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The outline for the section on "Important Mentoring Tips" has been adapted from "Mentoring By Design" in the book "The Pattern: Building By Design", and used with permission from Edge Church International.

## **Veta Morphus**

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# 2021 MENTOR'S MANUAL



**10741NAT - Certificate III in Christian Ministry and Theology**

**This qualification is provided through Evolation Learning Pty Ltd - RTO #45219**

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# 1 WELCOME TO VETA MENTORING

Dear Mentor

We are writing to thank you for accepting the invitation to be a Veta Mentor. Whether you have mentoring experience or this is your first time, we thank you for taking the plunge.

While the mentoring component makes up a small part of the overall course it is one of the most impacting times for the students.

Veta Morphus is a Vocational Education and Training course designed for Senior Secondary Students that offers academic credit towards a student's Certificate of Education. On successful completion Veta Morphus students receive the nationally accredited 10741NAT - Certificate III in Christian Ministry and Theology. The qualification is provided through Evolation Learning Pty Ltd. RTO #45219

The Veta course has the following components:

- Ministry Placement
- Bible Engagement
- Mentoring Meetings
- Christian Community
- Peer Group
- Retreats

The Mentoring meetings require that, over the course of the year, students meet with their mentors for 10 hours over a minimum of seven meetings. As this is a requirement for course accreditation, you will be asked to complete and sign the declaration in Section 14 of this manual, after the final session. A log sheet is provided in Section 13 to assist you with keeping records throughout the year.

Suggested guidelines for each of the meetings are provided in this manual. One area of focus is on the journaling that students engage in with their daily Bible readings, prayers and reflections on God's continual impact on their life. In Section 12.3 of this manual you will find the student's Bible engagement plan, which we encourage you to consider undertaking.

Support is available from the Peer Group Supervisor and your Veta Youth Coordinator.

We are excited that you have joined the Veta family and are participating in the development and transformation of Student's lives through this mentoring component.

May God richly bless you as you embark on this mentoring journey with your Veta student.

In Christ,

Peter Eckermann  
Veta Youth Coordinator SA, NT,  
TAS and WA

Laura Weatherall  
Veta Youth Coordinator NSW,  
QLD and VIC

Rohan Waters  
Veta Youth ED

# 2 YEARLY PLANS 2021

The Yearly Plan and Dates to Remember over the next pages will assist you and the student to keep up to date with requirements of the course.

You may find it helpful to keep a copy of these in an easy to access place.

## 2.1 New South Wales Yearly Plan

\* Please note final submission date of student results not released by NESA at time of 'Key dates' publication. Due for release in mid term 1 2021

TERM	WEEK	WEEK COMMENCING	LEARNING EXERCISE	WORKBOOK RECORD	WHAT'S ON!
1	1	1-Feb-21	<b>Exercise 1:</b> Induction Week 1	A	Identify Ministry Placements, complete Ministry Supervisor and Mentor documents
1	2	8-Feb-21	<b>Exercise 2:</b> Induction Week 2	1	Initial Mentor Meeting
1	3	15-Feb-21	<b>Exercise 3:</b> Exegesis	1	
1	4	22-Feb-21	<b>Exercise 4:</b> Planning a Ministry Placement	A	<b>Retreat 1 (19-21 Feb)</b>
1	5	1-Mar-21	<b>Seminar 1 Development week:</b> Biblical Issue	1	Major Ministry Placement should have started
1	6	8-Mar-21	<b>Exercise 5:</b> Conflict	1	Mentor II Retreat 1 Reflections
1	7	15-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Review Journal Process and ensure up to date so far
1	8	22-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Mentor III Hours Tracker
1	9	29-Mar-21	<b>Exercise 6:</b> Forgiveness	1	
HOLIDAYS	10	5-Apr-21	HOLIDAYS		
HOLIDAYS	11	12-Apr-21	HOLIDAYS		
1	12	19-Apr-21	Make up Week		Submit completed Workbook 1
2	13	26-Apr-21	<b>Exercise 7:</b> Jesus and Culture	2	Mentor IV
2	14	3-May-21	<b>Exercise 8:</b> Denominations	2	
2	15	10-May-21	<b>Seminar 2 Development week:</b> Cultural Issue	2	Mentor V
2	16	17-May-21	<b>Spiritual Practice 2:</b> Silence and Solitude	A	Review Journal Process and ensure up to date so far
2	17	24-May-21	<b>Seminar 2 Develop/Delivery week:</b> Cultural Issue	A	Mentor VI
2	18	31-May-21	<b>Seminar 2 Delivery Week:</b> Cultural Issue	A	<b>Retreat 2 (21-23 May)</b>
2	19	7-Jun-21	<b>Exercise 9:</b> Mission of God	2	Retreat 2 Reflections
2	20	14-Jun-21	<b>Exercise 10:</b> Contemporary Issue	2	Mentor VII
2	21	21-Jun-21	Make up Week		Submit completed Workbook 2 Hours Tracker
HOLIDAYS	22	28-Jun-21	HOLIDAYS		
HOLIDAYS	23	5-Jul-21	HOLIDAYS		
3	24	12-Jul-21	<b>Exercise 11:</b> Responsible Thinking	3	Mentor VIII
3	25	19-Jul-21	<b>Seminar 3 Development:</b> Personal Issue	3	Major Ministry Mid Year Review
3	26	26-Jul-21	<b>Spiritual Practice 3:</b> Peer Group Choice	A	
3	27	2-Aug-21	<b>Seminar 3 Develop/Delivery:</b> Personal Issue	A	Mentor IX
3	28	9-Aug-21	<b>Seminar 3 Delivery:</b> Personal Issue	A	<b>Retreat 3 (TBC)</b>
3	29	16-Aug-21	<b>Exercise 12:</b> Kingdom of God	3	Retreat 3 Reflections
3	30	23-Aug-21	<b>Exercise 13:</b> Sexuality	3	Review Journals and ensure up to date so far
3	31	30-Aug-21	<b>Exercise 14:</b> Life Direction	3	Christian Community Reflections
3	32	6-Sep-21	<b>Exercise 15:</b> Evaluating Ministry Placement	A	Mentor X Hours Tracker
3	33	13-Sep-21	<b>Spiritual Practice 4:</b> Celebratory Meal		
HOLIDAYS	34	20-Sep-21	HOLIDAYS		
HOLIDAYS	35	27-Sep-21	HOLIDAYS		Yr 11 and 12 submit completed Workbook 3 and Workbook A
4	36	4-Oct-21	<b>Exercise 16:</b> Evaluating Course	A	
4	37	11-Oct-21	Make up Week and Resubmits		Year 11 by Monday 19 <sup>th</sup> Oct
4	38	18-Oct-21	Make up Week and Resubmits		Year 12 only
4	39	25-Oct-21			
6-Nov-21		COURSE COMPLETE			

## 2.2 Queensland Yearly Plan

TERM	WEEK	WEEK COMMENCING	LEARNING EXERCISE	WORKBOOK RECORD	WHAT'S ON!
1	1	1-Feb-21	<b>Exercise 1:</b> Induction Week 1	A	Identify Ministry Placements, complete Ministry Supervisor and Mentor documents
1	2	8-Feb-21	<b>Exercise 2:</b> Induction Week 2	1	Initial Mentor Meeting
1	3	15-Feb-21	<b>Exercise 3:</b> Exegesis	1	
1	4	22-Feb-21	<b>Exercise 4:</b> Planning a Ministry Placement	A	<b>Retreat 1 (19-21 Feb)</b> Mentor II
1	5	1-Mar-21	<b>Seminar 1 Development week:</b> Biblical Issue	1	Major Ministry Placement should have started
1	6	8-Mar-21	<b>Exercise 5:</b> Conflict	1	
1	7	15-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Review Journal Process and ensure up to date so far
1	8	22-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Mentor III Hours Tracker
1	9	29-Mar-21	<b>Exercise 6:</b> Forgiveness	1	Retreat 1 Reflections
HOLIDAYS	10	5-Apr-21	HOLIDAYS		
HOLIDAYS	11	12-Apr-21	HOLIDAYS		
1	12	19-Apr-21	Make up Week		Submit completed Workbook 1
2	13	26-Apr-21	<b>Exercise 7:</b> Jesus and Culture	2	Mentor IV
2	14	3-May-21	<b>Exercise 8:</b> Denominations	2	
2	15	10-May-21	<b>Seminar 2 Development week:</b> Cultural Issue	2	Mentor V
2	16	17-May-21	<b>Spiritual Practice 2:</b> Silence and Solitude	A	Review Journals and ensure up to date so far
2	17	24-May-21	<b>Seminar 2 Develop/Delivery week:</b> Cultural Issue	A	Mentor VI
2	18	31-May-21	<b>Seminar 2 Delivery Week:</b> Cultural Issue	A	
2	19	7-Jun-21	<b>Exercise 9:</b> Mission of God	2	
2	20	14-Jun-21	<b>Exercise 10:</b> Contemporary Issue	2	<b>Retreat 2 (21-23 May)</b> Mentor VII
2	21	21-Jun-21	Make up Week		Retreat 2 Reflections Submit completed Workbook 2 Hours Tracker
HOLIDAYS	22	28-Jun-21	HOLIDAYS		
HOLIDAYS	23	5-Jul-21	HOLIDAYS		
3	24	12-Jul-21	<b>Exercise 11:</b> Responsible Thinking	3	Mentor VIII
3	25	19-Jul-21	<b>Seminar 3 Development:</b> Personal Issue	3	
3	26	26-Jul-21	<b>Spiritual Practice 3:</b> Peer Group Choice	A	Major Ministry Mid Year Review
3	27	2-Aug-21	<b>Seminar 3 Develop/Delivery:</b> Personal Issue	A	Mentor IX
3	28	9-Aug-21	<b>Seminar 3 Delivery:</b> Personal Issue	A	<b>Retreat 3 (TBC)</b>
3	29	16-Aug-21	<b>Exercise 12:</b> Kingdom of God	3	Retreat 3 Reflections
3	30	23-Aug-21	<b>Exercise 13:</b> Sexuality	3	Review Journals and ensure up to date so far
3	31	30-Aug-21	<b>Exercise 14:</b> Life Direction	3	Christian Community Reflections
3	32	6-Sep-21	<b>Exercise 15:</b> Evaluating Ministry Placement	A	Mentor X Hours Tracker
3	33	13-Sep-21	<b>Spiritual Practice 4:</b> Celebratory Meal		
HOLIDAYS	34	20-Sep-21	HOLIDAYS		
HOLIDAYS	35	27-Sep-21	HOLIDAYS		
4	36	4-Oct-21	<b>Exercise 16:</b> Evaluating Course	A	
4	37	11-Oct-21	Make up Week and Resubmits		Submit completed Workbook 3 and Workbook A
1-Nov-21		COURSE COMPLETE			



## 2.3 South Australian Yearly Plan

TERM	WEEK	WEEK COMMENCING	LEARNING EXERCISE	WORKBOOK RECORD	WHAT'S ON!
1	1	1-Feb-21	<b>Exercise 1:</b> Induction Week 1	A	Identify Ministry Placements, find Ministry Supervisors and Mentor
1	2	8-Feb-21	<b>Exercise 2:</b> Induction Week 2	1	
1	3	15-Feb-21	<b>Exercise 3:</b> Exegesis	1	Initial Mentor Meeting
1	4	22-Feb-21	<b>Exercise 4:</b> Planning a Ministry Placement	A	<b>Retreat 1 (19-21 Feb)</b>
1	5	1-Mar-21	<b>Seminar 1 Development week:</b> Biblical Issue	1	
1	6	8-Mar-21	<b>Exercise 5:</b> Conflict	1	Retreat 1 Reflections Major Ministry Placement should have started.
1	7	15-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Mentor II
1	8	22-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Review Journal Process and ensure up to date so far
1	9	29-Mar-21	<b>Exercise 6:</b> Forgiveness	1	Mentor III Hours Tracker
1	10	5-Apr-21	Make up Week		
HOLIDAYS	11	12-Apr-21	HOLIDAYS		
HOLIDAYS	12	19-Apr-21	HOLIDAYS		
2	13	26-Apr-21	<b>Exercise 7:</b> Jesus and Culture	2	Submit completed Workbook 1 Mentor IV
2	14	3-May-21	<b>Exercise 8:</b> Denominations	2	
2	15	10-May-21	<b>Seminar 2 Development week:</b> Cultural Issue	2	Mentor V
2	16	17-May-21	<b>Spiritual Practice 2:</b> Silence and Solitude	A	Review Journal Process and ensure up to date so far
2	17	24-May-21	<b>Seminar 2 Develop/Delivery week:</b> Cultural Issue	A	<b>Retreat 2 (21-23 May)</b>
2	18	31-May-21	<b>Seminar 2 Delivery Week:</b> Cultural Issue	A	Retreat 2 Reflections Mentor VI
2	19	7-Jun-21	<b>Exercise 9:</b> Mission of God	2	
2	20	14-Jun-21	<b>Exercise 10:</b> Contemporary Issue	2	
2	21	21-Jun-21	Make up Week		Mentor VII
2	22	28-Jun-21	Make up Week		Hours Tracker
HOLIDAYS	23	5-Jul-21	HOLIDAYS		
HOLIDAYS	24	12-Jul-21	HOLIDAYS		
3	25	19-Jul-21	<b>Exercise 11:</b> Responsible Thinking	3	Complete and submit all remaining Workbook 2 Mentor VIII
3	26	26-Jul-21	<b>Seminar 3 Development:</b> Personal Issue	3	Major Ministry Mid Year Review
3	27	2-Aug-21	<b>Spiritual Practice 3:</b> Peer Group Choice	A	
3	28	9-Aug-21	<b>Seminar 3 Develop/Delivery:</b> Personal Issue	A	
3	29	16-Aug-21	<b>Seminar 3 Delivery:</b> Personal Issue	A	Mentor IX
3	30	23-Aug-21	<b>Exercise 12:</b> Kingdom of God	3	
3	31	30-Aug-21	<b>Exercise 13:</b> Sexuality	3	Review Journals and ensure up to date so far
3	32	6-Sep-21	<b>Exercise 14:</b> Life Direction	3	Christian Community Reflections
3	33	13-Sep-21	<b>Exercise 15:</b> Evaluating Ministry Placement	A	<b>Retreat 3 (17-18 Sep) TBC</b>
3	34	20-Sep-21	<b>Spiritual Practice 4:</b> Celebratory Meal	A	Retreat Reflections Hours Tracker Mentor X
3		27-Sep-21	Make up Week		
HOLIDAYS	35	4-Oct-21	HOLIDAYS		
HOLIDAYS	36	11-Oct-21	HOLIDAYS		
4	37	18-Oct-21	<b>Exercise 16:</b> Evaluating Course	A	Complete and Submit all remaining Workbooks 3 and A
22-Oct-21		COURSE COMPLETE			

## 2.4 Tasmanian Yearly Plan

TERM	WEEK	WEEK COMMENCING	LEARNING EXERCISE	WORKBOOK RECORD	WHAT'S ON!
1	1	8-Feb-21	<b>Exercise 1:</b> Induction Week 1	A	Identify Ministry Placements, complete Ministry Supervisor and Mentor documents
1	2	15-Feb-21	<b>Exercise 2:</b> Induction Week 2	1	Mentoring Start Up forms submission due
1	3	22-Feb-21	<b>Exercise 3:</b> Exegesis	1	<b>Retreat 1 (19-21 Feb)</b> Initial Mentor Meeting
1	4	1-Mar-21	<b>Exercise 4:</b> Planning a Ministry Placement	A	Major Ministry Placement Start Up forms submission due
1	5	8-Mar-21	<b>Seminar 1 Development week:</b> Biblical Issue	1	
1	6	15-Mar-21	<b>Exercise 5:</b> Conflict	1	Mentor II Retreat 1 Reflections
1	7	22-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	
1	8	29-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Review Journal Process and ensure up to date so far
1	9	5-Apr-21	<b>Exercise 6:</b> Forgiveness	1	Mentor III Hours Tracker
HOLIDAYS	10	12-Apr-21	HOLIDAYS		
HOLIDAYS	11	19-Apr-21	HOLIDAYS		
2	12	26-Apr-21	<b>Exercise 7:</b> Jesus and Culture	2	Submit completed Workbook 1 Mentor IV
2	13	3-May-21	<b>Exercise 8:</b> Denominations	2	
2	14	10-May-21	<b>Seminar 2 Development week:</b> Cultural Issue	2	Mentor V
2	15	17-May-21	<b>Spiritual Practice 2:</b> Silence and Solitude	A	<b>Retreat 2 (21-23 May)</b>
2	16	24-May-21	<b>Seminar 2 Develop/Delivery week:</b> Cultural Issue	A	Retreat 2 Reflections Mentor VI
2	17	31-May-21	<b>Seminar 2 Delivery Week:</b> Cultural Issue	A	Review Journal Process and ensure up to date so far
2	18	7-Jun-21	<b>Exercise 9:</b> Mission of God	2	
2	19	14-Jun-21	<b>Exercise 10:</b> Contemporary Issue	2	Mentor VII
2	20	21-Jun-21	Make up Week		Hours Tracker
2	21	28-Jun-21	Make up Week		Major Ministry Mid Year Review Complete and submit all remaining Workbook 2
HOLIDAYS	22	5-Jul-21	HOLIDAYS		
HOLIDAYS	23	12-Jul-21	HOLIDAYS		
3	24	19-Jul-21	<b>Exercise 11:</b> Responsible Thinking	3	Mentor VIII
3	25	26-Jul-21	<b>Seminar 3 Development:</b> Personal Issue	3	
3	26	2-Aug-21	<b>Spiritual Practice 3:</b> Peer Group Choice	A	
3	27	9-Aug-21	<b>Seminar 3 Develop/Delivery:</b> Personal Issue	A	Mentor IX
3	28	16-Aug-21	<b>Seminar 3 Delivery:</b> Personal Issue	A	<b>Retreat 3 (20-22 Aug) TBC</b>
3	29	23-Aug-21	<b>Exercise 12:</b> Kingdom of God	3	Retreat 3 Reflections
3	30	30-Aug-21	<b>Exercise 13:</b> Sexuality	3	Review Journals and ensure up to date so far
3	31	6-Sep-21	<b>Exercise 14:</b> Life Direction	3	Christian Community Reflections
3	32	13-Sep-21	<b>Exercise 15:</b> Evaluating Ministry Placement	A	Mentor X Hours Tracker
3	33	20-Sep-21	<b>Spiritual Practice 4:</b> Celebratory Meal	A	
3	34	27-Sep-21	Make up week		
HOLIDAYS	35	4-Oct-21	HOLIDAYS		
HOLIDAYS	36	11-Oct-21	HOLIDAYS		
4	37	18-Oct-21	<b>Exercise 16:</b> Evaluating Course	A	Complete and Submit all remaining Workbooks 3 and A
22-Oct-21		COURSE COMPLETE			

## 2.5 Victorian Yearly Plan

TERM	WEEK	WEEK COMMENCING	LEARNING EXERCISE	WORKBOOK RECORD	WHAT'S ON!
1	1	1-Feb-21	<b>Exercise 1:</b> Induction Week 1	A	Identify Ministry Placements, complete Ministry Supervisor and Mentor documents
1	2	8-Feb-21	<b>Exercise 2:</b> Induction Week 2	1	Mentoring Start Up forms submission due
1	3	15-Feb-21	<b>Exercise 3:</b> Exegesis	1	
1	4	22-Feb-21	<b>Exercise 4:</b> Planning a Ministry Placement	A	<b>Retreat 1 (19-21 Feb)</b> Initial Mentor Meeting
1	5	1-Mar-21	<b>Seminar 1 Development week:</b> Biblical Issue	1	Major Ministry Placement should have started
1	6	8-Mar-21	<b>Exercise 5:</b> Conflict	1	
1	7	15-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Retreat 1 Reflections Mentor II
1	8	22-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Review Journal Process and ensure up to date so far
1	9	29-Mar-21	<b>Exercise 6:</b> Forgiveness	1	Mentor III Hours Tracker
HOLIDAYS	10	5-Apr-21	HOLIDAYS		
HOLIDAYS	11	12-Apr-21	HOLIDAYS		
1	12	19-Apr-21	Make up Week		Submit completed Workbook 1
2	12	26-Apr-21	<b>Exercise 7:</b> Jesus and Culture	2	
2	14	3-May-21	<b>Exercise 8:</b> Denominations	2	Complete and submit all remaining Workbook 1
2	15	10-May-21	<b>Seminar 2 Development week:</b> Cultural Issue	2	Retreat 2 Reflections Mentor IV
2	16	17-May-21	<b>Spiritual Practice 2:</b> Silence and Solitude	A	Review Journal Process and ensure up to date so far
2	17	24-May-21	<b>Seminar 2 Develop/Delivery week:</b> Cultural Issue	A	Mentor V
2	18	31-May-21	<b>Seminar 2 Delivery Week:</b> Cultural Issue	A	<b>RETREAT 2 (21-23 May)</b>
2	19	7-Jun-21	<b>Exercise 9:</b> Mission of God	2	
2	20	14-Jun-21	<b>Exercise 10:</b> Contemporary Issue	2	Mentor VI
2	21	21-Jun-21	Make up Week		Hours Tracker
HOLIDAYS	22	28-Jun-21	HOLIDAYS		
HOLIDAYS	23	5-Jul-21	HOLIDAYS		
3	24	12-Jul-21	<b>Exercise 11:</b> Responsible Thinking	3	Complete and submit all remaining Workbook 2 Mentor VII
3	25	19-Jul-21	<b>Seminar 3 Development:</b> Personal Issue	3	Major Ministry Mid Year Review
3	26	26-Jul-21	<b>Spiritual Practice 3:</b> Peer Group Choice	A	
3	27	2-Aug-21	<b>Seminar 3 Develop/Delivery:</b> Personal Issue	A	Mentor VIII
3	28	9-Aug-21	<b>Seminar 3 Delivery:</b> Personal Issue	A	<b>RETREAT 3 (20-22 Aug) TBC</b>
3	29	16-Aug-21	<b>Exercise 12:</b> Kingdom of God	3	Retreat 3 Reflections
3	30	23-Aug-21	<b>Exercise 13:</b> Sexuality	3	Mentor IX
3	31	30-Aug-21	<b>Exercise 14:</b> Life Direction	3	Review Journals and ensure up to date so far
3	32	6-Sep-21	<b>Exercise 15:</b> Evaluating Ministry Placement	A	Christian Community Reflections
3	33	13-Sep-21	<b>Spiritual Practice 4:</b> Celebratory Meal		Hours Tracker Mentor X
HOLIDAYS	34	20-Sep-21	HOLIDAYS		
HOLIDAYS	35	27-Sep-21	HOLIDAYS		
4	36	4-Oct-21	<b>Exercise 16:</b> Evaluating Course	A	
4	37	11-Oct-21	Make up Week and Resubmits		Complete and Submit all remaining Workbooks 3 and A
15-Oct-21		COURSE COMPLETE			

## 2.6 Western Australian Yearly Plan

TERM	WEEK	WEEK COMMENCING	LEARNING EXERCISE	WORKBOOK RECORD	WHAT'S ON!
1	1	1-Feb-21	<b>Exercise 1:</b> Induction Week 1	A	Identify Ministry Placements, find Ministry Supervisors and Mentor
1	2	8-Feb-21	<b>Exercise 2:</b> Induction Week 2	1	Initial Mentor Meeting
1	3	15-Feb-21	<b>Exercise 3:</b> Exegesis	1	
1	4	22-Feb-21	<b>Exercise 4:</b> Planning a Ministry Placement	A	<b>Retreat 1 (19-21 Feb)</b> Mentor II
1	5	1-Mar-21	<b>Seminar 1 Development week</b> Biblical Issue	1	
1	6	8-Mar-21	<b>Exercise 5:</b> Conflict	1	Retreat 1 Reflections Major Ministry Placement should have started.
1	7	15-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Review Journal Process and ensure up to date so far
1	8	22-Mar-21	<b>Seminar 1 Delivery week:</b> Biblical Issue	A	Mentor III
1	9	29-Mar-21	<b>Exercise 6:</b> Forgiveness	1	Hours Tracker
HOLIDAYS	10	5-Apr-21	HOLIDAYS		
HOLIDAYS	11	12-Apr-21	HOLIDAYS		
1	12	19-Apr-21	Make up Week		Submit completed Workbook 1
2	12	26-Apr-21	<b>Exercise 7:</b> Jesus and Culture	2	Mentor IV
2	14	3-May-21	<b>Exercise 8:</b> Denominations	2	
2	15	10-May-21	<b>Seminar 2 Development week</b> Cultural Issue	2	Mentor V
2	16	17-May-21	<b>Spiritual Practice 2:</b> Silence and Solitude	A	<b>Retreat 2 (21-23 May)</b>
2	17	24-May-21	<b>Seminar 2 Develop/Delivery week:</b> Cultural Issue	A	Retreat 2 Reflections Review Journal Process and ensure up to date so far
2	18	31-May-21	<b>Seminar 2 Delivery Week:</b> Cultural Issue	A	Mentor VI
2	19	7-Jun-21	<b>Exercise 9:</b> Mission of God	2	
2	20	14-Jun-21	<b>Exercise 10:</b> Contemporary Issue	2	
2	21	21-Jun-21	Make up Week		Mentor VII
2	22	28-Jun-21	Make up Week		Hours Tracker
HOLIDAYS	23	5-Jul-21	HOLIDAYS		
HOLIDAYS	24	12-Jul-21	HOLIDAYS		
3	25	19-Jul-21	<b>Exercise 11:</b> Responsible Thinking	3	Complete and submit all remaining Workbook 2. Mentor VIII
3	26	26-Jul-21	<b>Seminar 3 Development:</b> Personal Issue	3	Major Ministry Mid Year Review
3	27	2-Aug-21	<b>Spiritual Practice 3:</b> Peer Group Choice	A	
3	28	9-Aug-21	<b>Seminar 3 Develop/Delivery:</b> Personal Issue	A	<b>Retreat 3 (13-15 Aug) TBC</b>
3	29	16-Aug-21	<b>Seminar 3 Delivery:</b> Personal Issue	A	Retreat 3 Reflections Mentor IX
3	30	23-Aug-21	<b>Exercise 12:</b> Kingdom of God	3	
3	31	30-Aug-21	<b>Exercise 13:</b> Sexuality	3	Review Journals and ensure up to date so far
3	32	6-Sep-21	<b>Exercise 14:</b> Life Direction	3	Christian Community Reflections
3	33	13-Sep-21	<b>Exercise 15:</b> Evaluating Ministry Placement	A	Hours Tracker
3	34	20-Sep-21	<b>Spiritual Practice 4:</b> Celebratory Meal		Mentor X
HOLIDAYS	35	27-Sep-21	HOLIDAYS		
HOLIDAYS	36	4-Oct-21	HOLIDAYS		
4	37	11-Oct-21	<b>Exercise 16:</b> Evaluating Course	A	Complete and Submit all remaining Workbooks 3 and A – Year 12 submit by 8 <sup>th</sup> Oct
4	38	18-Oct-21	Make up Week and Resubmits		Year 11 and 12
4	39	25-Oct-21	Make up Week and Resubmits		Year 11 only
1-Nov-21		COURSE COMPLETE			

### 3 WHAT IS VETA?

Veta Morphus is a Vocational Education Training course designed for Senior Secondary Students that offers academic credit towards their Certificate of Education. On successful completion, Veta Morphus students will receive the nationally accredited 10741NAT - Certificate III in Christian Ministry and Theology. This qualification is delivered through Evolation Learning Pty Ltd - RTO #45219.

Veta is not merely about learning a bunch of facts, or passing, or getting into university – it is an experience of transformation. Beyond just theory, Veta engages young people in a process of action and reflection – where the truths of the Bible are lived in everyday experience and then formed into their character through deep reflection and Godly relationships.

Veta places these young people into situations where their hearts, their minds, and their imaginations can be captured by Christ. And then, once captured, transformed by the experience of the radical life they are challenged to live.

The purpose of the course is best summed up as stated in Romans 12:2a: *"Do not conform to the pattern of this world, but be transformed by the renewing of your mind."*

Veta Morphus has six key course components which are:

- Ministry Placement
- Bible Engagement
- Mentoring
- Christian Community
- Peer Group
- Retreats

# 4 MENTOR ROLE DESCRIPTION

## **Purpose**

- The purpose of Mentoring is to promote the Christian growth of students by connecting them with a mature Christian person from whom they can receive guidance, support and encouragement in their spiritual journey
- To fulfil practical requirements of the Mentor role.

## **Specific Tasks**

- Promote the Christian growth of students
- Pray for students
- Maintain personal walk with God
- Be attentive to the spiritual health of students and respond appropriately
- Prayerfully prepare for Mentoring sessions
- Engage in conversation and prayer with student using appropriate resources/wisdom.

## **Fulfil Practical Requirements of the Mentor Role**

- Attend information sessions on Mentoring (if applicable)
- Arrange meetings with student once per month at appropriate time/place
- Plan and conduct regular meetings (Recommended seven meetings totalling 10 hours minimum spread as evenly as possible throughout the course)
- Maintain meeting records
- Complete and sign the declaration in Section 14 after the final session.

## **Minimum Expectations**

- An active member of a recognised Christian Community
- Recognised within that community for a mature Christian faith
- Be a minimum of 21 years of age
- Cleared reference from Parents/Guardian/Carer
- Working with Children's Check applicable to state requirements
- In an accountable relationship with Christian peer/s
- Competent in relating to 16-18 year old students
- Competent in spiritual Mentoring and providing guidance
- Able to make time commitment required for Mentoring.

## **Qualifications**

There are no minimum formal qualifications for Mentors.

## **Mentoring Start Up Forms**

- The Mentor needs to complete and return the Mentor Application Form
- It is the responsibility of the Parent/Guardian/Carer to ensure that Mentors are suitable Christian role-models/leaders. They will confirm this by signing the Mentor Approval Form
- The Mentor is required to provide a copy of a Working with Children Check (or similar, depending on your State) before Mentoring can begin. Your Church or the school the student attends may be able to assist you in accessing the appropriate check for your state
- These three Start Up forms must be given to the student who will submit them to Veta Youth. Once forms are checked Veta Youth will give students the 'Permission to Proceed' with Mentoring
- **Mentoring cannot begin until Permission to Proceed has been given. Please be aware that in most states it is an offence to work with a child if you don't have an appropriate current Working With Children Check or similar.**

# 5 WHAT IS MENTORING?

The following definition of mentoring is taken from <http://youthmentoringhub.org.au/about/>. As you read this definition, consider what makes 'mentoring' distinct from 'coaching', 'tutoring', 'teaching', 'counselling' or 'instructing'. Mentors are not trainers. They are there to help reflect on the student's learning and growth as they progress through the course.

*'Youth mentoring provides a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement ...*

*Youth mentoring:*

- *Empowers young people to develop to their fullest potential*
- *Is a strategy to develop active community partnerships*
- *Is voluntary for young people and mentors*
- *Fosters caring and supportive relationships*
- *Involves positive role modelling not counselling*
- *Is 'safe' for all involved.*

*Coaching and tutoring are not mentoring. Mentoring focuses on the relationship while coaching and tutoring focus on skills, performance and targets.*

*Youth mentoring is an effective way of providing young people with a supportive and enriching experience.*

*The evidence shows that youth mentoring positively impacts on the lives of both young people and mentors.*

*Mentoring programs require hard work and a commitment to quality practice.'*



# 6 THEOLOGY AND PRACTICE FOR CHRISTIAN MENTORING

***"We will not hide them from their descendants; we will tell the next generation the praiseworthy deeds of the Lord, his power, and the wonders he has done." Psalm 78:4***

Mentoring is a dynamic intentional relationship of trust. One person enables another to maximise the grace of God in their life and service. A mentor is a disciple who discipled another.

Christian Mentoring is about:

**1. Being Set within a Bible Framework:** The Veta mentoring relationship is set within a biblical framework.

**2. Promoting Generational Interaction:** The privilege and responsibility of the passing of wisdom from one generation to the next is a recurring theme in the Word of God. Throughout the Bible are many examples of special relationships where a more experienced follower of God intentionally takes a 'younger' follower into their care and nurtures their growth over a period of time: *Moses & Aaron, Naomi & Ruth, Barnabas & Paul, and Paul & Timothy*. Mentoring is the most common modern-day term used to describe these types of intentional nurturing relationships, and is also increasingly being promoted to enhance growth in all other areas of life.

**3. Facilitating Christian Maturity:** Christian Mentoring is about intentionally facilitating Christian maturity in another over a period of time. It's not about just helping the student accumulate more intellectual knowledge about Christ and God, but learning from the life experiences and examples of others; reflecting on their own experiences, prayers, lessons, and promptings by God; and growing in their confidence and faith in what God empowers them to do; it is a way to encourage students to pursue God's leading in their lives.

**4. Facilitating a Student's Discovery:** Mentoring is about facilitating a student's discovery of God's leading in their lives and keeping them on track through a supportive Christian relationship. Effective Christian Mentoring requires consistent, regular contact.

**5. Keeping The Gospel Alive:** *"Even when I am old and grey, do not forsake me, my God, till I declare your power to the next generation, your mighty acts to all who are to come"* Psalm 71:18

Christian Mentoring is ***not*** about:

1. Cloning yourself. God created us all uniquely, and you shouldn't have an expectation to recreate your student to think and act exactly like you in all things, or be totally motivated by the same things as you
2. Having unrestricted access into all of their life. We only have influence where we are invited into
3. Taking God's place as judge and master. Although we may comment or raise our concern on specific areas of their life, we are not the ultimate judge/master on how that needs to be dealt with
4. Being superhuman. Only Jesus has been a perfect human. It's okay to still have struggles and admit them. You have not reached full Christian maturity yet. In fact, we are to be continually transformed (Romans 12:2) and striving towards maturity even in our older years (Philippians 3:15) – and reflect that in our lives. Additionally, it's okay if you learn from the student and for them to know that.

The Veta Mentoring role is specific and limited to the course. It is the responsibility of any mentors who wish to go beyond the minimum requirements of the role description in this manual to have a greater impact on the growth of the student to ensure that this is only done so under the proper child safety policies and accountability of their local church or school.

*"Two people are better off than one, for they can help each other succeed."* Ecclesiastes 4:9 NLT.



# 7 IMPORTANT MENTORING TIPS

1. **Be Careful Not to Get too Familiar** - Build boundaries around relationships. *"Discretion will protect you, and understanding will guard you."* Proverbs 2:11.
2. **Be an Example** - *"Similarly, encourage the young men to be self-controlled. In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned ..."* Titus 2:6-8a. Your own life of prayer, the study of the Word and how you live will be the greatest influence on the student.
3. **Be Loyal** - Stand by people. Don't dump them if there's nothing in it for you. *"Many claim to have unfailing love, but a faithful person who can find?"* Proverbs 20:6.
4. **Be Yourself** - *"For you created my inmost being; you knit me together in my mother's womb."* Psalm 139:13. God has created you to be the person you are. Be content in yourself and allow the student to be themselves, which may mean that the student may go further than you. Don't try to control and manipulate relationships as this will quench both them and you.
5. **Be Patient** - Disciples make mistakes. Jesus believed in Peter even though he knew and saw the mistakes Peter made. There is a process that Jesus patiently walked through with Peter.
  - **Reveal** - Peter was called by God. Your student has or is being called by God
  - **Reverse** - He denied Jesus. Your student will make mistakes along the way
  - **Restore** - Jesus restored him. Jesus will restore your student to him
 Keep these points in mind and be patient and refreshing to them in this journey.
6. **Be an Encourager** - *"Therefore encourage one another and build each other up, just as in fact you are doing."* 1 Thessalonians 5:11.
7. **Be Biblical** - Allow the Bible to have the final say, not opinion. *"To the Jews who had believed him, Jesus said, 'If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free.'"* John 8:31-32
8. **Be Prayerful and Discerning** - Approach all conversations prayerfully and with Godly discernment. Offer, at appropriate times, any words of wisdom or guidance God gives you as a gift of love.

## 8.1 Safety and Care Issues

Veta Youth\* recognise that children have the right to feel safe and be safe at all times. We have the privilege of working with young people and are committed to developing a culture of safety and encouragement in which young people are protected from abuse, free from neglect, valued and cared for.

Safe environments begin with safe leaders, whether in a paid or volunteer position. All mentors must provide a copy of a Working with Children Card or equivalent, according to your state, and a suitable personal reference from a leader in your Christian Community.

\*Veta Youth is accountable to the Churches of Christ Child Safety Policy and ChildSafe.

The following issues should be considered in creating a safe environment:

- Mentor-student pairings should be same gender
- No Mentor-student meetings should be in secluded places, locked rooms, or places likely to cause suspicion
- Parents or caregivers must be aware of the arranged meeting times
- Be aware of what is appropriate physical contact
- Mentors should not intentionally expose or encourage students to media, environments or behaviour that is unsuitable for minors, or is generally recognised as inappropriate for Christian growth
- Mentors are required to report disclosures, allegations or belief regarding abuse to the relevant state child abuse report line.

### 8.1.1 Safe Boundaries for Mentoring Conversations

Veta Youth encourages those working with Veta students to respect privacy and ethical responsibilities in regards to confidentiality. Confidentiality however is not secrecy. If issues are disclosed where there is reason to believe a student is at harm, has been harmed, or is harming others, Veta Youth requires you to report these to the relevant reporting body.

## 8.1.2 Reporting child abuse and neglect

### State and territory departments responsible for protecting children

Please note that you do not need to be absolutely certain that abuse or neglect of a child has occurred to call these authorities. If you suspect a child is at risk of harm, you may call the authority to discuss your concerns and they will decide whether an investigation is required.

<b>Reporting Authority</b>	
<b>Australian Capital Territory</b>	
Child and Youth Protection Services	<b>General Public</b> <b>Ph: 1300 556 729 (24 hours)</b> <b>Mandated reporters</b> <b>Ph: 1300 556 728 (24 hours)</b>
<b>New South Wales</b>	
Department of Family and Community Services	<b>Child Protection Helpline</b> <b>Ph: 13 21 11 (24 hours)</b> <b>(TTY/voice calls: 133 677)</b>
<b>Northern Territory</b>	
Territory Families	<b>Child Protection Hotline</b> <b>Ph: 1800 700 250 (24 hours)</b>
<b>Queensland</b>	
Department of Communities, Child Safety and Disability Services	<b>To locate your nearest Child Safety Service Centre, Ph:</b> <b>1800 811 810</b> <b>Child Safety After Hours Service Centre</b> <b>Ph: 1800 177 135 (24 hours)</b>
<b>South Australia</b>	
Department of Child Protection	<b>Child Abuse Report Line</b> <b>Ph: 13 14 78</b> <b>After hours crisis care</b> <b>Ph: 1800 512 355</b>
<b>Tasmania</b>	
Children and Youth Services	<b>Child Safety Services:</b> <b>1800 000 123 (24 hours)</b>
<b>Victoria</b>	
Department of Health and Human Services	<b>For a list of regional and metropolitan phone numbers:</b> <b><a href="https://services.dhhs.vic.gov.au/child-protection-contacts">https://services.dhhs.vic.gov.au/child-protection-contacts</a></b> <b>After hours child protection emergency service</b> <b>Ph: 13 12 78</b>
<b>Western Australia</b>	
Department of Communities, Child Protection and Family Support	<b>Ph: 1800 273 889</b> <b>After Hours Ph: (08) 9223 1111 or</b> <b>Country Freecall: 1800 199 008</b> <b>If you are a mandatory reporter</b> <b>Ph: 1800 708 704 and</b> <b><a href="http://mandatoryreporting.dcp.wa.gov.au/Pages/Home.aspx">http://mandatoryreporting.dcp.wa.gov.au/Pages/Home.aspx</a></b>

Information Source: <https://aifs.gov.au/cfca/publications/reporting-abuse-and-neglect>

## 8.2 Prayer

Don't limit yourself to praying just once during the meetings together – or just at the start or end. A point may be raised and it may be appropriate for a prayer to be said right then and there (1 Thessalonians 5:17). Feel free to also encourage each other to offer silent prayers together. Or if they or both of you want to sing, offer them the opportunity to do so ... or any other way they feel comfortable communicating with God.

## 8.3 Venue

Feel free to experiment with the venue (home, park, beach, cafe - as long as you can hear each other talk clearly and focus during times of prayer) and circumstances (over a meal, over a drink, on a train trip etc.). If the venue or the circumstances don't work, don't feel you are locked in and can't change. The Mentoring relationship comes first. Make adjustments to your plans to maintain the relationship as the priority. Consider a public place where you can be seen by others to ensure appropriate safety for you and the student.

## 8.4 Comments on Conversations with Young People

### **Questioning of established authority and truth**

Society very much encourages young people to be sceptical and questioning towards established authorities and truth (including biblical truth). Don't be surprised if they question what you say and what they are reading or hearing from the Bible. As a Mentor you may find opportunity to encourage young people to bring their honest questions and struggles to the Bible. You don't need to have all the answers, nor do you always have to be right (especially if you might be wrong!).

### **Blind acceptance of new 'truth' - science and life experience**

Paradoxically, society also encourages a lot of people to just believe in new truths – science and interpretations of life experiences. Be gentle. Feel free to question them also – particularly about how they know something is 'true'. A lot of information available now through internet websites or 'new findings' can be unreliable. We live in an information-saturated world that continually strives to provide consumers with 'newer' new information or things, so we will not settle for what we already have.

### **What the heart loves, the will chooses and the mind justifies**

Although an age-old principle (this is one of the major principles of the Reformation), we need to be reminded of it as it will blind us and our students to God's truth. In the first chapter of the first letter to Timothy, Paul talks of leadership that misleads our sinful state, and the reality of people who shipwreck their faith. Don't get caught up in minor or meaningless quarrels – focus on what will build a sincere faith in your student. Remember your sinful state – be clear of what is sound doctrine. Be humble, don't take the moral high ground, and be grace-full always.

And in the end:

**'The young can't think like the old, but the old should never forget what it was like to be young.'**



# 9 PERSONAL PREPARATION FOR MENTORING

As you prepare for your role as a Christian Mentor, it is important that you take the time to examine your own spiritual journey. Your current relationship with God and the experience of your spiritual life are some of your primary resources for Mentoring. The following questions are designed to help you in your preparation. Please take the time to prayerfully reflect on them before you meet with your student. You may find it helpful to write down your responses in a journal (you can then look back over this as you journey through the year).

## **Your role as a Christian Mentor**

- What have been the significant growth experiences of your life?
- What are additional significant experiences, not mentioned above, that are more specifically related with your journey with God?
- What are the significant high points in your relationship with God?
- What are the significant low points in your relationship with God?
- Name the people who have been significant in your spiritual growth? How?
- What are your usual stumbling blocks to staying focussed on God?
- Why is your belief in Christ important to who you are and your life?
- What are important aspects of Christian maturity in a person?
- What are your gifts? How did you discover them?
- What are your other interests and skills?
- What did you want to do when you were a teenager?
- Have you ever kept a journal? Describe any experiences with keeping one.

# 10 SUGGESTED OUTLINE FOR MENTORING MEETINGS

## 10.1 The First (Initial) Mentoring Session

### **Pre-meeting:**

Arrange a mutually convenient time and venue for the first meeting. Pray personally for the first meeting. You might like to suggest they bring something that helps highlight an aspect of their life (e.g. objects that represent personal interests/hobbies, things made, photos). Bring diary to set subsequent meeting times.

### **Purpose:**

- To offer to God the future relationship between the two of you for the purposes of glorifying him in your lives
- To build initial trust, particularly for the Mentor to be trustworthy, open and committed to the growth of the student
- To establish a pattern of relationship for the Mentoring meetings and the responsibilities to each other and the course requirements
- To establish a basic knowledge of each other.

### **What to bring:**

An object that represents something of your life.

### **Setting:**

A non-threatening way to begin would be over a main meal with a number of courses. It can help fill gaps in conversation. If you have a family, it might be good to begin the time with your family and then just the two of you a little later.

## 10.2 The First (Initial) Mentoring Session Outline

As Veta Mentoring involves covering some specific areas, the following general elements should be part of every Mentoring meeting. The order is not important, neither is the suggested time allocation.

<b>Prayer</b>	<ul style="list-style-type: none"> <li>• Pray before you begin</li> </ul>	2 minutes
<b>Life in general</b>	<ul style="list-style-type: none"> <li>• What are the positive things going on lately?</li> <li>• What are the negative things going on lately?</li> <li>• Overall, how have you been feeling since last time we met?</li> <li>• What are the out of the ordinary things that have happened?</li> <li>• Are there any relationship issues that have been on your mind lately?</li> <li>• Any other issues?</li> </ul>	10 minutes
<b>God and you</b>	<ul style="list-style-type: none"> <li>• How have you been feeling about God lately?</li> <li>• What have been the times you have felt God distant since we last met?</li> <li>• What have been the highlights in your relationship with God recently?</li> <li>• When have been the times you've forgotten about God recently?</li> <li>• What are the things that you think God might have been trying to tell you recently?</li> </ul>	10 minutes
<b>Journal Thoughts</b>	<ul style="list-style-type: none"> <li>• Each of the students are required to follow a Bible Engagement plan and then record their reflections on their readings in their journal. A copy of the Bible Engagement plan is included for you in this Manual.</li> <li>• Ask: "Have you completed your journal requirements for the month?"</li> <li>• What were some of the reflections that stood out for you in the Bible readings?</li> <li>• What were some of the areas you prayed about?</li> <li>• What has God's response been to some of those prayers?</li> <li>• Any other questions?</li> </ul>	25 minutes
<b>Next Meeting</b>	<ul style="list-style-type: none"> <li>• Be clear of the date, time and venue for next meeting.</li> </ul>	2 minutes
<b>Prayer</b>	<ul style="list-style-type: none"> <li>• What upcoming issues can your Mentor keep in mind (and prayer) for you until next time?</li> <li>• Pray about whatever has come up in the meeting.</li> </ul>	10 minutes

## 10.3 The Second Mentoring Session

Follow the general plan. Be conscious that trust is still being developed between the two of you and that encouragement is still very necessary in the relationship. It is appropriate for you to share a little of how you are going also. You might also want to get a copy of their school timetable and regular weekly commitments – so you can pray for their regular activities as well as know when it is convenient to contact them whenever necessary. Ask at the end of the second meeting to consider whether they have any concerns about the two of you continuing to meet and let their Peer Group Supervisor know as soon as possible if they wish not to continue. You need to also reflect whether you can stay committed to this individual for the rest of the year. Don't take it personally if these Mentoring arrangements don't work. Their first Retreat would be around this time so check in on how that went and what they learnt.



## 10.4 Further Mentoring Sessions and Outline

<b>Prayer</b>	<ul style="list-style-type: none"> <li>Dedication of time together and that God be the foundation of the future times together.</li> </ul>	5 minutes
<b>Getting Started</b>	<ul style="list-style-type: none"> <li>Make it clear you are excited about your role and the prospect of spending the year together and seeing the progress in the student. Give them an outline of what to expect from this meeting (talk about the practical arrangements for the meetings, give you a chance to get to know me as well as I get to know you), as well as the general times you will spend together (give them a copy of the general plan if they don't have it already). Emphasise the commitment you have to the course requirements of the Mentoring meetings (10 hours all up) over the year. Each mentoring session is 1 hour in duration, although the first and last meeting may be extended. Suggest that after the second meeting, either of you can decide that maybe another Mentoring arrangement needs to occur if either are not fully comfortable with each other. Arrange the next meeting at the end of this one.</li> </ul>	10 minutes
<b>My Life and Current Christian Walk</b>	<ul style="list-style-type: none"> <li>Where appropriate, show objects that relate to what you're sharing</li> <li>Talk about the significant events of your life – both personally and spiritually – where born, what childhood was like, what issues you struggled with in your youth, career paths, how you met your marriage partner, and how God fitted into all those aspects of life etc. Talk about how you came to accept Christ as Lord and Saviour, and what that means to you now</li> <li>Talk about current interests, and issues that inspire or motivate you</li> <li>Invite questions</li> <li>It's okay to feel uncomfortable about sharing some of this stuff. It will probably be uncomfortable for them when they get around to it. There will probably be other times later on in the ongoing Mentoring meetings where you both may feel uncomfortable, but it is valuable for both to persevere. Real honesty always involves some discomfort. Reassure each other that it is okay to be uncomfortable and keep moving forward.</li> </ul>	20 minutes
<b>Their Life Story</b>	<ul style="list-style-type: none"> <li>Tell me about your life – what are your significant events?</li> <li>Tell me about what led to your acceptance of Christ as Lord and Saviour</li> <li>Find out their birthday and write it down in your diary. If it is coming up, try to remember to give them a call or send them a card.</li> </ul>	10 minutes
<b>'The general plan' and other Course requirements</b>	<ul style="list-style-type: none"> <li>Explain that most meetings will follow a general plan of 'life in general, God and you, journal thoughts and prayer', which we will go into next</li> <li>But before moving on, go through the Veta Mentor role description and the Mentoring Meetings Requirements. Let them ask any questions. If any questions come up for yourself, note them down so you can ask their Peer Group Supervisor later.</li> </ul>	15 minutes
<b>Life in general</b>	<ul style="list-style-type: none"> <li>What are the positive things going on lately? What are the negative things going on lately?</li> <li>Overall, how have you been feeling since last time we met?</li> <li>What are the out of the ordinary things that have happened?</li> <li>Are there any relationship issues that have been on your mind lately?</li> <li>Any other issues?</li> </ul>	10 minutes
<b>God and you</b>	<ul style="list-style-type: none"> <li>How have you been feeling about God lately?</li> <li>What have been the times you have felt God distant since we last met?</li> <li>What have been the highlights in your relationship with God recently?</li> <li>When have been the times you've forgotten about God recently?</li> <li>What are the things that you think God might have been trying to tell you recently?</li> </ul>	10 minutes
<b>Journal thoughts</b>	<ul style="list-style-type: none"> <li>Each of the students are required to follow a Bible reading plan and then record their reflections on their readings in their journal. A copy of the Bible Engagement plan is included for you in this Manual</li> <li>Ask: "Have you completed your journal requirements for the month?"</li> </ul>	15 minutes
<b>Prayer</b>	<ul style="list-style-type: none"> <li>What upcoming issues can I keep in mind for you until next time?</li> <li>Pray about whatever has come up in the meeting.</li> </ul>	10 minutes
<b>Arrange next meeting times</b>	<ul style="list-style-type: none"> <li>Set the next meeting date and time – possibly another main meal. You may want to pencil in suitable dates for the rest of the Mentoring meetings.</li> <li>Make sure you have all their contact details – address, telephone number, mobile number, email etc.</li> </ul>	5 minutes

## 10.5 The Final Mentoring Session

### **Pre-meeting:**

Pray personally for the upcoming meeting.

### **Purpose:**

- To fulfil the standard meeting outcomes
- To reflect on and celebrate together the journey shared in the year
- To provide adequate closure to the experience.

### **Setting:**

A main meal that you both share in preparing may be a good way of ending.

### **Additional notes:**

How you end the formal Veta Mentoring is significant. Leave them on a positive note – though don't make any promises you can't or won't keep.

## 10.6 The Final Mentoring Session Outline

<b>Life in general</b>	<ul style="list-style-type: none"> <li>• What are the positive things going on lately? What are the negative things going on lately?</li> <li>• Overall, how have you been feeling since last time we met?</li> <li>• What are the out of the ordinary things that have happened?</li> <li>• Are there any relationship issues that have been on your mind lately?</li> <li>• Any other issues?</li> </ul>	10 minutes
<b>God and you</b>	<ul style="list-style-type: none"> <li>• How have you been feeling about God lately?</li> <li>• What have been the times you have felt God distant since we last met?</li> <li>• What have been the highlights in your relationship with God recently?</li> <li>• When have been the times you've forgotten about God recently?</li> <li>• What are the things that you think God might have been trying to tell you recently?</li> </ul>	10 minutes
<b>Journal Thoughts</b>	<ul style="list-style-type: none"> <li>• Each of the students are required to follow a Bible reading plan and then record their reflections on their readings in their journal. A copy of the Bible Engagement plan is included for you in this Manual.</li> <li>• Ask: 'Have you completed your journal requirements for the month?'</li> <li>• What are plans for ongoing Bible Engagement beyond Veta?</li> </ul>	25 minutes
<b>Reflections on the time together</b>	<ul style="list-style-type: none"> <li>• Reflect on your own personal thoughts and feelings over the early meetings?</li> <li>• What stands out in yours and their memory of the times together?</li> <li>• What did they see as the greatest growth areas for themselves through the year?</li> <li>• What did they see as the greatest growth areas for themselves through the year, specifically through the Mentoring meetings (if not already mentioned)?</li> <li>• What did they find most useful about the Mentoring?</li> <li>• What did they find least useful about the Mentoring?</li> <li>• If they could do it all again, what might have been done differently?</li> </ul>	25 minutes
<b>Something special</b>	<ul style="list-style-type: none"> <li>• You might not want to tell them about the personal letter – but surprise them with it.</li> </ul>	15 minutes
<b>The future?</b>	<ul style="list-style-type: none"> <li>• What now for your relationship with each other?</li> <li>• You may arrange to still touch base occasionally – however without the formal structure of Veta. Or you might just celebrate the time that has been shared and not relate with each other at such depth from here on</li> <li>• Remember to be positive and affirming even if you aren't to continue the deeper relationship</li> <li>• Encourage them to seek further accountability and spiritual guidance and other spiritual growth opportunities.</li> </ul>	10 minutes
<b>Prayer</b>	<ul style="list-style-type: none"> <li>• Pray about whatever has come up in the meeting. Pray about the progress made and times shared over the year.</li> </ul>	15 minutes

# 11 COURSE COMPLETION

## LETTER TO STUDENT

To aid in closure to the course, please write a letter to the student reflecting on the Mentoring meetings you have shared together. This doesn't mean your friendship/Mentoring relationship has to end if you both wish to continue, but it is a significant marker for this particular leg of their Christian journey. This is a personal, confidential letter to the student.

Please remember that, because of the journey you have been privileged to share with them throughout the year, this letter will be held in high regard. Don't say anything in it that could undo the progress made. Don't make any promises you won't or may not be able to keep. Please read over it a few times to make sure everything you say in it means what you wish it to say.

You might wish to include in your letter the following:

- Express your appreciation for the trust they have invested in you by choosing you as their Mentor and sharing their life throughout your time together
- Describe three areas where you saw significant growth in them throughout the year – being specific about the growth you saw
- Gently highlight one or two areas previously discussed in the Mentoring meetings where they could benefit from further growth, noting any progress made
- Share one memory of your time together
- Share one thing that you personally learnt, benefited from, or felt greatly encouraged by from your time together
- Share some encouraging Bible passages.

Encourage them to continue on their journey and to invest in the growth of those around them.

# 12 TIPS FOR MENTORING AND ADDITIONAL RESOURCES

## 12.1 Books

Peterson, Eugene H. (1998). *The wisdom of each other*. Grand Rapids, MI: Zondervan.

Written by the author of *The Message* as a series of brief down-to-earth letters over a period of time by a long-time follower of Christ with a long-lost friend who recently re-established his faith with God. This book explores the reality of faith in normal life as well as the surreal life within a Christian community.

Watson, David. (1999). *Discipleship*. London: Hodder & Stoughton.

A solid theological approach to what it truly means to be a follower of Christ and the implications it has for all aspects of your life and your relationships. Be warned, your life goals and Christian life may be radically transformed if you read and reflect on this adequately.

Mallison, John. *Mentoring*. Available by free download: <https://www.johnmallison.com/>

Recognised as an expert in the field of Mentoring, it is useful if you wish to extend your Mentoring relationship deeper for deeper impact.

## 12.2 Extra Tips for Mentoring

- Ask the student for a copy of their exam timetable, so that you can pray for them at times of increased workload
- Find out how the student is going with their Bible Reading and Journalling. A copy of the Bible Engagement Plan can be found on the next page
- Go to a sporting match, musical performance, art exhibition or any other significant activity as a way of supporting the student outside of your regular, structured mentoring
- Find out the student's birthday and take them out on a special treat to celebrate
- Meet with the student at a Café, Maccas or the beach as a change in environment
- Get Creative!!!

## 12.3 Bible Engagement Plan

Below is the Bible reading plan for 2021. The term weeks may vary from state to state and school to school. Students read the listed passages and complete three journal entries per week.

Week	Law & History	Wisdom & Prophets	New Testament	Completed
1	Genesis 1-3	Psalms 2	Matthew 1	
2	Genesis 9	Psalms 8	Matthew 4	
3	Genesis 15; 17; 18:1-15	Psalms 16	Matthew 5-7	
4	Genesis 22:1-19	Psalms 22	Matthew 8	
5	Genesis 25:19-26:6	Psalms 41	Matthew 13	
6	Genesis 28:10-22	Psalms 68	Matthew 18-20:16	
7	Exodus 6:1-11	Psalms 69	Matthew 21:28-22:14	
8	Exodus 11-14	Psalms 89	Matthew 25	
9	Exodus 16	Psalms 109	Matthew 26:17-30	
<b>Make up weeks and holidays</b>				
1	Exodus 19-20	Psalms 110	Mark *	
2	Exodus 24	Psalms 118	Luke 2; 24	
3	Exodus 33-34	Isaiah 6-7; 9:1-7	John 1:1-18; 3	
4	Numbers 20:1-13	Isaiah 11	John 4-5	
5	Numbers 32:1-13	Isaiah 40-42	John 6:25-71	
6	Deuteronomy 18:14-22	Isaiah 52-53	John 7:25-52; 12:37-50	
7	Deuteronomy 28-29	Isaiah 54-56:8	Acts 14-15	
8	Deuteronomy 32:48-52	Isaiah 65	Acts 17	
<b>Make up weeks and holidays</b>				
1	Joshua 1; 24	Jeremiah 31; 33	Acts 28	
2	Judges 2:6-3:6	Ezekiel 2-3:15	Romans 7-8	
3	1 Samuel 1; 3	Ezekiel 36	Romans 9; 11; 15	
4	1 Samuel 7:15-8:22	Hosea 1-2; 11	1 Corinthians 15	
5	1 Samuel 15-16:1-13	Hosea 6; 8	2 Corinthians 3	
6	2 Samuel 2:1-7; 5:1-5; 7:1-17	Joel 2	Galatians 3	
7	1 Kings 6:1; 8:1-21	Micah 4-5	Ephesians 3	
8	1 Kings 8:22-9:9	Jonah 1-4	Hebrews 8; 9	
9	1 Kings 12	Nahum 1	Hebrews 11; 12	
<b>Make up weeks and holidays</b>				
1	2 Kings 17:7-23	Zechariah 8; 9:9-13; 10	2 Peter 3	
2	2 Kings 24-25	Malachi 1-4	Revelation 11:15-19; 21-22	

\*We encourage the student to read the book of Mark in one sitting from beginning to end.

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Mentor's Name:

[illegible]





# 14 MENTORING DECLARATION

The student will upload this form when completed in their Mentoring End of Year Reflection

Assignment

I, \_\_\_\_\_ (Mentor's Name), declare that I  
have met regularly in a mentoring role with \_\_\_\_\_ (Student's  
Name) throughout the year.

The total number of hours we have met for is \_\_\_\_\_

The total number of sessions we have met for is \_\_\_\_\_

Any comments you would like to make about the mentoring sessions, the Mentoring Manual we have  
provided or the Veta program your Student has been involved with can be provided here:

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Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Veta Youth would like to take this opportunity to thank you for taking the time to participate in the  
development and transformation of this student's life through the mentoring component. We hope  
you have been richly blessed by this experience.

If you would like to receive our regular newsletter or contribute to the ongoing work of Veta Youth,  
please go to [www.veta.org.au/contact-us/](http://www.veta.org.au/contact-us/) and register your details. Veta Youth would like to take  
this opportunity to thank you for taking the time to participate in the development and transformation  
of this student's life through the mentoring component. We hope you have been richly blessed by this  
experience.



# 15 MENTOR INVITATION

## LETTER

Student Name:

Tel:

Mob:

Address:

Email:

Dear

I am writing to ask you to prayerfully consider being my Veta Mentor for the year in the capacity outlined in this letter. I have approached you because you are someone with a mature and active faith who could provide me with wise spiritual guidance.

I am currently enrolled in Veta, a Christian Leadership Training for Senior Secondary Students that offers academic credit towards my Certificate of Education. At its completion, I will receive the nationally accredited 10741NAT - Certificate III in Christian Ministry and Theology. This qualification is delivered through Evolation Learning Pty Ltd - RTO #45219.

The course has the following components:

- Ministry Placement
- Bible Engagement
- Mentoring
- Christian Community
- Peer Group
- Retreats

The Mentoring meetings component of the course requires that, over the course of the school year, I meet at least seven times with a mature Christian, for a combined total of a minimum of 10 hours. Suggested guidelines for each of the meetings are provided in the Veta Mentor Manual. One area of focus is on the written journal I am required to keep regarding my daily Bible readings, prayers and reflections on God's impact on my life. As a Mentor, you are not my trainer, but rather there to help me reflect on my learning and growth as I progress through the course.

Within this letter is a detailed role description. Support is available from my Peer Group Supervisor and the State Veta Youth Coordinator.

If you are willing to accept this invitation, please complete the Mentor's Application form and return it to me (the student) as soon as possible. My Parent/Guardian/Carer will need to approve you as my Mentor so they may wish to make contact with you. If you wish to contact my parents, please use the details given above.

I look forward to hearing from you soon.

For further information on this role, please contact my Peer Group Supervisor:

Name:

Phone (School/Church):

Mobile:

Email:

My contact details are included at the beginning of this letter.

Thank you for considering my request.

Yours truly,





# 16 MENTOR APPOINTMENT PROCESS

## 16.1 Mentor Application Form

MENTOR APPLICATION FORM	
<i>This section to be completed by the Mentor</i>	
<p>Mentors, please ensure that you read the Mentor role description in the Mentoring Manual, complete this Application Form, and return to the student you will be mentoring. The student's Parent/Guardian/Carer will be asked to approve you as a suitable Mentor in the Mentor Approval Form. Thank you for your cooperation in regard to these matters.</p>	
Your Name:	
Name of the student(s) you will be mentoring:	
Name of the Peer Group your student is from:	
Your Address:	
Email address:	
Contact Number:	
<p>I _____ (your name) have read the Mentor's Manual and agree to complete and carry out the Veta Mentoring Role and fulfil the given role description as described in the Manual. I acknowledge that I am accountable to the Parent/Guardian/Carer for my conduct and to the Veta Peer Group Supervisor for the fulfilment of my role responsibilities. I agree to inform the Veta Peer Group Supervisor if I change any details specified above, or am no longer able to fulfil the requirements of this role. (If you have not been given a copy of the Mentor's Manual, a copy can be found at <a href="http://www.veta.org.au">www.veta.org.au</a> under the "PGS &amp; Students" tab). I give permission for my details to be recorded by Veta Youth for the purposes of providing Mentoring for the student. I agree to the Veta Youth Privacy Policy (found at <a href="https://veta.org.au/privacy-policy">https://veta.org.au/privacy-policy</a>).</p>	
I would like to receive further information regarding the student's course, Veta Youth and its programs.	Yes / No
I have read and accept the Veta Youth Privacy Policy and the Veta Youth Child Safe Policy, and agree to abide by the Veta Youth Code of Conduct	Yes / No
I have attached a copy of my 'Working with Children Card' or equivalent screening check according to my state (See requirements for each state on the next page)	Yes / No
I acknowledge that the information in this application is true and correct.	Yes / No
Signed (Applicant):	Date

## 16.2 Working with Children's Check requirements in each state

### Victoria, Western Australia, Tasmania and Queensland Mentors

You are required to provide a copy of their "Working with Children Check (WWCC) Card" or "Working with Vulnerable People Card".

Please ensure your student receives a copy or takes a photo of the card for uploading. Just quoting the WWCC number will not be acceptable.

If you are a Teacher, a copy of your Teacher Registration card is an acceptable equivalent.

**New South Wales Mentors** The following details must be provided in a legible form in the Mentor application form.

LAST NAME

FIRST NAME

DATE OF BIRTH

WWCC NUMBER

### South Australia Mentors

You are required to provide a copy of your Working with Children's Check confirmation email to the student, or your DCSI if still current. You can apply for a WWCC at this link- (<https://screening.sa.gov.au/applications>).

Please note Police Checks or Teacher Registration documents are no longer acceptable.

The student will upload it to their Major Ministry Start Up Forms Assignment. **(All pages of the WWCC email must be included).**

## 16.3 Mentor Approval Form

### Mentor Approval Form

*This section to be completed by the Parent/Guardian/Carer*

Dear Parent/Guardian/Carer,

A significant part of our Veta courses is Mentoring. Students meet at least seven times with a mature Christian, for a minimum total of 10 hours. Guidelines for each of the meetings are provided in the Veta Mentor Manual.

The purpose of mentoring is to promote the Christian growth of students by connecting them with a mature Christian person from whom they can receive guidance, support and encouragement in their spiritual journey.

Students choose their own Mentor, often picking someone that they have looked up to from their Christian Community, School or Church.

As mentioned in this Manual, Veta Youth is committed to developing a culture of safety and encouragement in which young people are protected from abuse, free from neglect, valued and cared for. Safe environments begin with safe leaders. As a part of the Appointment Process, all Mentors provide a Working with Children Check(WWCC) or equivalent if applicable, according to state requirements.

As part of the Appointment criteria, we would also like you as Parent/Guardian/Carer to discuss the choice of your Child's Mentor with them, and complete the Mentor Approval Form which follows. As you do this, be mindful of the Mentor Job Description and practical considerations such as transport and meeting locations.

Please continue an ongoing discussion with your child throughout the year regarding their mentoring experience, ensuring that the relationship is going well and safely, and fulfilling the purposes of Christian mentoring. If at any time you are concerned about the relationship and/or safety of your child, please ensure that you take appropriate steps to end or suspend the Mentoring relationship and discuss the situation with the student's Peer Group Supervisor for guidance.

This Appointment Process **must be completed** with the Mentor's Application, their WWCC and your Approval Form completed, signed and uploaded to the Student's online Workbook **before the first** Mentoring Session and no later than the end of Term 1.

**For your student's safety, please do not allow the mentoring sessions to begin until your student has received "Permission to Proceed" from Veta Youth.**

I agree that \_\_\_\_\_ (name of Mentor)

is a suitable Mentor to fulfil the Mentor role description in the 'Mentor's Manual' for my

child \_\_\_\_\_ (name of Student.)

Signed:

Date:

Name (Parent/Guardian/Carer):

Phone:

Email:

*\*A copy of the Mentor's Manual can be found at [www.veta.org.au](http://www.veta.org.au) under the "PGS & Students" tab.*



