Living New Narratives	Emotions and Joy in Ministry
6	The Classic Christian Pilgrimage: From 'Awakening' to 'Unity'	Story: The Good and Beautiful God	Praxis: Good and Beautiful Kingdom	A Theology of Failure inside Ministry
7	Introduction to The Spiritual Disciplines	Story: The Good and Beautiful Life	Praxis: Good and Beautiful Community	Ministry and Mental Health
8	The Nature and Inner Dynamics of the Spiritual Disciplines	Spirit: The Gift God Gives	Posture: Courage and Consciousness	Ministry as Heart Hospitality
9	'For The Sake of Others'	Spirit: God's Empowering Presence	Posture: Curiosity and Collaboration	The Art of Personal and Communal Discernment
10	Spiritual Leadership	Spirit: Empowered Confidence	Posture: Kingdom Confidence	Reflection on Personal Growth

SHARED APPENDICES

Please see attached for the following appendices.

1. STUDENT DEVELOPMENT CHART AREAS
2. STUDENT DEVELOPMENT CHART
3. ASSESSMENT MATRIX
4. ACOM STAFF EXPECTATIONS
5. ACOM SPIRITUAL FORMATION GROUP COVENANT
6. CHOOSING A MENTOR
7. MENTOR COVENANT

Student Development Chart Areas



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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

Self-Awareness

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 God-Given 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

Personal Integrity

Expresses Vulnerability
Honesty & Humility
Reliability & Dependability
Purity & Temperance

Demonstrates Life/Work Balance

Australian College of Ministries

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1800 672 692

www.acom.edu.au



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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPIRITUAL FORMATION SUMMARY OF STUDENT DEVELOPMENT CHART

These items will be discussed during the Student Interview.
Students do not need to complete this summary.

Date:

Student Name:

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

Form filled in by: ☐ Mentor ☐ FD

Name of person who filled in form:

Select up to four-line items from the Student Development Chart above that represent areas worthy of particular affirmation and/or encouragement for the student.

Item 1:

Comment:

Item 2:

Comment:

Item 3:

Comment:

Item 4:

Comment:

Select up to four-line items from the above Student Development Chart that identify areas requiring further development and focus by the student.

Item 1:

Comment:

Item 2:

Comment:

Item 3:

Comment:

Item 4:

Comment:



SPIRITUAL FORMATION ASSESSMENT MATRIX

Date: _____ Student Name: _____

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

Name of FD who has filled in this form: _____

Purpose:

The Formation Director only will fill out the SF Assessment matrix. This matrix summarizes the more comprehensive Student Development Charts, drawing together the opinions of the FD, mentor and student into a more compact assessment as to where a student is placed on the development scale. Down the left hand column are the same seven assessable areas, and across the top of the matrix the FD can make the appropriate selection of the level of development. The FD makes one final assessment on the overall rating section at the end of the matrix.

Instructions:

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. Please fill in this form using Microsoft Word (tick the grey boxes), save it to your computer and then submit a copy to Moodle and the student's Learning Support Manager. This form comprises part of the student's records and is viewable by the student.

	Beginning	Developing	Competent	Excellent
Spiritual Maturity	Current spiritual maturity is inconsistent with the demands of ministry as evidenced by minimal integration of faith across a range of ministry areas <input type="checkbox"/>	Current spiritual maturity is somewhat consistent with the demands of ministry, with some important exceptions, as evidenced by emerging integration of faith across a range of ministry areas <input type="checkbox"/>	Current spiritual maturity is generally consistent with the demands of ministry, with one or two important exceptions, as evidenced by consistent integration of faith across most areas of ministry <input type="checkbox"/>	Current spiritual maturity is consistent with the demands of ministry, with no important exceptions, as evidenced by the extensive integration of faith across all, or almost all, areas of ministry <input type="checkbox"/>
Emotional Maturity	Emotional maturity is insufficiently well developed to cope with the demands of ministry, as evidenced by frequent difficulties in regulating and appropriately expressing emotions <input type="checkbox"/>	Emotional maturity is sufficiently well developed to cope with routine demands of ministry, with intermittent difficulties in regulating and appropriately expressing emotions <input type="checkbox"/>	Emotional maturity is sufficiently well developed to cope with routine and some extraordinary demands of ministry, with irregular difficulties in regulating and appropriately expressing emotions <input type="checkbox"/>	Emotional maturity is sufficiently well developed to cope with all routine and most extraordinary demands of ministry, with few difficulties in regulating and appropriately expressing emotions <input type="checkbox"/>

	Beginning	Developing	Competent	Excellent
Self-Awareness	Minimal self-awareness, as evidenced by characteristic inconsistencies between self-evaluations and the evaluations of others across a range of areas relating to personal development <input type="checkbox"/>	Limited self-awareness, as evidenced by regular inconsistencies between self-evaluations and the evaluations of others across a range of areas relating to personal development <input type="checkbox"/>	Adequate self-awareness, as evidenced by occasional inconsistencies between self-evaluations and the evaluations of others across some areas of personal development <input type="checkbox"/>	Accurate self-awareness, as evidenced by rare inconsistencies between self-evaluations and the evaluations of others across a few areas of personal development <input type="checkbox"/>
Leadership Capacity	Leadership capacity is minimally developed, as evidenced by the acquisition of only rudimentary leadership skills and with notable skill-set deficiencies in many areas <input type="checkbox"/>	Leadership capacity is somewhat developed, as evidenced by the acquisition of some leadership skills but with notable skill-set deficiencies in several areas <input type="checkbox"/>	Leadership capacity is developed, as evidenced by the acquisition of a range of leadership skills but with notable skill-set deficiencies in some areas <input type="checkbox"/>	Leadership capacity is well developed, as evidenced by the acquisition of a wide range of leadership skills with notable skill-set deficiencies in only a few areas <input type="checkbox"/>
Vocational Clarity	Vocational clarity is minimally developed, as evidenced by a lack of awareness of personal gifts, passions and vocational options <input type="checkbox"/>	Vocational clarity is somewhat developed, as evidenced by an emerging awareness of personal gifts, passions and vocational options <input type="checkbox"/>	Vocational clarity is developed, as evidenced by an articulated awareness personal gifts, passions and vocational options that is affirmed by others <input type="checkbox"/>	Vocational clarity is developed and consolidated, as evidenced by a clearly articulated awareness personal gifts, passions and vocational options that is strongly affirmed by others <input type="checkbox"/>
Relational Skills	Minimal or no ability to relate to people in open and transparent ways, as evidenced by superficial and disorganised interpersonal relationships <input type="checkbox"/>	Limited ability to relate to people in open and transparent ways, as evidenced by variable depth and stability in interpersonal relationships <input type="checkbox"/>	Adequate ability to relate to people in open and transparent ways, as evidenced by consistent depth and stability in interpersonal relationships <input type="checkbox"/>	Solidified ability to relate to people in open and transparent ways, as evidenced by highly consistent depth and stability in interpersonal relationships <input type="checkbox"/>

	Beginning	Developing	Competent	Excellent
Personal Integrity	<p>Has difficulty maintaining personal integrity under the pressure, demands and expectations of ministry, as evidenced by regular inconsistencies between stated beliefs, values and commitments and personal action</p> <input type="checkbox"/>	<p>Usually maintains personal integrity under the pressure, demands and expectations of ministry, as evidenced by irregular inconsistencies between stated beliefs, values and commitments and personal actions</p> <input type="checkbox"/>	<p>Typically maintains personal integrity under the pressure, demands and expectations of ministry, as evidenced by minimal inconsistencies between stated beliefs, values and commitments and personal actions</p> <input type="checkbox"/>	<p>Consistently maintains personal integrity under the pressure, demands and expectations of ministry, as evidenced by substantial congruence between stated beliefs, values and commitments and personal actions</p> <input type="checkbox"/>
Overall Rating	<p>The student displays levels of Spiritual Formation that are capable of sustaining them emotionally and spiritually across few life and ministry contexts</p> <input type="checkbox"/>	<p>The student displays levels of Spiritual Formation that are capable of sustaining them emotionally and spiritually across a limited range of life and ministry contexts</p> <input type="checkbox"/>	<p>The student displays levels of Spiritual Formation that are capable of sustaining them emotionally and spiritually across a range of life and ministry contexts</p> <input type="checkbox"/>	<p>The student displays levels of Spiritual Formation that are capable of sustaining them emotionally and spiritually across a wide range of life and ministry contexts</p> <input type="checkbox"/>

ACOM STAFF EXPECTATIONS

ALCOHOL AND DRUGS

Alcohol consumption or drug use in the workplace is prohibited. You must not come to work intoxicated or under the influence of drugs.

BULLYING AND HARRASSMENT

ACOM is committed to providing a workplace culture and environment that is free of bullying or harassment.

Harassment is any form of behaviour that is not wanted or asked for, and either humiliates, offends or intimidates a person.

Bullying occurs where an employee uses strength, power or position to intimidate, oppress or persecute other employees by fear.

If a student, contractor or other employee engages in any behaviour that you regard as bullying or harassment, you should immediately report the incident to your manager.

COMPUTER AND EMAIL

Computers, computer files, software and emails are the property of ACOM and are intended to be used for ACOM's business only.

The computer and email system must not be used in a way that is disruptive or offensive to others. It is a breach of this policy to access, download or send objectionable material including, but not limited to, the following:

- Pornography or other sexually explicit materials
- Materials involving the instructions or promotion of crimes, violence or hate
- Materials involving offensive descriptions of violence or sexual conduct
- Materials that are defamatory
- Materials that are contrary to ACOM's Christian heritage and belief

If you know of another employee breaching this policy, you must immediately inform management.

If you receive any pornographic, spam or junk emails they must be deleted immediately.

You are prohibited from intentionally creating or sending viruses, worms or 'Trojan horses'.

Use of computers for personal use during work hours should be limited, such that it does not interfere with your normal duties.

In some instances, employees are provided with laptops that they may use for their personal use. In these circumstances, it is understood that:

- All ACOM related work on an employee's laptop must be adequately backed up to ensure no loss of data in the case of theft or accidental loss.
- Where files are of a private nature they will not be accessed by other ACOM staff. These files should be appropriately stored separately to ACOM folders
- The laptop will not be used for the production of illegal or immoral materials of any kind, whether in or outside of work hours
- The laptop will not be loaned to third parties for their use

DISCLOSURE OF CONFIDENTIAL INFORMATION

Student records and details are confidential and must not be discussed outside of the ordinary requirements of ACOM staff.

You must not disclose or divulge any confidential information, either during your employment or following your resignation or termination, without ACOM's prior written consent.

DISPUTE SETTLEMENT PROCEDURE

ACOM is committed to settling all disputes in both a professional and Christian manner.

Employees should always attempt, in the first instance, to settle disputes directly with the other person. Where settlement cannot be obtained, an employee should contact their manager to discuss the situation.

If an employee has a dispute with management, the dispute can be escalated to the CEO for settlement.

EMPLOYEE MOVEMENTS

When leaving the workplace for any period of time during work hours you are required to inform your manager of your whereabouts and intended time of return.

Employees are required to provide their mobile number and undertake to leave their mobile on during work hours so they can be contacted should the need arise.

EMPLOYEE RELATIONS

If you have concerns about the workplace, we encourage you to voice these concerns with the management team.

OCCUPATIONAL HEALTH & SAFETY

All employees must be aware of our obligations under the Occupational Health and Safety Act 2000 (NSW) so we can provide a safe and healthy work environment for employees, contractors and students.

Interstate employees should be aware of their state's equivalent legislation.

PRESENTATION AND DRESS

During working hours it is expected that you will dress in a clean, smart and modest way.

An employee's clothing and presentation should not conflict with ACOM's Christian heritage and standard.

SMOKING

In keeping with our policy of promoting a safe and healthy working environment, smoking is prohibited in the workplace.

ACOM SPIRITUAL FORMATION GROUP COVENANT

(Applicable to Students and Formation Directors)



Date: / /

Student:

Return to Spiritual Formation Program Coordinator

Australian College of Ministries

PO Box 3694, Rhodes NSW 2138

Ph: 1800 672 692

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

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

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Student:

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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