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# *Checklist for Contemplatively Forming Tomorrow's Spiritual Directors*

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*Appendix B from  
Formation Guidelines for  
Spiritual Directors in  
Australia (Revised 2016)*

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*Australian Ecumenical Council for  
Spiritual Direction  
- serving the spiritual direction community of Australia*

[www.spiritualdirection.org.au](http://www.spiritualdirection.org.au)

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**APPENDIX B CHECKLIST**

**Note: each program is requested to indicate which page, paragraph or numbered item each of the items below is addressed**

<b>Checklist item</b>	<b>Reference page, paragraph or numbered item in your documentation</b>
1. The name of the spiritual direction formation program;	
2. The name(s) and contact details of the person(s) who coordinates the application for the program;	
3. Date of application;	
4. Recommended financial contribution;	
5. How the application addresses the following:	
5.1 the specific contemplative ethos that underpins the program (See <i>Formation Guidelines (2016)</i> , section 3);	
5.2 a detailed outline of the course content for each segment as set out in Appendix C (See <i>Formation Guidelines (2016)</i> , sections 4,5, 6 and 7);	
5.3 a detailed outline of the application process to enter a program (See <i>Formation Guidelines (2016)</i> , sections 8 and 9);	
5.4 how the formation team periodically plans to review the program in light of its experience (See <i>Formation Guidelines (2016)</i> , section 10).	
5.5 the contemplative learning environment with particular reference to the formative process, the formators, the participants' awareness of the program's contemplative ethos and how a sense of community develops among the formation team and participants during a program (See <i>Formation Guidelines (2016)</i> , section 11);	
5.6 how the program ensures that its formation process and administrative structures support the Outcomes-Based Contemplative Learning (See <i>Formation Guidelines (2016)</i> , section 12);	
5.7 a comprehensive list of the formation team and their credentials including:	
5.7.1 how long they have been a spiritual director;	
5.7.2 their experience in supervision of ministry and adult education as consistent with the context in which they form spiritual directors. Examples include Practitioner-Apprentice, Academic, Rural and Remote Area, and	

Distance Education;	
5.7.3 their engagement in ongoing professional development;	
5.7.4 and their current Australian Federal Police Clearance and a Working with Children Card for the respective State or Territory in which the program operates (See <i>Formation Guidelines (2016)</i> , section 13).	
5.8 a detailed outline of:	
5.8.1 the relevant Occupational, Health and Safety Policies and Procedures necessary to provide a safe contemplative learning environment;	
5.8.2 a code of conduct to address participants' grievances;	
5.8.3 comprehensive Professional Indemnity and Public Risk insurances;	
5.8.4 guidelines about the formation team staying abreast of developments in the field of spiritual direction through taking part in professional development (See <i>Formation Guidelines (2016)</i> , section 12).	