



# Agency Partnership Booklet 2023



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## Introduction

Kia ora - if you are reading this it means you are either looking at having a Praxis student - or have already taken one on for the year. We hope it is a great journey for you. This booklet outlines the course requirements, the expectations of having a Praxis student and the basic structure of the course. If you have any questions please get in touch, we are more than happy to help.

## About Praxis

Praxis is a network of practitioners in youth and community work. Praxis operates in partnerships with community groups, churches, mission organisations.

Our aim is to support youth workers to connect with and serve their local communities. When your student starts the course, we will ask you to draw up a job description that helps them engage in and serve their community.

## About the course

Praxis is a Private Training Establishment (PTE) that has been granted registration by the New Zealand Qualifications Authority under Part 18 of the Education Act 1989.

NZQA has given Praxis an External Quality Assurance of Provider Category 2

- 10 October 2019: NZQA is Confident in the educational performance of Praxis
- 10 October 2019: NZQA is Confident in the capability in self-assessment of Praxis

Praxis offers two courses:

**A level 4 (1 year) Certificate in Health & Wellbeing (Praxis Certificate in Youth Work)**

**A level 6 (2 year) Diploma in Youth Development**

### The Praxis Ideas

Journeying with Jesus

Transformative communities

Ako

Learning in action

Practising what we teach

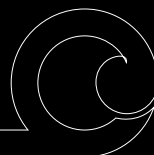
Honouring Te Tiriti o Waitangi

Learning spaces of diversity and inclusion

Care for creation

Excellence and generosity

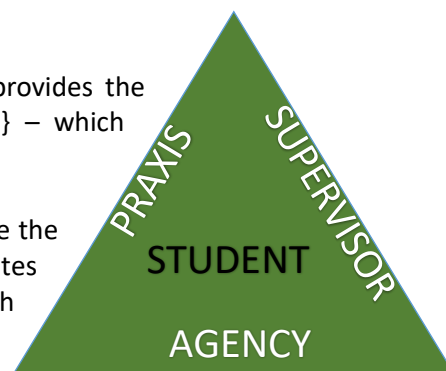
Grace and talanoa



## How does the year work?

The Praxis course operates as a partnership between Praxis {which provides the course content}, and an agency {church or community organisation} – which provides supervised practical experience.

We believe that learning is most effective when it takes place alongside the experience of doing youth work in a supportive environment. This creates an opportunity to craft new skills and develop positive relationships with young people.



## Course Design

Students will need to attend four block courses over the year. These are compulsory (with dates given well in advance). They will also meet with a local tutor in their region between block courses, this is called a cluster day. Students will be given assignment work to take home after each block. Outside of block courses, students are expected to work with their agency for around 16 hours per week. *(See print out for course dates – these can also be found on our website.)*

## Agency Rep

An agency rep is expected to oversee the practical component of a student's youth work. Agencies will enter into a formal agreement with their student and Praxis (which lasts the length of time the student is on the course). Agencies need to meet the normal obligations of an employer, especially with regard to safety, supervision and support.

**We have found that students who are a part of an Agency with a holistic and high support environment (including support around assignments) are far more likely to succeed on the Praxis course.**

## Study

Students need at least one day a week to be able to complete their assignments outside of class time. When developing your student's job description this needs to be taken into account.

## Supervision

Supervision is a requirement of the Praxis course. Our hope is that the student will be guided by their supervisor to reflect on their practical youth work, as well as to work through what is going on for them personally over the year. Each student will need to meet with their supervisor at least ten times over the year.

Your supervisor will need to be approved by your local tutor and agency rep.

We strongly suggest that a supervisor is:

- Older than you, a good listener, has the time and resource to meet ten times over the year , physically close to where you are living or working (zoom is okay, but face to face is better), part of your faith community, the same gender.

We will not approve someone:

- Who is the student's manager, or who we feel is too close to the structure that employs them.
- Who is a member of family or a friend

## **The role of an agency:**

### **Requirements:**

- Write a letter of support for your Praxis student before their interview
- Attend the Praxis interview
- Agree to, and sign the Work Based Learning Agreement
- Attend the Agency Orientation
- Know the Praxis calendar for your student, which includes
  - Cluster days
  - Block courses
- Actively engage in TAG (training advisory group) meetings
- Participate in our mid-year review
- Provide your student with opportunities to work in both individual and group settings with young people. The minimum requirement for assessments is:
  - In Year 1 – mentor 2-3 young people over the year
  - In Year 2 – work with 3 different groups of young people to complete programmes and project requirements

### ***What a good week looks like for your Praxis student:***

- 2 days practical youth work (ensuring 200 hours of practical youth work over the year)
- 1 day cluster
- 1 day study

### **We highly recommend that you:**

- Attend the student orientation day
- Check in with your student regarding assignment content and due dates
- Meet with the Praxis course coordinator once a term. There will be a range of opportunities to connect including shared lunches, TAG meetings and coffee catch-ups.

### **Best Practice:**

- Financial support (transport to clusters, blocks and/or support in paying course fees once students graduate)
- Communicate well with Praxis, the students' supervisor and the student (keeping all walls of the triangle strong)

## What do we do first?

Students need to have completed the following three requirements when the course starts:  
(These will need to be completed by Block 1 as part of an assessment).

These include:

1. A Job Description
2. The Work Based Learning Agreement
3. Setting up their supervision for the year

Students will need to sit down with agencies and supervisors before the course starts to complete these requirements.

Complete the following check list - work through this check list as a tool to help orientate the student.

- Have we celebrated their arrival made them feel welcome?
- Does everyone in our team know who they are and why they are here?
- Do they have a place to do their work from? (and the things they will need to do it)
- Have they been shown how to work 'the stuff'? (phones, photocopier, computer etc)
- Do they know who to ask if they get stuck?
- Have we shared our vision and values? (do they know how they will be contributing to them?)
- Have we talked through their job description (do they have a copy)?
- Have expectations and standards been communicated clearly?
- Have we talked through how (and how often) their work will be reviewed and how they will get feedback from that process?
- Have you agreed together on what signs of success you are both looking for in their work? (how will you both know if they are doing a good job?)
- Who will they go to for guidance, advice and support, and how often will they meet with this person?

## Assessment Requirements

It is the agencies role to oversee the student's practical components over the course of the year; we ask as part of this process agency reps to give feedback on how the student is doing.

We hope that this will happen as an informal relationship - with ongoing catch-up's regarding how the student is going and discussion of any issues that may arise.

There are also two formal input stages, the first is in the middle of the year where agency reps, course coordinators and the supervisor meet with the student and give them feedback on how they are doing. The second is at the end of the year where you are asked to attest to certain aspects of the students work. Your student will ask you for this attestation as part of their final assessment.

It is also the agency reps role to oversee the 2 – 3 days a week the student is with the agency as well as making sure the student has opportunity to spend 200 hours (minimum) contact time with young people over the course of the year.

## How do I find out about dates etc?

- See the attached insert for a full planner of the year's dates
- Go to the Praxis website [www.praxis.org.nz](http://www.praxis.org.nz) and look under dates/calendar to get an updated calendar for the year.
- OR email [Maureen@praxis.org.nz](mailto:Maureen@praxis.org.nz) and we'll send you out your own copy.

## Who can I contact?

Everyone in Praxis works part time - and does other useful stuff in their community on their non-Praxis days. We will always call you back if you can't get us first time.

## National Office:

PO Box 6834, Marion Square, Wellington 6141

Phone: 04 471 2747

Email: [Maureen@praxis.org.nz](mailto:Maureen@praxis.org.nz)

Website: [www.praxis.org.nz](http://www.praxis.org.nz)

## Your Local Contact Person is:

**The Praxis journey is about learning in action. While failure is often part of the learning process - the safety and well-being of both the student and the young people they work with, are the primary responsibilities of both the Agency and Praxis.**

The learning agreement which you are asked to read and sign spells out some the specific responsibilities we each have to monitor and care for the student. Where there is a problem between any of the three parties in our agreement, the following processes should apply<sup>1</sup>:

Issue	Process
<p><b>Relational break down between the agency and the student</b></p>	<ul style="list-style-type: none"> <li>• Either the student or the agency should:</li> <li>• Contact the student’s supervisor, who is normally available to help with informal mediation.</li> <li>• Contact your student’s Praxis coordinator and discuss the matter with them.</li> </ul>
<p><b>Unethical behaviour by the student</b></p>	<p>All students are taught and expected to abide by the Ara Taiohi Code of Ethics. <a href="https://arataiohi.org.nz/career/code-of-ethics/">https://arataiohi.org.nz/career/code-of-ethics/</a></p> <p>If you bring an issue involving unethical practice to Praxis, we will document the complaint, and use the processes outlined in the Code of Ethics to resolve it –these may include referring the matter to the Ara Taiohi disciplinary body, to the police or to another external body.</p>
<p><b>Unacceptable performance by the student</b> <b>OR</b> <b>Student is unhappy with their agency</b></p>	<p>If you (the agency) are unhappy with how your student is working out (and you have exhausted your internal processes for dealing with it), please contact your student’s Praxis Coordinator and outline your concerns to them. Your Coordinator <u>will</u> follow these steps:</p> <ul style="list-style-type: none"> <li>• Discuss the matter with the student and their supervisor</li> <li>• Try and arrange mediation locally.</li> <li>• Discuss the matter with the Praxis National Manager.</li> </ul> <p>If these approaches do not resolve the issue, the coordinator <u>may</u> take any of the following steps:</p> <ul style="list-style-type: none"> <li>• Suspend the student’s practical involvement with your agency until the problem is resolved.</li> <li>• Seek external mediation.</li> <li>• End the student’s involvement with your agency and either help them find another placement, or review their enrolment with Praxis.</li> </ul>

<sup>1</sup> A full grievance process is outlined in the Praxis Student Handbook, which is available from the National Enrolment Office (see contacts inside front cover) or in the student section on the Praxis website: [www.praxis.org.nz](http://www.praxis.org.nz)



## Some good advice...

We reckon that the below youth work legends have done a great job of looking after students, and they are each involved in different types of organisations. So we asked them a bunch of the questions that commonly come up about having a student with Praxis. When they refer to the Agency –that’s you!

<b>Jen</b>	<i>Manages the Logos Project in Auckland. Logos is a Marist Youth Trust that runs a range of programs and retreats for the Catholic Schools across the city.</i>
<b>Mark</b>	<i>Is the Safety and Training Manager for Adventure Specialties NZ. Adspecs run an internship program in partnership with Praxis to support the next generation of adventure specialist youth workers.</i>
<b>Paul</b>	<i>is the Director of Kick Start a youth development service and social enterprise project based in Upper Hutt.</i>

### 1. What sort of person is right for this course?

**Paul:** Someone who is wanting to learn and is prepared to be challenged in youthwork. They don't have to have experience in youthwork but do need a passion to want to work with young people. Students will be challenged in not just their youthwork practice, but also personal beliefs and in their relationships. It is 100% the best youthwork course to do if you want to do youthwork. We know youthwork is demanding, and Praxis sets people up for real youthwork in the experience they provide.

**Jen:** This course is for anyone who wants to become an outstanding Youth Worker. If you are mission-oriented and community-focused and want to learn more and grow with like-minded people, then this is the course for you.

### 2. What's the most important thing that we should do as the student gets started?

**Mark:** Make sure the first assessment is in on time! This will set them up well!

**Paul:** Reassure them that they're on the right track, give them a good induction into the agency, what is expected of them, policies, and a regular time for them to be able to connect

with their internal supervisor. If you have a larger team that they are a part of, enable time for whanaungatanga. Initially provide lots of opportunity to answer questions.



**“And here are your predecessors –all of them great youth workers. All of them tried to change things...”**

**Jen:** Whakawhanaungatanga within classes and regions. Have a robust plan of activities to build connections and relationships. Set out the course expectations, including making clear links to the Praxis vision, mission, and values.

### 3. What should we make sure of when they are sorting out a supervisor?

**Jen:** Supervisors ideally are qualified or are Counsellors who offer supervision. I think this is

important for training Youth Workers as it allows a safe and professional space for Youth Workers to process and work through any challenges. In addition, I think it's essential for safe practice and supports agencies to invest in the wellbeing of their Youth Workers. If qualified supervisors are not available, then experienced and credible practitioners within the Youth Development sector are good supervisors who act more as "mentors" or "coaches".

**Paul:** Ensuring that the supervisor has capacity to meet once every three or four weeks. I would look for someone who is a good fit for the student and the areas that they want to grow in. Also clarify costs (if any).

#### **4. What's important to remember when we are sorting out their job description?**

**Paul:** Remember they are not a fulltime youth worker. They are a student studying a fulltime course, with a practical component of that being the placement with your agency. Keep in mind course expectations around assessments. This means ensuring there's opportunity for mentoring and a chance to utilise the other skills they are learning - i.e. ABL activities.

**Jen:** It's probably the first time they've had a JD. We all know JD's are not always accurate at describing what we do, so take the time to flesh it out. It's helpful to revisit the JD at the mid-year review when it makes more sense. Could you keep it simple, fair and achievable?



#### **5. What are the two most essential expectations that we should have of them as they are working with us?**

**Mark:** Keep open lines of communication about where they are up to with course work and keep checking in as to how the learning is being applied in your context.

**Paul:** That they are there on time and prepared for their work. Setup good process around if they are sick, or running late, or have a family emergency so that it's clear for them and you what is expected. That the placement is a continuation of the learning environment, we haven't made it because we are studying. As an agency you will have input into their mahi and provide direction, debrief, and support.

**Jen:** To prioritise looking after their wellbeing to be their best and become great Youth Workers. To actively participate in all course areas (block, clusters, assignments) and give it a real shot.

#### **6. How do we find a balance between what WE want them to do, and what THEY want to do?**

**Paul:** I think fit for the agency is a big consideration. Does the student fit in with the kaupapa of who you are as an organisation. You know the opportunities that you can provide and where that is safe for Praxis students to be a part of. No point having them do something they don't want to do. Have those discussions early on. As the relationship develops and the trust allows this may alter to more of where they see themselves fitting in.

**Mark:** Set clear expectations of the must do's and the nice to do's once the must are done then there is more flexibility.

**Jen:** I've never had this issue before. But I think the answers to the other questions explain this. If you see the student as part of your kaupapa from the start you are invested in them more than just an intern.

## 7. How should we support them with their assignments? (eg. much time should we allow?)

**Jen:** Check-in with them regularly. If you are concerned, send a courtesy email to Praxis, less stress and work for you in the long run.

**Mark:** Everyone is different but at least a day a week to keep on top of workload is important. Don't forget they are a student studying a fulltime course as much as they are an intern with you.

**Paul:** This depends on the student and their level of experience and academic ability. I would allow an hour a week but be aware this won't always be needed. We have tried to keep that to a weekly internal supervision session about how the mahi they are doing is going, and as part of that to include what do you need and what questions do you have about assignments.

## 8. What's important to remember as we are dealing with their ups and downs over the year?

**Paul:** It is a learning environment, mistakes happen. Well prepared, planned events or programmes can still flop. Study can be hard. Whanau stuff gets in the way. Be supportive, and journey through those ups and downs with the student. Don't try and take them away or minimise them, be on the journey for them. Youth work in the real world has plenty of ups and downs regardless of whether we're studying and so its important for us to acknowledge the downs, and celebrate the highs, as being part of normal youth work life.

**Mark:** Giving a perspective of the big picture really helps with this, It took time for us to get

where we are now and they will get there in the end.

**Jen:** Tell them and show them you care. Get involved in supporting their Youth Work sooner rather than later. Ensure they have a good rapport with their supervisors.

***“When we suddenly had 3 interns so many people from our wider organisation and family had little and large tasks, they thought our team could do - we had to protect them”***

## 9. What else is important this year?

**Jen:** To have a picture of the long view. We want healthy and happy Youth Workers working with our Young People. It's only the beginning of their journey into Youth Work, so set them up well, make mistakes, grow, and surround yourself with exceptional practitioners who will encourage you and them to keep you accountable.

**Mark:** For us students becoming part of our staff team. It is important they are welcome at anything we do together, and we encourage them to come. It is the best way from someone to learn, pick up new skills and catch the kaupapa of the organisation. There's a cost to it but it is well worth the return.

**Paul:** Care for the student and have some fun. Invest into them but also while bringing them into the team culture, wider organisation and see them as a key part of the overall organisations staffing. Think in advance about cover for them during block courses. They are not around or available to provide help at any point during block courses so plan around that whether it is providing cover or pausing programmes they are involved in.



## Job Description and Work Based Learning Agreement

- At your enrolment you will be asked to fill in 2 copies of the **Work Based Learning Agreement** on the next page (signed by yourself, your agency and Praxis). One copy is for you/your agency to keep and the other is for Praxis.
- For your first assessment you will be asked to provide a copy of your **job description and/or contract** – use the check list below to make sure you have covered all the right stuff. Make sure you can tick each of the boxes before you hand your job description in.

- state your title
- state your role and key tasks in the agency
- state whether you will be paid or unpaid
- specify when and what hours you are expected to be at work and how often you will meet with your agency (boss). A weekly timetable would be good for this.
- identify what your role as a youth worker in the community is
- specify who your work is targeted at
- specify lines of accountability and communication in your work to your supervisor, agency boss and peer group.
- specify any limitations or boundaries in your work, for example for the safety of yourself or your clients. (If your agency has a safe operating plan or code of ethics your job description may just refer to these –as long as you have received a copy of them –see below).
- be signed by your agency rep and yourself

- **Two** items from the organisation are required to accompany the job description or contract such as:

- a vision or kaupapa statement
- a mission statement
- a statement of faith
- operating guidelines
- safe operating procedures
- code of ethics or
- strategic plan



# Work Based Learning Agreement

Dated

Parties

- (1) ..... **Praxis**  
(2) ..... **("Student")**  
(3) ..... **CHURCH / AGENCY ("Organisation")**

## BACKGROUND:

- A. The student above is currently enrolled in a Youth work course at Praxis.  
B. This programme includes a requirement that the student completes an industry-based learning component.  
C. The main activity of the agency is .....  
.....at ..... (location).  
D. The Agency has agreed to provide work experience to the student in accordance with Praxis's work placement requirements as described in the student course outline.

## AGREEMENT: Please read the following points and sign at the end if you agree to everything

### 1. TERM

- 1.1 This agreement will begin in February \_\_\_\_ or any other date that the parties agree in writing.  
1.2 This agreement will end in November \_\_\_\_ unless it is earlier terminated in accordance with the student brief.  
1.3 The obligation of the parties under clauses 3, 7 and 8 of this Agreement will survive the termination or expiry of this Agreement.

### 2. JOB DESCRIPTION/LEARNING SPECIFICATION

- 2.1 The Agency will provide learning opportunities to the Student in accordance with the Learning Specification during the term.  
2.2 The Student will attend the Agency's premises and carry out their job description and Learning Specification in accordance with the terms of this agreement during the term.  
2.3 Praxis will not provide supervision of the Student during the work placement and will provide the Student with the services set out in this agreement and in the Student brief.  
2.4 The Job Description and Learning Specification forms part of this agreement and the Student, Praxis and the Sponsoring Agency agree to abide by its terms.

### 3. RESPONSIBILITIES OF STUDENT

- 3.1 The Student will:
- (a) use [his or her] best endeavours to complete their Job Description within the time frame and according to the requirements of the Job Description;
  - (b) during the term, undertake the Job Description at the Agency's premises on days and times agreed between the Student and the Agency;
  - (c) abide by any policies, practices, rules and codes of conduct of the Agency provided to the Student in accordance with clause 4.1 (d) while carrying out the Job Description;
  - (d) organise and attend meetings as provided in the Job Description;
  - (e) throughout the Term, make notes relating to [his or her] performance of the Learning Specification for use in [his or her] self-assessment at the end of the work placement;
  - (f) raise any concerns about the work placement with [his or her] tutor as soon as these concerns arise;
  - (g) at all times during the Term abide by the policies, rules and codes of conduct set out in the Praxis Quality Management System;

- (h) contribute to the evaluation of the work placement in accordance with the evaluation procedures identified in the Assessment documents, Learning Specification; and Job Description.
- (i) at the end of the Term, return to the Agency all resources provided by the Agency for the work placement.

#### **4. RESPONSIBILITIES OF AGENCY**

4.1 The Agency will:

- (a) during the Term, provide the Student with the supervision, resources and industry experience described in the Learning Specification and Job Description;
- (b) contact the tutor as soon as possible in the event that it has any concerns about the Learning Specification, the Student or the Student's compliance with clause 3.1 (c) of this Agreement.
- (c) Contribute to the evaluation of the work placement in accordance with the evaluation procedures set out in the Learning Specification and Assessment Schedule;
- (d) After this Agreement is signed, make available to the Student a copy of all of the Agency's policies, practices, rules and codes of conduct which may, in the Agency's reasonable opinion, be relevant in the carrying out of the Job Description;
- (e) Permit the Praxis tutor to have reasonable access to the Agency's premises in order to supervise the work experience, assist in the resolution of disputes and generally deal with Student queries;
- (f) Not require the Student to undertake activities as part of the work experience which are beyond the Student's experience or ability or beyond the scope of the Learning Specification/Job Description;
- (g) Attend meetings as provided in the Job Description;
- (h) Provide the Student with resources appropriate to the nature of the Job Description/ Learning Specification; and
- (i) After this Agreement is signed, provide the Student with an induction into the Agency's activities, including information on:
  - (i) reporting procedures on the Agency's premises;
  - (ii) safety procedures;
  - (iii) dress code;
  - (iv) the Student's rights and conditions of access to the Agency's premises during the work placement; and
  - (v) organisational structure.

#### **5. RESPONSIBILITIES OF PRAXIS**

5.1 Praxis will:

- (a) provide the supervision and resources as described in the Agency Partnerships Guidelines document during the Term;
- (b) contact the Agency as soon as possible at any time where it has concerns about the Student, the Agency, or the Student's Job Description;
- (c) evaluate the Student's work placement in accordance with the Assessment Schedule;
- (d) ensure that the Student has a general awareness of the key requirements of and obligations imposed by statutes applicable to the Agency's activities: The Privacy Act, Health and Safety in Employment Act, Human Rights Act, Consumer Guarantees Act and the Fair Trading Act
- (e) attend meetings as requested by the Student or the Agency;
- (f) If, in its absolute discretion, it considers the work placement is not being conducted satisfactorily or the Agency's premises are not a suitable environment for the Student, withdraw the Student from the work placement.

#### **6. STATUS**

6.1 This Agreement does not constitute an offer of, or contract of, employment to the Student or Praxis by the Organisation.



6.2 No remuneration or reimbursement of costs to the Student is provided for in this Agreement. Any agreement on remuneration and reimbursement of costs must be made directly between the Agency and the Student.

6.3 Nothing in this Agreement constitutes any party the partner or agent of any other party.

## **7. CONFIDENTIALITY**

7.1 The Agency may, in its discretion, decide to release information to the Student for the purposes of the Learning Specification.

7.2 Any and all information obtained by the Student in the course of the work placement about the Sponsor and the Sponsor's business will be treated confidentially and used by the Student and Praxis only for the purposes of the evaluation of the work placement.

7.3 Where the non-release of information to the Student could hinder the Learning Specification or the student's assessment, the Agency will, as soon as possible, advise the Student and the tutor accordingly.

7.4 Subject to clause 7.5, once the work placement has been completed, the Student will return or destroy, at the Agency's option, all information provided by the Agency during the course of the work placement.

7.5 The Student may retain any information with the [written] consent of the Agency.

## **8. INTELLECTUAL PROPERTY**

8.1 All intellectual property owned by the Agency when this agreement is signed will remain the property of the Agency and no rights to or interest in that property will accrue to the Student or Praxis by virtue of this Agreement.

8.2 The Student may use intellectual property owned by the Agency only for the purpose of completing the work experience and complying with the Learning Specification.

8.3 Subject to clause 8.2, all intellectual property created, made or discovered by the Student in the course of the work placement in connection with, or in any way affecting or relating to, the business of the Agency, will immediately be disclosed to the Agency and will belong to and be the absolute property of the Agency and will not be disclosed or used by the Student for any purpose other than for the benefit of the Agency.

## **9. NO LIABILITY**

9.1 Praxis will not be liable to the Agency or to the Student for or in respect of any claims, demands, actions, causes of action, suits, proceedings, loss damage, expense or liability suffered or incurred by the Agency or the Student during the course of the work placement.

## **10. MISCELLANEOUS**

10.1 This Agreement may be amended by the addition, revocation or substitution of any provision, by a further agreement executed in the same manner as this Agreement.

10.2 The parties do not intend to create rights in or grant remedies to any third party as a beneficiary of this Agreement, and all the provisions of this Agreement will be for the sole and exclusive benefit of the parties.

10.3 No party may assign or transfer all or any part of its rights or obligations under this Agreement.

10.4 The parties will resolve any dispute arising in connection with the work placement in accordance with the Learning Specification.

## **11. INTERPRETATION AND DEFINITIONS**

11.1 In this Agreement, unless the context otherwise requires:

"Tutor" means the student's academic supervisor during the course of the work placement as identified in the Learning Specification;

"Information" includes information held as personal knowledge, information recorded in writing or recorded or stored by means of any audio or videotape recorder, computer or other electronic device and any material subsequently derived from information so recorded or stored;

“Intellectual property” means any invention, improvement, design, process, system, customer lists, agency agreements, purchase agreements, and other copyright, confidential or proprietary works and business information (whether capable of being patented, registered, or otherwise protected or not);

“Work placement” means the practical experience component of the Student’s Certificate in Youthwork / Diploma in Youth and Community studies at Praxis, to be carried out on the terms of this Agreement at the Agency’s premises.

“Job Description” means the terms of the work placement (attached to this Agreement as Schedule One) and includes, but is not limited to:

- (a) the hours required to be dedicated by the Student to the work placement;
- (b) the requirements of the Learning Specification;
- (c) the evaluation procedures of Praxis in respect of the work placement;
- (d) the name of the tutor; and
- (e) the Student Learning Specification.

**11.2 In this Agreement:**

- (a) a reference to a clause or schedule is a reference to a clause or schedule of this Agreement, and the Schedules from part of this Agreement.

SIGNED AS AN AGREEMENT

SIGNED for and behalf of

**YOUTH CULTURES AND COMMUNITY TRUST (PRAXIS)**

By its Authorised Signatory

Signature

SIGNED for and on behalf of

**[ORGANISATION]**

by Authorised Signatory

Signature

SIGNED BY

**[STUDENT]**

Signature

## Praxis Supervision Agreement:



<b>Youth worker:</b>	<b>Supervisor:</b>
<b>Agency:</b>	<b>Agency Rep:</b>
Contract begins:	Contract reviewed:

**We understand supervision to be a regular opportunity when:**

- The youth worker reflects on their work
- The safety of young people is ultimately paramount
- We all learn and develop in our roles
- The youth worker feels resourced
- *(add anything else?)*

**Practicalities:**

We will meet for \_\_\_\_\_ *(length)* every \_\_\_\_\_ *(frequency)* at \_\_\_\_\_ *(location)* at a **time arranged at the end of the previous session**. The session fee is \$ \_\_\_\_.

**Procedures:**

We agree that the following arrangement will take place in the following situations:

Cancellation of a session: \_\_\_\_\_

Non-attendance at a session: \_\_\_\_\_

If we disagree or conflict arises: \_\_\_\_\_

If there is a need for extra supervision: \_\_\_\_\_

Keeping of supervisory notes: \_\_\_\_\_

Confidentiality: \_\_\_\_\_

**Roles and Responsibilities:**

Youth worker is responsible for:

- Preparing for supervision
- Presenting in supervision
- Applying learning
- Feedback to self
- Feedback to supervisor
- Keeping notes
- *(add anything else?)*

Supervisor is responsible for:

- Creating a safe place
- Time keeping
- Offering feedback: constructive and positive
- Monitoring ethical issues
- Keeping notes if needed
- Monitoring the relationship
- *(add anything else?)*

**Re-negotiation:** at any time, any party (youth worker, supervisor and/or manager) may initiate discussion about this agreement. This will be done in advance to allow preparatory time.

**Signed:** *Youth worker*

**Signed:** *Supervisor*

**Signed:** *Agency Rep*



The above signed parties agree, wherever relevant and appropriate, to discuss the contents of this agreement with young people, upholding supervision's Quad Agreement.

