

Praxis Supervision



praxis 

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Introduction

Kia ora – if you are receiving this supervision partnership booklet you are either: a student on our course or supervising a student on our course. Regardless of if you are a student or a supervisor, we hope that your supervision journey this year is a good one. Please read this booklet carefully, feel free to take notes throughout – it is yours to keep.

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. The course is focused around this goal.

About the course

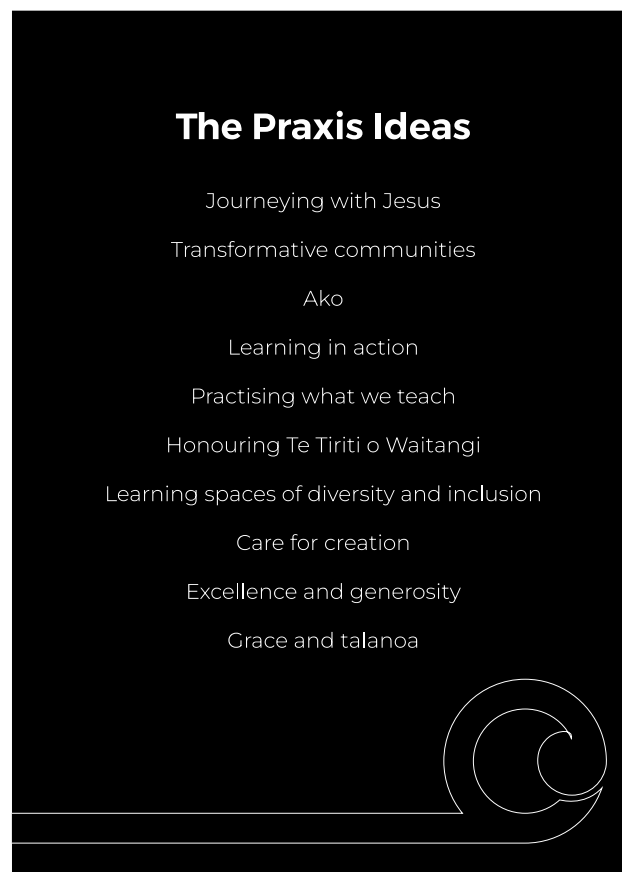
Praxis is a private training establishment that has been granted registration by the New Zealand Qualifications Authority under Part 18 of the Education Act 1989..

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 Health & Wellbeing (Praxis Certificate in Youth Development)
- A level 6 (2 year) Diploma in Youth Development



What is supervision about?

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.

Choosing a supervisor

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

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

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

Supervision Scrapbook Resource:

The following ten pages are an extract from the Supervision Scrapbook. These have been included with permission from both authors. The full scrapbook can be downloaded from the AraTaiohi website: <https://arataiohi.org.nz/publications/supervision-scrapbook-2/>



Baxter, R and Eriksen, T (2018). Supervision Scrapbook 2nd Edition. Wellington, New Zealand: Ara Taiohi.

Part 1: Understanding Supervision

» What is it? Defining supervision

What comes to mind when you think of the word 'supervision'?

You might initially think it's someone who monitors and oversees your work. However, in youth work, it's much more than that. It might help to hyphenate the word.

Supervision is all about getting some **super-vision** on your work. It essentially asks the question: how *super* is your *vision*? Or, how *well* do you see the work you do?

Start by focusing on the **vision** first. The vision helps us see what's really happening with greater clarity. It involves another pair of eyes. This vision embraces *hindsight* on past events, allows *insight* into the meaning of these events and prepares *foresight* for your future practice.

It's **super** because you're engaging with someone else who can offer an objective perspective. 'Super' in this case means extra or additional. It's not necessarily super because the supervisor is better than you!

Super-vision is	
A relationship	Structured
Focused on work	Relational
Regular, on-going and uninterrupted	Parallel to youth work
A chance to reflect	Purposeful
Somewhere to learn new stuff	Self care
Essential in youth work	Holistic
A place of support (to better support others)	Confidential
Safe, ethical and accountable	Fun

Look at this brainstorm. You might want to add some of your own ideas. Are any of these irrelevant qualities in our work with young people? Most of the supervision relationship parallels our youth work relationships. Therefore, if we expect others to accept our help, support and leadership, shouldn't we seek support and accept guidance ourselves?

This brainstorm is inspired by Carroll (2014), Carroll & Gilbert (2011), Davys (2007), Davys & Beddoe (2010), Morrison (2001) and O'Donoghue (1998).

“Supervision is a joint endeavour in which a practitioner with the help of a supervisor, attends to their clients, themselves as part of their client/practitioner relationships and the wider systemic context, and by doing so improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession.”

(Hawkins & Shohet, 2012, p60)

» Why have it? Purpose of supervision

There are plenty of good reasons why youth workers should participate in supervision. Here are eight reasons:

- Better relationships with young people
- Time out for reflective space by pausing our practice
- Learning more explicitly from experience
- Get someone else’s perspective
- Chance to identify strengths and weaknesses
- Measure personal response to professional matters
- Accountability
- Ethical maturity increases.

Adapted from Carroll, 2007

In February 2014, Rod asked some new youth work students in their first year with Praxis “why have supervision?” and they said:

- * To get a bigger picture
- * To be motivated
- * To focus and remind yourself why you’re doing youth work
- * To get rid of baggage and lighten the load
- * To ensure you’re not too overwhelmed or anxious
- * To do life with people who have been there, done that
- * To learn what you don’t know and what you do but might have forgotten.

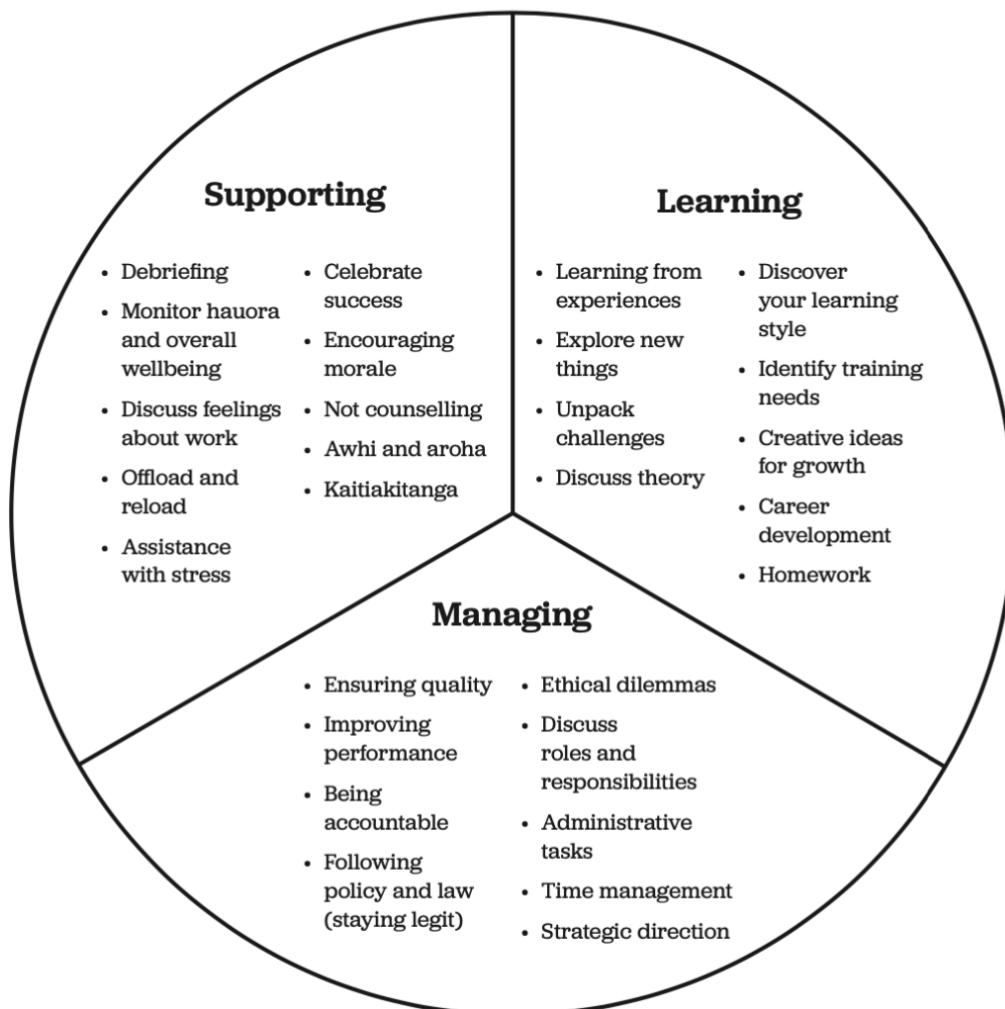
These wise youth workers also described supervision as a journey and they cautioned fellow youth workers “don’t avoid supervision if you feel like you’ve got nothing. You need the processing space.”

What are some of your reasons for having supervision?

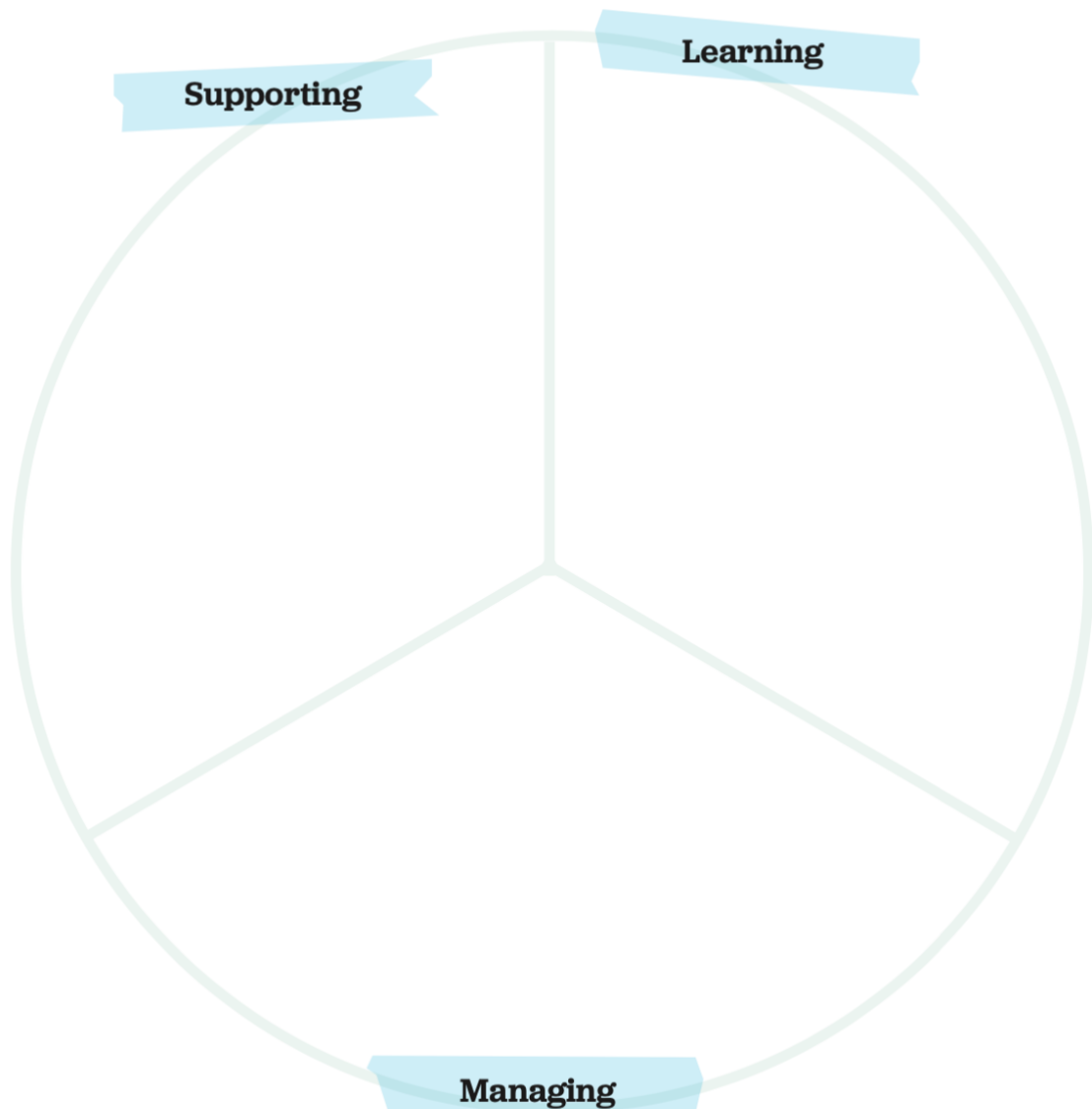
» Functions of supervision

The functions of supervision provide some guidelines about what supervision can focus on. We offer three core functions: youth work supervision needs to be *supporting* you, enabling your *learning* and *managing* your work. At first this might seem overly simplistic, however when we list all the things supervision can do, everything on the list is probably covered by at least one of the functions. We have translated and synthesised the functions from several other disciplines, including counselling (Proctor, 2008), psychotherapy (Hawkins & Shohet, 2012) and social work (Kadushin, 1976).

Supporting	Restorative	Resourceful	Supportive
Learning	Formative	Development	Educative
Managing	Normative	Quality	Administrative
Baxter & Eriksen, 2018	Proctor, 2008	Hawkins & Shohet, 2012	Kadushin, 1976



All three pieces of the function pie should be present in your supervision. Some youth workers use these three functions as headings to guide the agenda each time. One supervision session may focus on your feelings of stress, and the next might be about your training needs. Sometimes you might focus on one function for a few months, like a 'season'. The important thing is to balance a mixture of all three functions for your overall supervision experience. If you find supervision focuses on just one function most of the time, then it might be time to discuss with your supervisor.



How will/do you uphold all three functions in supervision?
What would you like to focus on during your next supervision session?

Future supervision
(based on my Supervision History)

What I will keep and
bring forward into future
supervision relationships

What I'd change or like to do differently
with future supervision experiences

» Hopes, fears and expectations

1. How come you need supervision?

2. Describe your youth work worldview
(values, kaupapa, style, beliefs);
how will this be reflected in the
supervision relationship?

3. How do you expect supervision will
sit within your support network?

4. What do you hope to learn in supervision?

5. What do you need to be held accountable for?

6. Do you have any reservations or fears about supervision?

7. What do you hope supervision will be, in an ideal world?

8. What are your goals for supervision?

You might choose to share these responses with a new supervisor. These questions are particularly useful when you're devising a supervision agreement.

» Interview questions

Once you've clarified what kind of supervisor you're looking for, an introductory meeting/session is a good reality check for these expectations. Here's an interview schedule you may like to use to guide your first session:

It is also a good idea to bring a situation or issue to your first meeting as a 'tester' to discover how you both behave in the environment.

1. What experience do you have working with young people?
2. What experience and/or qualifications in supervision do you have?
3. How would you describe your dominant values kaupapa and/or worldview?
4. Are you a member of Korowai Tupu or any other professional bodies?
5. What are your expectations of me?
6. What does supervision cost?
7. What is your preferred model for giving and receiving feedback?
8. How will we evaluate supervision?

Adapted from Carroll & Gilbert, 2006, p18).

» Collaborative contracting questions: photocopy and cut-up

These collaborative contracting cards were created by Rod Baxter, Mike Dodge, Rachel Sangster, Ange Williams and Vaughan Fenton on Wednesday 27 January 2016 at Canterbury Youth Services in a workshop called 'Extending Youth Work Supervisor Skills', inspired by an article by Margaret Morrell (2008). The cards were published by *Strengthening the Youth Sector* and Canterbury Youth Workers Collective.

We recommend you and your supervisor consider these questions together. You might select and prioritise a few questions to start with, add to your agreement document and add further questions with each review.

1. Why are you coming to supervision?	2. How do we both define supervision?	3. How do we see the purpose of supervision?
4. What experiences have you had with supervision?	5. How important is supervision? What is the value of supervision for you?	6. What do you hope and expect supervision will be and do?
7. Do you have any concerns or worries about supervision?	8. What are your personal goals and how could supervision assist?	9. What values do we base our lives on?
10. What is the difference between supervision and counselling?	11. Who benefits from supervision and how? Young people? The organisation? You? Us?	12. What is your organisation's mission and how will supervision support this?

13. What underpins, shapes and strengthens great youth work and great supervision?	14. How will supervision be productive?	15. Who are we accountable and responsible to?
16. What might your manager expect of us?	17. Who owns supervision?	18. Where will we meet?
19. When will we meet?	20. How often will we meet and for how long?	21. Do we need to keep time and be punctual?
22. What happens if either of us can't make the appointment time?	23. Who pays for supervision? How much?	24. Who pays if there's a no-show?
25. How do we begin and end each supervision session?	26. What happens to our cellphones in supervision?	27. Is supervision uninterrupted?
28. How would we manage a potential interruption or distraction?	29. Who leads supervision?	30. Who decides what we talk about?
31. What is discussed in supervision and how?	32. What is not appropriate to spend supervision time discussing?	33. Do we discuss personal issues?

34. How comfortable are we talking about our feelings?	35. What do we need to prepare before we meet each time?	36. Who keeps notes? What is recorded and where is it kept?
37. Who sees records and notes from supervision?	38. Who gets to know about supervision?	39. When and how will information be disclosed to others?
40. What happens with ethical issues?	41. What ethical frameworks will we use?	42. What processes are followed for unethical behaviour?
43. How relevant are the Code of Ethics and other guidelines or policies to supervision?	44. How do we respond to challenges?	45. What barriers might we need to address or overcome?
46. What happens if we disagree or conflict arises? Who gets involved?	47. What place does feedback have in supervision?	48. How will we evaluate the effectiveness of supervision?
49. How will we know supervision is working really well?	50. How might we know the supervision relationship is ending?	51. Is there anything else we need to clarify?
52. Who will write up our supervision agreement?		

Add your own questions!

What do we do first?

1. Part of the student's enrolment is giving this supervision booklet to you (their supervisor). Please have a look through this booklet and decide whether you are able to commit to the supervisor requirements.
2. If the answer is yes, thank you! You will now need to have an introductory session with the student. During this session it is important that you:
 - Set the boundaries of the session together by completing the supervision agreement.
 - Read through the supervision booklet together.
 - If you are supervising a Year 1 student they will have a small assignment to complete about supervision (AT1) in their first workbook.
 - Email the supervision agreement to your tutor.

A Praxis team member will be in contact with you (the supervisor) to make sure you have everything you need.
3. We ask each supervisor to take part in a review of the student. This is in the middle of the year with agency rep, tutor and student. The supervisor will meet with the student prior to the review to give them feedback on how they are doing (sticking with our no surprises policy).

Who can I contact?

Everyone in Praxis works part time -and does other useful stuff in their church or community. So (right after we finish saving the world), we'll 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: neo@praxis.org.nz

Website: www.praxis.org.nz

Your Local Contact Person is:

Praxis Code of Ethics for Supervisors

As a Supervisor we ask you to make a commitment to these values:

We are not responsible for the personal choices that our supervisee makes

We confront people about the choices that they are making, and their consequences, but we don't make anyone's mind up for them.

We take responsibility to regularly uphold our supervisee in prayer.

We agree to make supervision culturally safe by consulting others on issues that may have a cultural component and by being personally committed to our own ongoing learning in this area.

We encourage, even in the most comprehensive mess!

We don't use the weaknesses and failings of our supervisee as a basis for humour among our colleagues.

We agree to keep each other (ourselves and our colleagues) open and accountable about the nature of our relationships with any person we are in a supervision relationship with.

We agree to act with integrity, being faithful to do the things that we have promised. And where we fail in this, to seek forgiveness and reconciliation at the earliest possible opportunity.

We agree to accept mediation, wherever this is requested by the supervisee.

We don't discuss personal issues raised in supervision sessions with others unless we have the permission of the supervisee to do so. The exception to this rule is a situation where others are endangered by our silence.

Praxis Supervision Agreement:

Youth worker:	Supervisor:
Agency:	Agency Rep:
Contract begins:	Contract reviewed:

We understand supervision to be a regular opportunity when:

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

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.

Please also...

- **Have a look at the page called “Guidelines for Supervision”** and talk through suggested theme’s for your supervision. Are you both ok with this?

- **Discuss what values and attitudes** we both agree to bring to supervision sessions?

- **Think about if one of us becomes unhappy with the supervision arrangement**, what process do we agree to follow?

Supervisor Details:

I am available to become a supervisor for _____
(student's name)

My name is: _____

Phone: _____

Email: _____



- I have received a copy of the Supervision booklet
- I am able to make a commitment to meet with this student regularly (10 times over the year)

My relationship with them up until now (if at all) is (please outline briefly):

Please scan pages 18 and 20 to your local tutor

Guidelines for Supervision;

We ask that a minimum of 10 sessions to be completed by the end of the year. Supervisors, students and Praxis tutor please sign the guidelines form after each session.

Students are required to keep a journal, while studying with Praxis. A journal is provided on the next few pages, for you and your student to use if you want. This is a confidential document between supervisors and students. Praxis staff just need to sight this, but will not be reading content.

Guideline form to be signed

Session 1		Date:	Session 2		Date:
<i>Suggested Themes</i>		<i>Done?</i>	<i>Suggested Themes</i>		<i>Done?</i>
1. Personal reflections (what's on top)			1. Personal reflections (what's on top)		
2. Review agreements and/ or action steps & set new ones.			2. Review agreements and/ or action steps & set new ones.		
3. What's going well?			3. What's going well?		
4. Work on's			4. Work on's		
5. How's practical work going?			5. How's practical work going?		
6. Assignment check in.			6. Assignment check in.		
<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>	<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>

Session 3		Date:	Session 4		Date:
<i>Suggested Themes</i>		<i>Done?</i>	<i>Suggested Themes</i>		<i>Done?</i>
1. Personal reflections (what's on top)			1. Personal reflections (what's on top)		
2. Review agreements and/ or action steps & set new ones.			2. Review agreements and/ or action steps & set new ones.		
3. What's going well?			3. What's going well?		
4. Work on's			4. Work on's		
5. How's practical work going?			5. How's practical work going?		
6. Assignment check in.			6. Assignment check in.		
<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>	<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>

Session 5		Date:	Session 6		Date:
<i>Suggested Themes</i>		<i>Done?</i>	<i>Suggested Themes</i>		<i>Done?</i>
1. Personal reflections (what's on top)			1. Personal reflections (what's on top)		
2. Review agreements and/ or action steps & set new ones.			2. Review agreements and/ or action steps & set new ones.		
3. What's going well?			3. What's going well?		
4. Work on's			4. Work on's		
5. How's practical work going?			5. How's practical work going?		
6. Assignment check in.			6. Assignment check in.		
<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>	<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>

Session 7		Date:	Session 8		Date:
<i>Suggested Themes</i>		<i>Done?</i>	<i>Suggested Themes</i>		<i>Done?</i>
1. Personal reflections (what's on top)			1. Personal reflections (what's on top)		
2. Review agreements and/ or action steps & set new ones.			2. Review agreements and/ or action steps & set new ones.		
3. What's going well?			3. What's going well?		
4. Work on's			4. Work on's		
5. How's practical work going?			5. How's practical work going?		
6. Assignment check in.			6. Assignment check in.		
<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>	<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>

Session 9		Date:	Session 10		Date:
<i>Suggested Themes</i>		<i>Done?</i>	<i>Suggested Themes</i>		<i>Done?</i>
1. Personal reflections (what's on top)			1. Personal reflections (what's on top)		
2. Review agreements and/ or action steps & set new ones.			2. Review agreements and/ or action steps & set new ones.		
3. What's going well?			3. What's going well?		
4. Work on's			4. Work on's		
5. How's practical work going?			5. How's practical work going?		
6. Assignment check in.			6. Assignment check in.		
<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>	<i>Student sign</i>	<i>Supervisor sign</i>	<i>Praxis sign</i>

Journal for Supervisors/Students to use. Confidential

Date:	Reflections, Action points, Notes
Reflection & what's on top? <i>(From your Praxis journal)</i>	
Review of last sessions agreements & action steps.	
What's going well?	
How's practical work going?	
Work on's	
Assignments & any other business	
Today's agreed action steps.	
Date of next supervision.	

Date:	Reflections, Action points, Notes
Reflection & what's on top? <i>(From your Praxis journal)</i>	
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What's going well?	
How's practical work going?	
Work on's	
Assignments & any other business	
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Date of next supervision.	

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Reflection & what's on top? <i>(From your Praxis journal)</i>	
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Reflection & what's on top? <i>(From your Praxis journal)</i>	
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