

2024 MENTOR'S MANUAL



11236NAT - Certificate III in Christian Ministry and Theology

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

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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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1 WELCOME TO VETA MENTORING

Dear Mentor

We are writing to thank you for accepting the invitation to be a Veta Morphus 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 11236NAT - Certificate III in Christian Ministry and Theology. The qualification is provided through Evolution Learning Pty Ltd. RTO #45219

The Veta course has the following experiences:

- 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 Veta Youth.

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 Director of Pastoral
Care

Rohan Waters
Veta Youth Executive Director

2 YEARLY PLAN 2024

The Yearly Plan on the next page 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 this in an easy to access place.

2.1 All States Yearly Plan

TERM	WEEK	WEEK COMMENCING	WORKSHOPS	WORKBOOK RECORD	WHAT'S ON!
1	1		Workshop 1: Induction Week 1	A	Identify Ministry Placements, find Ministry Supervisors and Mentor
1	2		Workshop 2: Induction Week 2	A	
1	3		Workshop 3:	1	Initial Mentor Meeting
1	4		Workshop 4: Planning a Ministry Placement	A	*Retreat 1 – 23-25 Feb (SA Tribe A, VIC, QLD)
1	5		Presentation 1 Development: Biblical Issue	1	*Retreat 1 – 3 Mar (SA Tribe B, NSW)
1	6		Workshop 5:	1	Major Ministry Placement should have started.
1	7		Presentation 1 Delivery: Biblical Issue	1	Mentor II
1	8		Presentation 1 Delivery: Biblical Issue	1	Review Journal Process and ensure up to date so far
1	9		Workshop 6:	A	Mentor III Hours Tracker
1	10		Workshop 7:	1	
	11 - 13		HOLIDAYS or Make up Week		
2	14		Workshop 8:	2	Submit completed Workbook 1 Mentor IV
2	15		Workshop 9:	A	*Retreat 2 – 17-19 May (SA Tribe A)
2	16		Workshop 10:	2	*Retreat 2 – 24-26 May (SA Tribe B, VIC, QLD) Mentor V
2	17		Presentation 2 Development: Cultural Issue	2	Review Journal Process and ensure up to date so far
2	18		Spiritual Practice 1: Peer Group Choice	A	*Retreat 2 – 31 May-2 Jun (NSW)
2	19		Presentation 2 Delivery: Cultural Issue	2	Mentor VI
2	20		Presentation 2 Delivery: Cultural Issue	2	
2	21		Workshop 11:	2	
2	22		Workshop 12:	2	Mentor VII
	23 - 25		HOLIDAYS or Make up Week		
3	26		Workshop 13:	3	Submit completed Workbook 2 Mentor VIII
3	27		Presentation 3 Development: Personal Issue	3	Major Ministry Mid Year Review
3	28		Spiritual Practice 2: Peer Group Choice	A	*Retreat 3 – 9-10 Aug (SA)
3	29		Presentation 3 Develop/Delivery: Personal Issue	3	*Retreat 3 – 16-18 Aug (QLD)
3	30		Presentation 3 Delivery: Personal Issue	3	Mentor IX
3	31		Workshop 14:	3	*Retreat 3 – 23-25 Aug (VIC, NSW)
3	32		Workshop 15:	3	Review Journals and ensure up to date so far
3	33		Workshop 16:	A	Christian Community Reflections
3	34		Spiritual Practice 3: Celebratory Meal	A	
3	35		Make up Week		Retreat Reflections Hours Tracker Mentor X
	36 - 38		HOLIDAYS or Make up Week		
4	39		Workshop 17: Evaluating Course	A	Submit completed Workbooks 3 and A
COURSE COMPLETE					
V2 - 8/12/2023					

3 WHAT IS VETA MORPHUS?

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 11236NAT - Certificate III in Christian Ministry and Theology. This qualification is delivered through Evolation Learning Pty Ltd - RTO #45219.

Veta Morphus 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 Morphus 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 Morphus 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 experiences 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
- **Mentoring Course requirement is a minimum of 7 meetings which total 10 or more hours.**

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 (10 hours minimum) spread as evenly as possible throughout the course
- Maintain meeting records (see page 29)
- 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 Approval from Parents/Guardian/Carer
- Working with Children 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 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
- The Mentor needs to complete the online Mentor Application Form at this link <https://veta.org.au/mentor-application-2024/>
- It is the responsibility of the Parent/Guardian/Carer to ensure that Mentors are suitable Christian role-models/leaders. They will confirm this by completing the online Mentor Approval Form at this link https://veta.org.au/mentor_approval_2024/
- **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 .**
- **Please note that WWCCs are not transferable between states.**

5 WHAT IS MENTORING?

In his book, *Mentoring to Develop Disciples and Leaders*, the late John Mallison provided the following definition of Mentoring.

Christian mentoring is a dynamic, intentional relationship of trust in which one person enables another to maximise the grace of God in their life and service. At the heart of all Christian mentoring is a vital relationship with God.

Mentoring provides the Veta Morplus student with a structured and trusting relationship with a caring individual who offers guidance, support, and encouragement during the period of the course. Many students and Mentors continue the Mentoring beyond Veta Morplus.

Mentoring to Develop Disciples by John Mallison is available for free download at this link:

<https://www.johnmallison.com/data/Mentoring%20to%20Develop%20Disciples%20&%20Leaders.pdf>

It provides an excellent guide for any current or future Mentors.

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 disciples another.

Christian Mentoring is about:

1. Being Set within a Bible Framework: The Veta Morphus 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 gray, 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 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.
 - o **Reveal** - Peter was called by God. Your student has or is being called by God
 - o **Reverse** - He denied Jesus. Your student will make mistakes along the way
 - o **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 MENTORING BEST PRACTISE

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 their Working with Children Card or equivalent, according to your state, and students are required to confirm parental approval by submitting a completed Parent Approval Form.

*Veta Youth is accountable to the Churches of Christ Child Safety Policy (https://www.cofc.com.au/getmedia/3f69e61b-45c8-4e15-91f1-d4ceba875351/Safe-Church-Policy-Affiliated-Churches_Sept.pdf) and state based legislative requirements.

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

- Mentor-student pairings should be same sex
- 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 or suspicion of 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 regard 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

If you believe a child is in immediate danger, call the Police on 000.

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.

Reporting Authority	
Australian Capital Territory	
Child and Youth Protection Services	General Public Ph: 1300 556 729 (24 hours) Reporting child abuse and neglect Email: childprotection@act.gov.au
New South Wales	
Department of Community and Justice	Child Protection Helpline Ph: 13 21 11 (24 hours)
Northern Territory	
Territory Families, Housing and Communities	NT Child Abuse Hotline Ph: 1800 700 250 (24 hours)
Queensland	
Department of Children, Youth, Justice and Multicultural Affairs	Report to your nearest Child Safety Service Centre https://www.cyjma.qld.gov.au/contact-us/department-contacts/child-family-contacts/child-safety-service-centres/regional-intake-services Child Safety After Hours Service Centre Ph: 1800 177 135 (24 hours)
South Australia	
Department for Child Protection	Child Abuse Report Line Ph: 13 14 78 (24 hours)
Tasmania	
	Child Safety Services: 1800 000 123 (24 hours)
Victoria	
Department of Families, Fairness and Housing	For a list of regional and metropolitan phone numbers: https://services.dffh.vic.gov.au/child-protection-contacts After hours child protection emergency service Ph: 13 12 78
Western Australia	
Department of Communities, Child Protection and Family Support	Central Intake Team Ph: 1800 273 889 or After Hours Crisis Care : 1800 199 008 or text on 0477131 114 If you are a mandatory reporter Ph: 1800 708 704 or online at Mandatory Reporting (communities.wa.gov.au)

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. An issue 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 child safety practice 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 your 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 several 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 Morphus 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.

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

Prayer	<ul style="list-style-type: none"> Dedication of time together and that God be the foundation of the future times together. 	5 minutes
Getting Started	<ul style="list-style-type: none"> 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. 	10 minutes
My Life and Current Christian Walk	<ul style="list-style-type: none"> Where appropriate, show objects that relate to what you're sharing 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 Talk about current interests, and issues that inspire or motivate you Invite questions 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. 	20 minutes
Their Life Story	<ul style="list-style-type: none"> Tell me about your life – what are your significant events? Tell me about what led to your acceptance of Christ as Lord and Saviour 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. 	10 minutes
'The general plan' and other Course requirements	<ul style="list-style-type: none"> 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 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. 	15 minutes
Life in general	<ul style="list-style-type: none"> What are the positive things going on lately? What are the negative things going on lately? Overall, how have you been feeling since last time we met? What are the out of the ordinary things that have happened? Are there any relationship issues that have been on your mind lately? Any other issues? 	10 minutes
God and you	<ul style="list-style-type: none"> How have you been feeling about God lately? What have been the times you have felt God distant since we last met? What have been the highlights in your relationship with God recently? When have been the times you've forgotten about God recently? What are the things that you think God might have been trying to tell you recently? 	10 minutes
Journal thoughts	<ul style="list-style-type: none"> 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 Ask: "Have you completed your journal requirements for the month?" 	15 minutes
Prayer	<ul style="list-style-type: none"> What upcoming issues can I keep in mind for you until next time? Pray about whatever has come up in the meeting. 	10 minutes
Arrange next meeting times	<ul style="list-style-type: none"> 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. Make sure you have all their contact details – address, telephone number, mobile number, email etc. 	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 shared 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

Life in general	<ul style="list-style-type: none"> • What are the positive things going on lately? What are the negative things going on lately? • Overall, how have you been feeling since last time we met? • What are the out of the ordinary things that have happened? • Are there any relationship issues that have been on your mind lately? • Any other issues? 	10 minutes
God and you	<ul style="list-style-type: none"> • How have you been feeling about God lately? • What have been the times you have felt God distant since we last met? • What have been the highlights in your relationship with God recently? • When have been the times you've forgotten about God recently? • What are the things that you think God might have been trying to tell you recently? 	10 minutes
Journal Thoughts	<ul style="list-style-type: none"> • 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. • Ask: 'Have you completed your journal requirements for the year?' • What are plans for ongoing Bible Engagement beyond Veta Morphus? 	25 minutes
Reflections on the time together	<ul style="list-style-type: none"> • Reflect on your own personal thoughts and feelings over the early meetings? • What stands out in yours and their memory of the times together? • What did they see as the greatest growth areas for themselves through the year? • What did they see as the greatest growth areas for themselves through the year, specifically through the Mentoring meetings (if not already mentioned)? • What did they find most useful about the Mentoring? • What did they find least useful about the Mentoring? • If they could do it all again, what might have been done differently? 	25 minutes
Something special	<ul style="list-style-type: none"> • You might not want to tell them about the personal letter – but surprise them with it. 	15 minutes
The future?	<ul style="list-style-type: none"> • What now for your relationship with each other? • 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 • Remember to be positive and affirming even if you are not going to continue the deeper relationship • Encourage them to seek further accountability and spiritual guidance and other spiritual growth opportunities. 	10 minutes
Prayer	<ul style="list-style-type: none"> • Pray about whatever has come up in the meeting. Pray about the progress made and times shared over the year. 	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 part 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 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 a pioneer in the field of Mentoring, it is useful if you wish to extend your Mentoring relationship deeper for deeper impact.

12.2 Christian Youth Discipleship Coaching (CYDC)

CYDC is available from Veta Youth to help you with your Mentoring. Information, dates, and costs are available on our website <https://veta.org.au/cydc/>. Discount is available for those mentoring Veta Morpheus students. Contact Veta Youth using this link for details of the discount: <https://veta.org.au/contact/>

12.3 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 Journaling. 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!!!

12.4 Bible Engagement Plan

On the next page is the Veta Morphus Bible reading plan for 2023. The term weeks may vary from state to state and school to school.

This Bible Engagement Plan will take the student on a journey! This journey is from Genesis to Revelation, from the beginning to eternity, of God's plan for the world. The plan will take them through three major themes: the covenant, the Messiah and the new heaven and new earth. We pray that they come to love Jesus more and see God's wonderful plan unfold.

As the student begins Veta Morphus, they will receive a NIV Study Bible to enable their Bible Engagement and other Bible study and research.

At Veta Youth we believe that one of the ways we get to know God is through reading and reflecting on the Bible. This is why Bible Engagement is such an important part of Veta Morphus, and the Christian life. Doing Bible Engagement is not just a task to 'get done' but an opportunity to get to know God more.

As the student begins Veta Morphus, starting in Workbook 1, we would like them to read the three (3) weekly Bible readings listed in the Bible Reading Plan. In Workbook 1 they will be required to complete one journal per week.

They can **choose** which Scripture passage they will focus on for their journal each week.

In Workbook 2 and 3, they will be required to read the three weekly readings and complete two (2) journals of their choice each week.

Week	Law & History	Wisdom & Prophets	New Testament	Complete
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	
Make up weeks and holidays				
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	
9	Joshua 1; 24	Jeremiah 31; 33	Acts 28	
Make up weeks and holidays				
1	Judges 2:6-3:6	Ezekiel 2-3:15	Romans 7-8	
2	1 Samuel 1; 3	Ezekiel 36	Romans 9; 11; 15	
3	1 Samuel 7:15-8:22	Hosea 1-2; 11	1 Corinthians 15	
4	1 Samuel 15-16:1-13	Hosea 6; 8	2 Corinthians 3	
5	2 Samuel 2:1-7; 5:1-5; 7:1-17	Joel 2	Galatians 3	
6	1 Kings 6:1; 8:1-21	Micah 4-5	Ephesians 3	
7	1 Kings 8:22-9:9	Jonah 1-4	Hebrews 8-9	
8	1 Kings 12	Nahum 1	Hebrews 11-12	
9	2 Kings 17:7-23	Zechariah 8; 9:9-13; 10	2 Peter 3	
10	2 Kings 24-25	Malachi 1-4	Revelation 11:15-19; 21-22	

[^]For this week, you will need to complete your journal entry on Mark. We encourage you to read the book of Mark in one sitting from beginning to end. Choose a time that will allow you to read all 16 chapters. If you listen to the audio Bible, it will take you 1 hour and 29 minutes. The YouTube Video (Link following) is for your use if you would like a dramatised audio version of Mark's Gospel. (<https://www.youtube.com/watch?v=WThbVlxYf1c>)

14 MENTORING DECLARATION

Once the Mentoring sessions are complete you will be asked to complete the online Mentor Declaration Form at this link: <https://veta.org.au/mentoring-declaration-2024/>

Information that you will be asked to complete in the form are:

- The total number of hours you and the student have met for
- The total number of sessions you and the student have met for
- Any comments you would like to provide about the mentoring sessions, this manual or the course.

The student cannot complete the course until the Declaration has been completed.

Reminder: Mentoring Course Requirement is a minimum of 7 meetings which total 10 or more hours.

15 MENTOR INVITATION LETTER

Student Name:

Tel:

Mob:

Address:

Email:

Dear

I am writing to ask you to prayerfully consider being my Veta Morphus 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 Morphus, a Christian Leadership Training course for Senior Secondary Students that offers academic credit towards my Certificate of Education. At its completion, I will receive the nationally accredited 11236NAT - Certificate III in Christian Ministry and Theology. This qualification is delivered through Evolation Learning Pty Ltd - RTO #45219.

The course includes the following key experiences:

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

The Mentoring requirement is 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 Morphus Mentor Manual. One suggested area of focus is on my journaling. 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 the Mentor Manual is a detailed role description. Support is available from my Peer Group Supervisor and Veta Youth.

If you are willing to accept this invitation, please complete the online Mentor's Application form available at this link, <https://veta.org.au/mentor-application-2023/>, as soon as possible. My Parent/Guardian/Carer will need to approve you as my Mentor so they may wish to contact 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

The Mentoring Start Up process below is designed to protect the student and to minimise risks to the Mentor. Completing these forms ensures that Mentoring Sessions are conducted under the authority of the student's parent/guardian/care giver, and that appropriate child safety arrangements are in place.

16.1 Mentor Checklist

Before commencing any of the mentoring sessions, both the student and the Mentor must ensure each of these steps have taken place:

1. The **Mentor** must provide a copy of the state required WWCC, Blue Card or Working with Vulnerable People Card to the student (See below page for specific state requirements)
2. The **Mentor** must complete the online 'Mentor Application Form' at this link <https://veta.org.au/mentor-application-2023/>
3. The **parent/guardian/care giver** of the student must agree to and sign the online 'Mentor Approval Forms" at this link https://veta.org.au/mentor_approval_2023/
4. **The student** must upload the copy of the state required WWCC, Blue Card or Working with Vulnerable People Card (See below page for specific state details) to their Mentor Start Up Forms Workshop
5. **The student** must receive "Permission to Proceed" prior to the commencement of the Mentoring sessions.

Veta Youth requires that the Mentor and the student's parent/guardian/care giver complete all online Mentoring forms, and students upload all WWCC, Blue Card or Working with Vulnerable People Card as soon as possible but no later than the end of Term 1.

If there is some reason that prevents this from happening, before the end of Term 1, students are advised to talk with their PGS and/or Veta Youth. As the Mentor, your cooperation in assisting students to complete this 'Start-Up' process in a timely manner is very much valued and appreciated.

16.2 Working with Children Check requirements in each state

You are required to provide a copy of the Child Protection Screening Check required in your state, when working with children, to the student for uploading to their Start Up Workshop. Please ensure all screening documents or cards are current. If you do not have the required screening check, or yours is not current, please apply immediately.

You will find the requirements for each state on the following page.

<p>Victorian Ministry Supervisors</p> <p>You are required to provide to the Student(s) a copy of your "Working with Children Check (WWCC) card" or Teacher Registration Card. Just quoting the WWCC card number will not be acceptable.</p>
<p>New South Wales Ministry Supervisors</p> <p>To allow Veta Youth to verify your Ministry Supervisor clearance (WWCC) number online please provide the following details of your Ministry Supervisor:</p> <p>LAST NAME FIRST NAME DATE OF BIRTH WWCC NUMBER</p> <p>You will upload a copy of these details here.</p>
<p>South Australia Ministry Supervisors</p> <p>You are required to upload a copy of your Ministry Supervisor's Working with Children's Check confirmation email. (All pages of the WWCC email must be included). Just quoting the WWCC number will not be acceptable. Your supervisor can apply for a WWCC at this link - https://www.dcsiscreening.sa.gov.au/SCRequestApplicationIndividual.</p> <p>You will upload the WWCC here. Please note that Police Checks or Teacher Registration documents are no longer acceptable in SA.</p>
<p>Western Australia Ministry Supervisors</p> <p>You are required to provide to the Student(s) a copy of your "Working with Children Check (WWC) Card". Just quoting the WWC Card number will not be acceptable. Please note that a Teacher Registration document is no longer acceptable.</p>
<p>Queensland Ministry Supervisors</p> <p>You are required to provide to the Student(s) a copy of your "Blue Card". Just quoting the Blue Card number will not be acceptable.</p> <p>Please note that a Teacher Registration document is no longer acceptable. However you can apply for and provide an Exemption Card.</p>
<p>Tasmania Ministry Supervisors</p> <p>You are required to provide to the Student(s) a copy of your "Working with Vulnerable People" (RWVP) Card. Just quoting the RWVP Card number will not be acceptable. Please note that a Teacher Registration document is no longer acceptable.</p>
<p>ACT Ministry Supervisors</p> <p>You are required to provide to the Student(s) a copy of your "Working With Vulnerable People" card. If you don't already have one, ensure you apply for one.</p>
<p>NT Ministry Supervisors</p> <p>You are required to provide to the Student(s) a copy of your Working With Children (WWC) clearance which is also called an Ochre Card.</p> <p>Please note that an Ochre card is valid for two years from the date of issue.</p>