



# Formation Guidelines for Supervisors of Spiritual Directors

September 2024



*Guidelines for supervisors of spiritual directors, spiritual directors seeking supervision, and programs forming supervisors of spiritual directors.*

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## Introduction

The Guidelines presented in this document are the result of a project conducted by the Australian Ecumenical Council for Spiritual Direction (AECSD) over several years. For the first time, the spiritual direction community has articulated its expectations regarding supervision of spiritual directors. We hope that you will find them useful.

The Australian Ecumenical Council for Spiritual Direction (AECSD) serves the spiritual direction community of Australia. AECSD believes that the ministry of spiritual direction is a sacred trust which calls for the highest standards of formation, practice and accountability. Life-giving, ethically responsible spiritual direction is fostered when spiritual directors have access to supervision. As the AECSD Code of Ethics affirms, supervision can support them to maintain a contemplative focus and attend to the needs of their directees.<sup>1</sup>

Supervision is not only a one-to-one encounter. “Supervision” in this document encompasses individual, group and peer supervision.

The project has been generously supported by the Patrick and Anthony Wright Formation and Education Fund (PAWFED).

### Who will benefit from these Guidelines?

*Spiritual directors seeking supervision* will be able to see what the spiritual direction community expects of supervisors. The Guidelines also articulate the varying needs of supervisees at different stages of development. Specific situations may require specialist support from a supervisor who is not a spiritual director, such as when a spiritual director is working with a directee who has experienced sexual abuse.

*Appendix 4* provides a checklist for spiritual directors seeking supervision.

*Supervisors/potential supervisors* can use the Guidelines to reflect on their scope of practice, readiness to supervise, etc. The Guidelines name and affirm diverse formation pathways and articulate distinct forms of spiritual direction supervision.

*Supervision formation programs (spiritual-direction-specific and more generic)* will be able to use the Guidelines to better understand the spiritual direction community’s expectations regarding supervisors of spiritual directors and the implications for program design.

*Appendix 5* contains useful resources on supervision collated during this project.

*Appendix 6* lists issues which surfaced during the project but were out of scope. AECSD will continue to reflect on and respond to these over time.

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<sup>1</sup> AECSD Code of Ethics, available at <https://spiritualdirection.org.au/resources/code-of-ethics/>

## Project history

The provision of appropriate, high-quality supervision for spiritual directors has been on AECSD's radar for some years as the spiritual direction community has developed and in light of wider contextual factors (see *Rationale*). Against this backdrop, from 2018-2020 AECSD conducted a survey, forum and program mapping exercise (the Supervision Project) to learn more about the spiritual direction community's evolving needs for supervision formation and provision.<sup>2</sup> The Supervision Project identified two main needs:

- 1) Provision of more formation options specific to the supervision of spiritual directors; and
- 2) A need to articulate the elements of a good formation program for supervisors of spiritual directors.

In response, AECSD decided to develop *Formation Guidelines for Supervisors of Spiritual Directors*. Initially, these were envisaged as focusing on recognition of supervision formation programs, along the lines of the existing *Formation Guidelines for Spiritual Directors (2018)*.<sup>3</sup> They would contain program recognition criteria grounded in a clear educational philosophy congruent with the field of spiritual direction, and would allow for flexibility in formation models.

To undertake the project, AECSD established a Supervision Guidelines Working Group, which reported regularly to the full Council.<sup>4</sup> Consultation with key stakeholders, including formation programs for spiritual director supervisors, and spiritual directors receiving supervision, was seen as critical to the relevance and uptake of the Guidelines.

The Guidelines presented in this document were created in a two-stage process, described below.

### First stage: Development of draft initial Guidelines

Firstly, the Working Group developed draft initial Guidelines which identified the attributes, training and experience the spiritual direction community expects supervisors of spiritual directors to have. The draft was the subject of an online consultation over two half days on 3<sup>rd</sup> and 4<sup>th</sup> August 2022, facilitated by Carey McIver, former AECSD member. The purpose was to hear the community's response to the draft initial Guidelines, and to gather ideas about supervision formation pathways to help shape the next phase of the project. 38

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<sup>2</sup> Details of the Supervision Project can be found in *Appendix 1*.

<sup>3</sup> The Formation Guidelines are available at <https://spiritualdirection.org.au/resources/formation-guidelines/>

<sup>4</sup> Details of the Working Group membership and Terms of Reference can be found in *Appendix 2*.

people attended day one, and 29 came to day two, with some participating in both days. There was good representation from diverse programs and from the AECSD.

The draft Guidelines were strongly endorsed. There was consensus on many areas, and the inclusive language used was highly valued. Articulating recommended attributes of supervisors of spiritual directors was seen as a significant step forward for the spiritual direction community.

The consultation identified two major proposed changes to the draft:

1. Recommended Attributes 1.2: Recommend that only people who are spiritual directors should supervise spiritual directors. Remove the reference to lived experience of spiritual direction as a sufficient criterion for supervisors of spiritual directors. Although this view was not universally held in the community, it had strong support.
2. Differentiate expectations of supervisors according to supervisee's needs. For example, spiritual direction students in formation have different needs than more experienced supervisees.

Minor edits were made to the draft following the consultation.

Participants wanted any program recognition criteria which are developed to not be too prescriptive, and to allow for a variety of pathways towards becoming a supervisor of spiritual directors. Another strong theme was that formation for supervision, including in academic programs, must include supervised practice. However, the primary need expressed by the community was for recognition of individual supervisors, rather than for Guidelines to inform program development and program recognition.<sup>5</sup> AECSD did not hear a strong demand for program recognition criteria from the community at this stage.

### Second stage: Articulating formation pathways and supervisory needs

After reflecting on the first consultation, AECSD agreed that the second stage in the development of *Formation Guidelines for Supervisors of Spiritual Directors* would:

- 1) Describe the various pathways taken towards becoming a supervisor of spiritual directors.
- 2) Articulate distinctions around supervisory needs at different stages of a spiritual director's development.

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<sup>5</sup> Given that AECSD's current role is to recognise (spiritual direction) formation programs, not individuals, taking on this responsibility would entail a shift of role for AECSD.

At a second, in-person consultation in July 2024 the spiritual direction community was invited to give feedback on a draft final version and to discuss how the Guidelines would be used in practice. The draft was strongly affirmed. It was also noted that the Guidelines are already influencing program design.<sup>6</sup>

As a living document, the Guidelines will evolve over time as they are used. For example, criteria that can be used to recognise supervision formation programs are a potential future outcome. These Guidelines will facilitate conversation in the spiritual direction community regarding appropriate recognition criteria. Currently very few programs offer formation specific to spiritual direction supervision. AECSD hopes that as the field develops, the Guidelines will inform and resource provider decisions about program design.

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<sup>6</sup> A consultation report can be made available on request.

## Rationale

The task set by the Australian Ecumenical Council for Spiritual Direction to develop *Formation Guidelines for Supervisors of Spiritual Directors* did not occur in a vacuum, but was influenced by many factors, including:

- The extensive history (over fifty years) of the formal training and ministry of spiritual direction in Australasia, and the continued expansion of the field in these last decades.
- The growing interest in spiritual direction across the world, with the development of Spiritual Directors International (Ludwig, 2002) and with a corresponding increase in the literatures exploring spiritual direction supervision (Bumpus & Langer, 2005, Lichner, 2005, Conroy, 1995, 2010, Ruffing, 2010, Abbott Tucker, 2020).
- The expansion of formation/training programs for spiritual directors in Australia, all of which include supervision as an essential aspect.
- The influence of 'The Royal Commission into Institutional Responses to Child Sexual Abuse' in 2013, which recommended that all ministry agents be in appropriate professional supervision to support healthy practice and help prevent abuses of power.

These factors indicate a professional coming of age for the spiritual direction community and contributed to the impetus to develop *Formation Guidelines for Supervisors of Spiritual Directors* to foster helpful and ethical supervision.

In forming these Guidelines, we recognise:

- The supervision of spiritual directors, like spiritual direction, carries a sense of a sacred calling/vocation, and is not simply a professional undertaking (Buckley, 2005).
- The charisms and experiential nature of spiritual direction.
- The need for supervisors to receive supervision themselves.
- Companionship and safe relationships are fundamental to spiritual direction and supervision and we desire to promote ethical supervision aligned with the Code of Ethics for Spiritual Directors [Code of Ethics for Spiritual Directors \(Revised March 2019\) – Australian Ecumenical Council for Spiritual Direction](#). Such Codes treat people as co-subjects with agency, and as spiritual selves and participants in 'Holy Listening' (Guenther, 1992).
- The emerging nature of spiritual direction/companionship into the future means that contextual issues will continue to shape the field. Therefore, these Guidelines are open to reform with ongoing discernment to meet the needs of the spiritual direction community and their supervisors.

Our starting point to form the current Guidelines is the following philosophical and practical statement:

*Supervisors of spiritual directors are engaged in a relationship and process of growing spiritual directors' identity and practice*

Next, we describe who the supervisor is, addressing questions such as “what are the clear, affective, rational, and active characteristics for supervisors” and “what are the parameters” for such supervisors (Finnegan, 2010, p. 123).



# Recommended Attributes of Supervisors of Spiritual Directors

## General Principles

AECSD affirms the spiritual direction community's desire for supervisors who:

- have a discerned gift and sense of vocation for the practice of supervision;
- have completed formation to equip them for the ministry of supervision;
- practise supervision from a contemplative stance, facilitating the supervisee's reflection on their interior responses in spiritual direction conversations;
- are open to and able to work with the supervisee's sense of the sacred;
- understand and apply to their supervisory practice the responsibilities outlined in the AECSD Code of Ethics, including requirements around mandatory reporting; and
- are receiving supervision of their supervisory practice.

## Recommended Formation, Skills and Practices

### 1. Formation

1.1 AECSD recommends that supervisors of spiritual directors have completed formation as a supervisor. These Guidelines describe diverse formation pathways (page 10). In whatever way it is acquired, formation and learning should equip supervisors to work effectively with spiritual directors, from a contemplative stance.

1.2 AECSD recommends that supervisors of spiritual directors have lived experience of the ministry of spiritual direction. They may demonstrate lived experience in one, or ideally more, of the following ways:

- a. receiving regular and ongoing spiritual direction;
- b. completing formation as a spiritual director;
- c. practising as a spiritual director who has completed appropriate formation.

AECSD also recommends that students in formation and early-stage practitioners are supervised by someone who is also a spiritual director. The rationale for this suggestion is set out in 'Supervision needs of spiritual directors at different stages' (page 11 and *Appendix 3*).

## 2. Skills and Practices

AECSD recommends that supervisors of spiritual directors demonstrate the following skills and practices in their work with supervisees.

### 2.1 *Inclusive practice*

For example, supervisors are:

- able to be present in an open and free manner to the supervisee's experience;
- open to journeying with a diverse range of supervisees;
- open to the supervisee's sense of the sacred and the many paths to the transcendent.

### 2.2 *Trustworthy engagement in which appropriate boundaries are maintained*

For example, supervisors:

- engage respectfully with supervisees;
- hold in confidence material shared by supervisees;
- demonstrate awareness of their personal gifts and limitations, referring supervisees to other appropriately qualified persons as necessary.

### 2.3 *Contemplative stance*

For example, supervisors:

- listen deeply to their supervisees, attending to verbal and non-verbal communication;
- are able to evoke contemplative awareness within supervisees;
- can articulate movements within themselves;
- have the capacity for self-review.

### 2.4 *Professional awareness and knowledge*

For example, supervisors:

- support supervisees to adhere to the Code of Ethics in their practice; make ethical decisions; and grow in their ethical maturity;
- receive supervision of their supervisory practice;
- can articulate what is distinctive about spiritual direction supervision;
- can articulate the foundations of their own spiritual direction supervision practice.

## Pathways into becoming a supervisor of spiritual directors

Many current supervisors of spiritual directors in the community have learned the art of spiritual direction supervision through participating in peer supervision and working on a spiritual direction formation team. Learning through practice or in an apprenticeship model builds on the relevant experience all spiritual directors gain as participants in the triads or quad practice groups (particularly as observers) which are a key learning environment in spiritual direction formation programs.

Many current supervisors of spiritual directors do not have academic qualifications in supervision. Formation as a supervisor generally occurs through a combination of short courses, working in a spiritual direction formation program, and, in some cases, completing a generic supervision formation program, academically accredited or not. Current patterns include:

- Formation mainly in a spiritual-direction-specific supervision formation program.
- Formation mainly in a generic supervision formation program.
- Formation mainly through being a spiritual direction formation team member.
- Formation and practice as a supervisor in other contexts e.g. social work, case management supervision etc.
- Supervisors who are not spiritual directors but have relevant specialist expertise.

In the 2022 consultation, four spiritual directors who are also supervisors spoke about the pathways they had taken into the supervisory role. Their stories, and others' feedback, indicated that there was no single clear pathway taken by all supervisors. Rather, formation opportunities arose naturally and were taken up for diverse reasons. As one speaker commented, "I took the path that came to meet me". Her experience seemed typical.

AECSD is writing the vision for the future, in light of both the community's discernment of what is required for the supervision of spiritual directors, and broader contextual factors. In these Guidelines, AECSD seeks to honour people's pathways, and their experience as supervisors of spiritual directors, at the same time as shaping the future.

### Scope of practice: an issue for all supervisors of spiritual directors

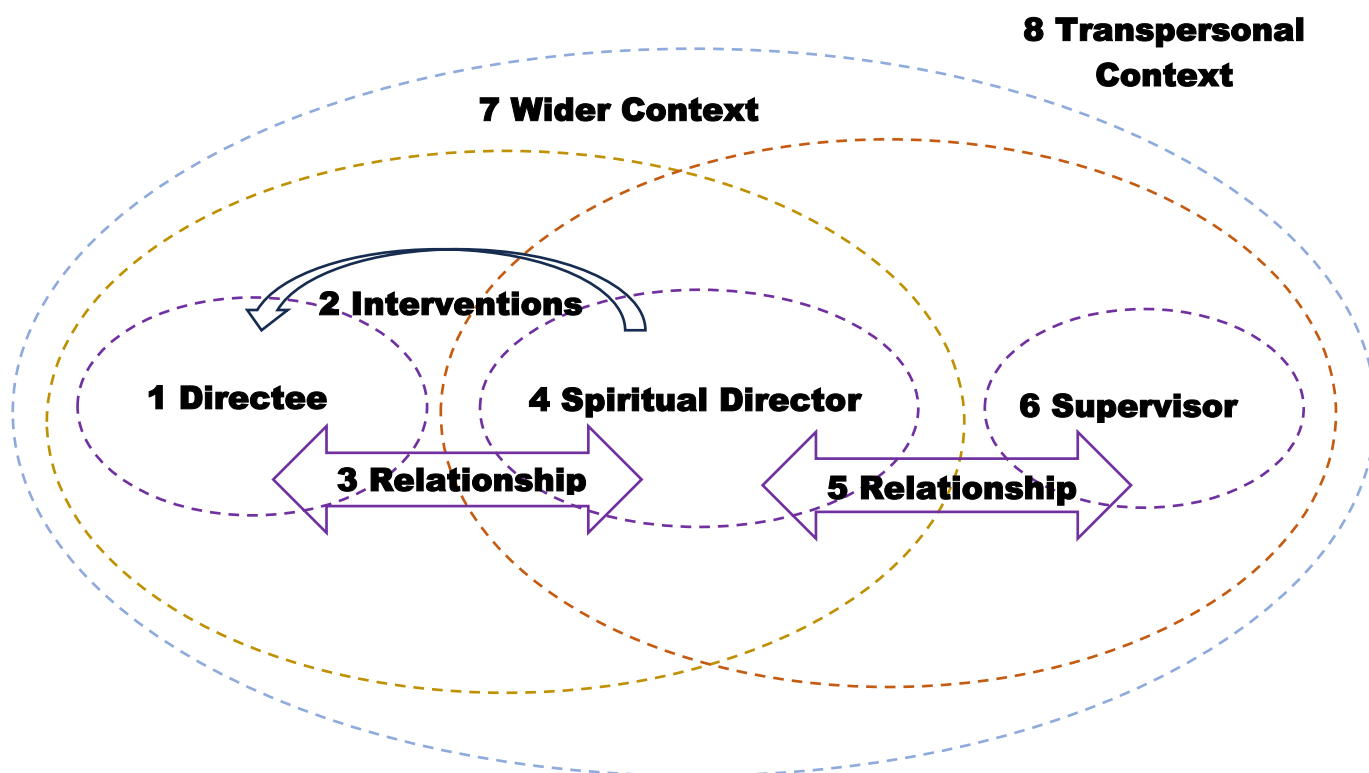
As ethically sensitive and professional practitioners, all who offer supervision to spiritual directors should consider: "what is my scope of practice?". For example, a supervisor of spiritual directors may offer supervision within formation programs only; with more experienced directors; with supervisees beyond the ministry of spiritual direction in other pastoral ministry roles, or even further afield. The formation pathway taken should reflect who the supervisor hopes to supervise/equip them to provide supervision in their chosen area: see next section.

## Supervision needs of spiritual directors at different stages

AECSD recognises that spiritual directors (supervisees) at different stages of development have different supervisory needs. Therefore, the formation and experience of the supervisor will need to be considered by the supervisor and supervisee at each stage. As previously stated, AECSD recommends that spiritual directors in formation and the first period of their spiritual direction practice post-training have a supervisor who is also a spiritual director. Experienced spiritual directors can be guided by their inner discernment around what kind of supervisor they select.

*Appendix 3* articulates supervision needs of spiritual directors at different stages. Leach and Paterson's "Development stages of supervisees" framework, and Hawkins and Shohet's Seven Eyed Model of Supervision, have been adapted and used in this paper to map the broad supervision requirements for spiritual directors at different stages.<sup>7</sup> These models have been used in the supervision profession for many years and provide an evidence-based foundation for the recommended approach.

**Hawkins and Shohet's Seven Eyed Model of Supervision** (adapted for our context).<sup>8</sup>



<sup>7</sup> Jane Leach and Michael Paterson, *Pastoral Supervision: A Handbook* (London: SCM Press, 2010), 50-52.

<sup>8</sup> Peter Hawkins and Robin Shohet, *Supervision in the Helping Professions* (McGraw-Hill Education, 2012), ProQuest Ebook Central, <https://ebookcentral-proquest-com.divinity.idm.oclc.org/lib/undiv/detail.action?docID=990490>, 86-111.

Mode 1: Focusing on the Spiritual Director's Directee and what and how they present, for example by reflecting on verbatims with the Spiritual Director.

Mode 2: Exploring the strategies and interventions used by the Spiritual Director.

Mode 3: Focusing on the relationship between the Directee and the Spiritual Director, for example by attending to the Directee's transference and other unconscious dynamics.

Mode 4: Focusing on the Spiritual Director.

Mode 5: Focusing on the supervisory relationship between the Supervisor and Spiritual Director.

Mode 6: The Supervisor focusing on their experience of the Spiritual Director (feelings, images etc.) as a resource for supervision.

Mode 7: Focusing on the wider context/systems in which the work happens, and integrating the modes.

Mode 8: The spiritual nature of the work of the supervision of Spiritual Directors.

## Core components of spiritual direction supervision formation

Participants in the 2022 consultation wanted any recognition criteria which are developed to not be too prescriptive, and to allow for a variety of pathways towards becoming a supervisor of spiritual directors. Another strong theme was that formation for supervision, including in academic programs, must include supervised practice.<sup>9</sup>

This section discusses recommended core components of formation in the two main settings where formation as a supervisor of spiritual directors currently occurs: supervision formation programs; and spiritual direction formation teams.

### Supervision formation programs specific to spiritual direction supervision

The following example is offered to illustrate, rather than prescribe, recommended core components of spiritual direction supervision formation programs. In the upcoming supervision consultation, this example will provide a starting point for discussion.

As a result of the first consultation and conversations of the AECSD Supervision Working Group, Heart of Life Centre for Spiritual and Pastoral formation worked with the University of Divinity and other providers of supervision training to adapt its Emmaus Supervision Program to present a Graduate Certificate in Supervision (Spiritual Direction).

The core components of this program are as follows:

- Orientation – supervision of spiritual directors
- Introduction to supervision and different models of supervision
- Ethics and practice in supervision
- Where two or more are gathered: supervision of spiritual directors
  - discernment and the supervision need of spiritual directors
  - the inner voice of supervisor and supervisee
  - embodied supervision
  - contemplative supervision in spiritual direction
- Inclusion, power, authority and culture in the supervision of spiritual directors
  - the spiritual direction supervisor
  - the supervision needs of a spiritual director
  - the discipline of dignity and power in the supervisor/spiritual director relationship
  - inclusion power and authority in group supervision with spiritual directors
  - culturally responsive engagement and intercultural dynamics in the supervision of spiritual directors
- Final retreat – reflection on the journey of becoming a supervisor of spiritual directors.

The program is accredited by the University of Divinity and recognised by the Australasian Association of Supervision for theory and practice (includes 80 hours of supervision

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<sup>9</sup> See *Project History* earlier in this document, page 4.

practice). The program will run as intensive units. It is highly experiential with participants gaining sufficient practical hours and supervision-on-supervision to gain accreditation (subject to other criteria being met) to achieve AAOS full member status.

Supervision formation programs are increasingly offered either fully or partially online. The evidence is not yet available for AECSD to make specific recommendations regarding online learning. AECSD has identified this as an important area for investigation. While learning can be delivered effectively online, questions remain about how this formational context impacts the quality of personal and spiritual formation, and how these impacts can be addressed.

#### [Formation as a supervisor while working in spiritual direction formation programs](#)

As noted in the Pathways section earlier, working as a team member (formator) in a spiritual direction formation program is one of the main pathways into spiritual direction supervision. Program design obviously varies, but in most programs team members facilitate triad and quad groups. Some also offer individual and group supervision to students. Formation team members also benefit from being part of a learning community of fellow formators and students, and from professional development opportunities within and beyond this setting.

Looking ahead, AECSD hopes to learn more about how spiritual direction programs foster team members' formation as supervisors. The earlier section on supervision needs of spiritual directors at different stages (pages 11-12) indicates that formators focus on developing students' skills and modelling a positive supervision space. Three key questions arise:

- How do spiritual direction formation programs intentionally foster the development of supervisory capacities in team members?
- How do team members working with students in formation transition from this specific role into offering supervision to more experienced spiritual directors? What supports and further formation do they need to do so?
- How can these Guidelines resource formation of supervisors in spiritual direction formation programs?

Formation programs could benefit from sharing best practice in relation to this area and reflecting further on what constitutes good quality supervision of spiritual direction students-in-formation.

## Looking Ahead

The *Formation Guidelines for Supervisors of Spiritual Directors* are a living document which will continue to evolve over time. AECSD welcomes your feedback on how they support you in your context, whether you are a supervisor, spiritual director seeking, or receiving, supervision, a member of a spiritual direction formation team, or involved in a supervision formation program.

Please send feedback to the Chair of AECSD at [chairperson@spiritualdirection.au](mailto:chairperson@spiritualdirection.au)



## Appendix 1: AECSD Supervision Project 2018-2020

In 2018, AECSD embarked on a project to identify emerging needs for supervision training and provision, in order to discern how to support the development of, and access to, high-quality supervision for all those involved in the ministry of spiritual direction.

AECSD first conducted a **survey** of spiritual directors, supervisors, and formation programs, to gather data on the availability and quality of supervision for spiritual directors in Australia. The top three issues identified by respondents were:

- the need for clarity about what constitutes good supervision for spiritual direction;
- the need for improved access to relevant formation and ongoing development for supervisors; and
- the existence of barriers to accessing good quality supervision, especially in rural and regional areas.

The survey findings were presented at a one-day **Supervision Forum** at the 2018 AECSD Gathering. It was evident that there is a high level of interest and energy within the spiritual direction community around supervision.

The survey indicated that supervisors seeking to supervise spiritual directors access a range of formation options and that some combine them over time. Following a recommendation from the Forum, in 2019 AECSD conducted a **program mapping exercise**. AECSD contacted programs offering formation for supervisors of spiritual directors, to gather information on their focus, structure, prerequisites, qualification awarded etc. Available programs include those open to people working in any pastoral ministry, of which some lead to an academic qualification, while others do not. Another, smaller group of programs focuses exclusively on formation for supervision of spiritual directors. These providers believe strongly that supervision of spiritual directors is a distinct specialism requiring specific formation.

The program mapping exercise highlighted a question regarding the desirability or otherwise of programs being recognized by the Australasian Association of Supervision. Graduates of AAOS Recognized Supervisor Training Programs with at least 2 years supervisory experience can apply for supervisor membership of AAOS, while graduates of other programs must demonstrate their eligibility for supervisor membership based on recognition of prior learning. The desire for AAOS supervisor membership, and / or to be able to supervise a variety of practitioners, may lead to a tension for some people between seeking these outcomes versus accessing a program specifically focused on formation for supervisors of spiritual directors. AECSD continues to explore the salience of AAOS membership for spiritual direction supervision.

## Appendix 2: AECSD Supervision Working Group 2020-2024

### Membership

The initial Working Group members (2020-2022) were:

Anne Pate (AECSD member and Facilitator of the Working Group); Elizabeth Palmer (AECSD member); Lynette Dungan; Val De Brenni; and Margaret Trevethan.

Current Working Group members (2023-2024):

Anne Pate (AECSD member and Facilitator of the Working Group); Elizabeth Palmer (AECSD member); Clare Shearman; Margaret Trevethan.

### Terms of Reference (November 2020)

#### 1. Context

In 2018, AECSD embarked on a project to identify emerging needs for supervision training and provision, in order to discern how to support the development of, and access to, high-quality supervision for all those involved in the ministry of spiritual direction. Two key themes emerged from the project: 1) there is a need for more formation options specific to the supervision of spiritual directors; and 2) there is a need to articulate the elements of a good formation program for supervisors of spiritual directors. The AECSD has decided to develop *Formation Guidelines for Supervisors of Spiritual Directors*, along the lines of the existing *Formation Guidelines for Spiritual Directors*. The Guidelines will allow for flexibility in formation models.

#### 2. Purpose

The purpose of the Supervision Guidelines Working Group is to lead the development of *Formation Guidelines for Supervisors of Spiritual Directors*, in consultation with relevant stakeholders.

#### 3. Governance

The Supervision Guidelines Working Group is a working group established by the AECSD. The Group reports to the full Council via the Facilitator of the Working Group.

#### 4. Composition and tenure

The working group consists of two Council members and three supervision formation practitioners with significant experience and wisdom in this field. Members of the Supervision Guidelines Working Group are chosen by the AECSD. The Facilitator of the Working Group is a member of the AECSD. The Working Group is established for a time-limited period, initially two years (September 2020 – September 2022), with the possibility

of extension. Members of the Working Group may give notice in writing to the President of the AECSD at any time.

## 5. Processes

The Supervision Guidelines Working Group meets via zoom at key project milestones. Consultation with relevant stakeholders is expected throughout the project. The Council may decide to co-opt additional members with expertise in particular areas as required.

## 6. Key responsibilities

- To develop draft *Formation Guidelines for Supervisors of Spiritual Directors* grounded in a clear educational philosophy which is congruent with the field of spiritual direction.
- To review the learning from AECSD's previous work on supervision, including the survey, forum, and program mapping, in order to inform the development of the Guidelines.
- To report regularly to the full AECSD, through provision of meeting minutes to the AECSD President, and feedback at the Council meetings held three times annually.
- To consult throughout the project with relevant stakeholders, including formation programs and spiritual directors receiving supervision.

## Appendix 3: Supervisory Needs at Different Developmental Stages

The framework below is a guide. It is not intended to be prescriptive or to imply that all spiritual directors develop in the same ways. AECSD recognises that development as a spiritual director is not a linear process, and that at any given time the supervision needs of a spiritual director will require some, or all, of the supervision skills and qualities identified in the framework.

Supervisors, including those supervising spiritual directors-in-formation, should have the capacity to work in all the modes identified in Hawkins and Shoet's model (see page 11 of this document).

Development stages of Spiritual Director		Needs a Supervisor who
<b>Explorer</b> Pre-training/Exploring the call to become a spiritual director	Has experience of being a spiritual directee.  May have experience of supervision in a different context.	<ul style="list-style-type: none"> <li>➤ Will probably be a spiritual director rather than a supervisor</li> <li>➤ Can support the person to discern a sense of call into the ministry of spiritual direction</li> <li>➤ Guides the person towards appropriate training courses.</li> </ul>
<b>Formation</b> During formation as a spiritual director	Experiences the supervisor as trainer who teaches the art of spiritual direction, coaches, reflects, and examines practice through verbatims, group and individual supervision.  Seeks someone who supports their learning and development.	<ul style="list-style-type: none"> <li>➤ Is a supervisor and a spiritual director</li> <li>➤ Is experienced, trained and recognised in the formation of spiritual directors</li> <li>➤ Focuses on skills development</li> <li>➤ Models a positive supervision space.</li> </ul>
<b>The novice practitioner</b> First year out	Experiences the supervisor as an expert who will tell them what to do.  Seeks someone who can help them survive rather than drown in the work they do.  May blame the supervisor if the advice given does not work.	<ul style="list-style-type: none"> <li>➤ Is a supervisor and a spiritual director</li> <li>➤ Welcomes the expression of anxieties</li> <li>➤ Focuses on skill development</li> <li>➤ Builds up the supervisee's confidence and self-belief</li> <li>➤ Helps the supervisee to trust the supervision space</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Can work in the diagnostic mode (mode 1) of Hawkins and Shohet's model on the next page.</li> </ul>
<b>The apprentice practitioner</b> Second – third year out	Oscillates between wanting:  An experienced practitioner who can help them develop their own skills, interpretations and strategies; or someone who can reassure and direct them.	<ul style="list-style-type: none"> <li>➤ Is a supervisor and a spiritual director</li> <li>➤ Can help them bring detailed work into the room</li> <li>➤ Can tolerate difference and allow them to find their own voice</li> <li>➤ Can work with personal and spiritual issues arising from the work</li> <li>➤ Can work in modes 2,3 and 4 of Hawkins and Shohet's model.</li> </ul>
<b>The independent practitioner</b> Maturing	Seeks an experienced supervisor whom they can consult about difficult cases and dynamics.  The supervisor need not necessarily be acquainted intimately with the work of the spiritual director.	<ul style="list-style-type: none"> <li>➤ Can celebrate the supervisee's independence and expertise</li> <li>➤ Can attend to unconscious processes</li> <li>➤ Can attend to wider contextual and organisational issues</li> <li>➤ Can work in modes 4,5 and 6 of Hawkins and Shohet's model.</li> </ul>
<b>The senior practitioner</b> Mature	Sees supervision as a place of collegiality with a peer, in which subtleties are explored, blind spots revealed, practice tweaked, identity strengthened and integration sought.	<ul style="list-style-type: none"> <li>➤ Is not threatened by an equal</li> <li>➤ Can tolerate the complexity of situations to which there are no easy answers</li> <li>➤ Can work in all modes.</li> </ul>

## Appendix 4: Checklist for Spiritual Directors Seeking Supervision

An important question to ask yourself is whether you are seeking a supervisor who is a spiritual director. As indicated in these Guidelines, AECSD recommends that all supervisors of spiritual directors have lived experience of spiritual direction. AECSD also recommends that spiritual directors who are in formation or recently qualified should seek a supervisor who is also a spiritual director. However, more experienced spiritual directors may discern that a supervisor who is not a spiritual director, or is unfamiliar with spiritual direction, will be most helpful to them at a particular time.

The following checklist is from Carroll, Michael & Maria C. Gilbert. *On Being a Supervisee: Creating Learning Partnerships*. (2<sup>nd</sup> Edition). Kew, Victoria: PsychOz Publications, 2011. Some questions will be more applicable than others, but this is a good starting point.

Suggested questions to ask a supervisor are:

- What are your qualifications and experience in supervision?
- To which professional bodies are you affiliated?
- What is the principal orientation in your work?
- What is the central tenet of your supervision philosophy?
- Do you have experience of organisational supervision? This question will pertain to supervision within an organisational context and not to all supervisors.
- How will you expect me to prepare for supervision with you? What information will you need in advance? And what information do you want me to bring to each session?
- Will we be able to vary our activities in supervision?
- What are your current interests in the field?
- Can I see an example of your supervision contract?
- Will we have regular reviews of my progress and of our work together?
- How do you give constructive feedback?

The Queensland Synod of the Uniting Church in Australia has produced some excellent resources on professional supervision, including *Getting the Most out of Professional Supervision*.

The resource identifies how to engage with supervision and what to look for in a supervisor. You can find it at:

<https://hub.ucagld.com.au/?s=supervision>

## Appendix 5: Useful Resources on Supervision

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## Appendix 6: Issues identified that were out of scope for this project

During the initial Supervision Project, and the life of the Supervision Working Group, many issues were identified which could not be directly addressed. AECSD will continue to reflect on these questions, listed below:

Some spiritual directors who offer supervision may not meet the requirements for Australasian Association of Supervision (AAOS) certification. How can the spiritual direction community recognize these supervisors and the professional development they have completed?

How will the community affirm/recognise supervisors who meet recommended standard? Could there be a bridging qualification for those with supervision experience in other areas?

Transitioning from other modes of supervision: eg. pastoral vs spiritual direction. How do we support experienced pastoral supervisors to move into supervising spiritual directors?

How can the spiritual direction community nurture the call to spiritual direction supervision? For example, how can we develop the supervision capacities of spiritual direction students while they are in formation as a spiritual director?

Supervision-on-supervision needs further consideration.

What opportunities are there to bring supervisors of spiritual directors together for shared learning?

The cost of supervision is an issue for new spiritual direction graduates who have only a few directees. Group supervision can be a good solution in this situation.

What is the place of peer supervision and good professional development post-formation as a spiritual director?

An underlying question for the AECSD is: Are we building a two-lane freeway, when we may soon need to go much bigger under a mandatory, regulated system?

