

Agency Partnerships



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Introduction

Kia ora - if you are reading this book it means you are either looking at having a praxis student or have taken one on for the year. We trust it is a great journey for you. This book is designed to give you the run down on the requirements and expectations of having a Praxis student, as well as the basic structure of the course. If you have any questions do not hesitate to contact us as we will be more than happy to help you.

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. Once they are ready to start the course, we will ask you to discuss this balance, and draw up a job description that reflects it.

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

- 8 October 2015: NZQA is Confident in the educational performance of Praxis
- 8 October 2015: NZQA is Highly Confident in the capability in self-assessment of Praxis

Praxis offers two courses.

- **A level 4 (1 year) Certificate in Youth Work**
- **A level 6 (2 year) Diploma in Youth and Community Studies (incorporating the National Diploma in youth work)**

We run the first year of the National Diploma and the Level four Certificate concurrently. Both first year Diploma students and Certificate students will attend the same lectures and have the same expectations regarding completion of the course. However each will have different workbooks and will be assessed at the level of the course they have opted for. There will be opportunity for students to change the level of the course they are on at certain stages in the year. Changes will need to be made in consultation with the course coordinator.

The Praxis ideas

Journeying with Jesus

Missional engagement

Learning in action and context

Ongoing communities of learning

Practicing what we teach

Centre to the margins

Partnership with indigenous peoples

Learning spaces of inclusion, grace and talanoa

Excellence and generosity

How does the Year work?

As mentioned above the Praxis course operates as a partnership between Praxis {which provides 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 developing a youth work project in conjunction with a church or a community organisation. We encourage students to continue with their project after the course finishes.

Course Design

Students will have five block courses over the course of the year. They will also meet with a tutor in their region for up to one day per week in between block courses, this is called a cluster day. Most lectures will be offered through these block courses, and they will be given assignment work to take home after each one. Outside of block courses, they are expected to work with their agency for around 16 hours per week. (see insert for course dates)

Study Skills: It is an expectation that students commit to a half day study skills tutorial per week for term 1. This will be reviewed on a needs basis for each student at the conclusion of term 1

Agency Rep

In conjunction with the course coordinator an agency rep is expected to oversee the practical component of a student's youth or community work. Agencies will enter into a formal agreement with their student and Praxis during the student's years of training with Praxis. Agencies are obliged to meet the normal obligations of an employer, especially with regard to safety, supervision and support. **We have found that students that come from an agency with a highly supportive environment in all aspects of the year (including getting assignments done) are far more likely to succeed on the Praxis course.**

Study

Students need at least a day a week to be able to complete assignments; so when agencies are working on their job descriptions with students they need to make sure there is room for this.

Supervision

Over the course of the year students are expected to meet with an external supervisor a minimum of ten times. During this time it is expected they will talk through a mixture of practical, spiritual and life stuff with them.

We also strongly suggest that a supervisor is:

Older, the same gender, close to where the student is, free to spend time with a student and keen to do it. A choice of supervisor needs to be approved by the Praxis co-ordinator 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 'mate'.
- Unless we think they have some experience in working alongside people, are a good listener, and able to provide suitable support and guidance.

The role of an agency:

This document includes the requirements of an agency; ways in which Praxis highly recommends you could support your student and suggestions for best practice.

Requirements:

- Write a letter of support for your Praxis student before their interview
- Attend the Praxis interview
- Sign the Work Place Learning Agreement
- Know the Praxis calendar for your student, which includes when they are attending:
 - Cluster days
 - Block courses
- Attend two TAG (training advisory group) meetings
- Participate in our mid year and end of year review

What a week could look like:

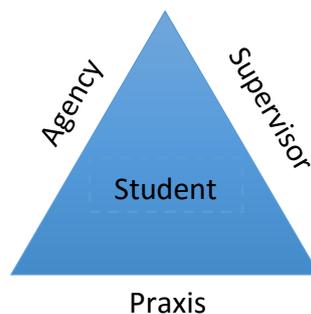
- 2 days practical youth work (ensuring 50 hours of practical youth work per term)
- 1 day cluster
- Half day study skills tutorial for term 1, then reviewed
- 1 day study

We highly recommend that you:

- Attend orientation day
- Check in with your student regarding assignment content and due dates
- Meet with the Praxis course coordinator once a term

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?

1. Students need to have completed the following three requirements before the course starts.

These include:

- A Job Description
- The Work Based Learning Agreement
- Setting up their supervision for the year

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

2. Complete the following Check list - once you are set up 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 agency's role to oversee the student's practical components over the course of the year; therefore agencies need 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 an end of year review is filled in for the student as well as some attestation forms which ask agencies to comment around certain aspects of the students work. The course coordinator will send these out to you when required.

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 years dates
- Go to the Praxis website www.praxis.org.nz and look under dates/calendar to get an updated calendar for the year.
- OR email neo@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 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:

Problem solving

The Praxis journey is about learning in action, and 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 apply¹:

Issue	Process
Relational break down between the agency and the student	<ul style="list-style-type: none">• Either the student or the agency should:• Contact the student’s supervisor, who is normally available to help with informal mediation.• Contact your student’s Praxis coordinator and discuss the matter with them.
Unethical behaviour by the student	<p>All students are taught and expected to abide by the National Youth Workers Network Aotearoa Code of Ethics. Please contact the National Enrolment Office if you need a copy of this booklet.</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 NYWNA disciplinary body, to the police or to another external body.</p>
Unacceptable performance by the student OR Student is unhappy with their agency	<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">• Discuss the matter with the student and their supervisor• Try and arrange mediation locally.• Discuss the matter with the Praxis National Co-ordinator, and/or your local TAG (Training Advisory Group) group. <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">• Suspend the student’s practical involvement with your agency until the problem is resolved.• Seek external mediation.• End the student’s involvement with your agency and either help them find another placement, or review their enrolment with Praxis.

¹ 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

Some good advice...

We reckon that these seven people have done a great job of looking after students, and they are each involved different types of organisation. So we got them together electronically, and 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!

Chris	<i>is the regional youth coordinator for the Wellington diocese, he co-ordinates an internship programme for Anglican youth workers, which uses the Wellington class.</i>
Lucy	<i>was a youth worker and the regional youth coordinator for the Salvation Army (Northern region); she has looked after students from the Wellington class.</i>
JD	<i>has looked after students at Camp David and with the Impact Centre community trust in Hastings. He also worked on the Praxis team looking after the Regional Group.</i>
Fr Frank	<i>worked with Logos, looking after students (mainly from Pacific backgrounds) and coordinated their involvement in Catholic schools in the Auckland area.</i>
Brendon	<i>coordinated the youth team at Stream, an emerging faith community with The Salvation Army (Wellington).</i>
Jacqui	<i>and Gary work for The Sowers' Trust and coordinate the youth team at Howick Community Church. The dream is to have a youth worker attached to every intermediate and secondary school in East Auckland.</i>

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

Frank: I think it is important to have the courage to make a realistic assessment of the young person we are taking on. Training to be a youthworker is not just a course - it requires a passion. Has the person 'got it'? Have they showed it by involvement already? Apply the Character, Competence, Chemistry test.

Jacqui: Someone who is genuinely interested in young people and already has some experience of working with young people in a volunteer capacity. Academic success at school is not essential but the ability to work hard and be self-motivated is a definite bonus. People skills and the ability to work in a team are also beneficial.

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

Jacqui: Spoil them - love them - treat them well - welcome them - overwhelm them with good stuff. In other words have an orientation week - state expectations firmly. Introduce them to all other staff members. Have simple training sessions to get them up to speed as quickly as possible with agency systems. Do some team building stuff with them and other staff members. Food is a winner - take them out for lunch!

JD Make them feel welcomed, and a part of the team or ministry they will be working with,

highlighting what they will get out of working within the 'agency'

Lucy: Suss out their expectations for the year, so they are realistic... get an idea of what they think they might struggle with (writing side of things etc etc) so that you can check out how this goes for them

Frank: Organise a little welcome and orientation. Put tight structures in place for the first 3 months until they have a feel for their job. Support - they need someone to offer time to support them particularly at the beginning.

It's good to have a weekly check in time that is treated as important and a time of genuine listening not just an administrative and planning meeting.

Try and set some small targets to aim at with them so there is a sense of achievement on both parts (agency and youthworker). Do frequent reminders of how what they do is connected significantly to the Agency vision.

Brendon: Talk lots to the team at Praxis so that everyone has the same expectations. I think sorting out a 'sensible' practical project at the start of the year is pretty important for all concerned.

Help to make the student feel like a valued member of your team. For example; by setting up a good working space, and creating a bit of a budget, (even if it is only some program costs and reimbursement of expenses). Start involving them in planning and staff meetings as soon as possible and where appropriate.

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

Chris: That we understand what supervision is about ourselves (read the Praxis booklet on it). Then check out the supervisor. This person is a major agent of change from our point of view.

JD: We need to make sure they understand the supervision process and what to look for in a good supervisor - possibly even sitting down and brainstorming together so that they are part of the process of selecting someone who will be able to add to the learning. If the student has a supervisor in mind then we need to take time to get to know them and gauge their suitability, but being mindful of keeping the student involved in that discerning and choosing process.

Lucy: Make sure it is someone who has time for them, who will see the student as a worthwhile investment. The student needs to feel that they can be upfront and honest with them.

Jacqui: The student needs to be empowered to make this choice. We discussed possible supervisors with our pastoral team and approached our students with a range of suggestions on hand. After discussing the role of a supervisor and stressing the importance of a relationship where the student felt safe to share, our students began to brainstorm possible supervisors with us. The great thing was most chose people we had already thought would be great for them.

The agency should not choose the supervisor for the student. It is important that the student approach the potential supervisor themselves and sort out how the relationship and meetings are going to work themselves.

The agency needs to be ready to step in when a supervisor/student relationship is not working out and help the student to find a suitable new supervisor. It is also great to regularly check that students are meeting with their supervisors and getting their hours signed off especially early in the year when they are settling into this relationship with their supervisor.

Frank: Trust is vital. It's no good appointing a supervisor if the young person is not going to trust and share honestly with them.

They are the ones making the choice, but the competency and skill of supervisor needs to be assessed in some way. The supervisor is not seeking to be primarily a 'friend'. It's helpful to have a mediating person nominated if things do not

go well with supervision or if there are concerns if things are going wrong.



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

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

Chris: That they are on a journey. They start with some skills and end up with many more. The job description needs to reflect that. Remember that they are in training (and not 'the finished article') so our expectations need to reflect that. We also need to ground them in our own traditions, so include in their job descriptions getting to regional camps, leader's retreat and other things that will reinforce who we are.

Jacqui: This is a training year - they are not experienced youth workers yet and should be protected from being overcommitted. Be realistic - allow them to work alongside an experienced youth worker if at all possible. Lots of scaffolding should be provided and slowly removed as the year progresses. Have a good blend of practical, hands on work with young people and preparation time. They should not be spending all of their time doing "bum" jobs.

JD: That we are firstly very clear on the requirements of the course in regards to assignments and workload. The job description should be looked upon as a 'work-in-progress' as we may not fully know the gifts, abilities and capabilities of the student straight away. So go back to the job description several times over the year and be ready to revise it to fit the reality of what's actually happening. Being dropped in the deep end doesn't always result in the person learning to swim.

Lucy: That it is realistic, and that the student is amped about it.

Frank: If you are not sure yourself, consult people with real experience of what the job is really like. Sometimes the job description on paper and the reality of what they simply doesn't match! -And this can cause tension.

Let the youthworker have input into their job description, and encourage them to develop ownership of their work and job. Link short and long term goals to their job description. Remember that for most, the first 3-6 months is a settling in phase.

Sometimes it has been helpful to have a series of key phrases and keywords that remind them of the core of their work (vision)... this can actually get them quite passionate about their work (and it's helpful to remind them of this when they are feeling down).

It's important not to kill them with paperwork and jobs that have them in front of a computer all the time. The agency needs to acknowledge that relationships are hugely significant in youthwork... and this will involve food and money!

Brendon: The project needs to work for the student, and not JUST be about filling a gap in the organization. Plan the dates for their block courses and trips into your calendar right at the start of the year.

At least some aspect (if not most) of the practical component needs to be 'outside of institutional church programs'. If the student is working fully within a set of 'church programs' it will lead to frustrations, as the course really isn't designed for this, and both student and agency need to know this before they start.



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

JD: Firstly that they will be excited about building relationships with the young people they are going to work with. Secondly, that they will willingly be engaging in the 'team process' - which would involve good open communication, purposeful reflection, and intentional contribution.

Frank: Praxis youthworker students are not professionals purchased 'off the shelf'. Students will grow to the degree they are supported and resourced.

Expect things to go differently than you have planned. See beneath the missed meetings, appointments, time-lines and recognise that we (the agency) are involved in the formation of young people in ministry. We are investing into the future. This is the big picture to keep in mind. Youth ministry is like raising teenagers, its messy AND exciting. Seek to establish safe communication.

Jacqui: "Work hard and play hard". Youth work is heaps of fun and its that vital that youth workers are positive and enthusiastic BUT it also involves long hours and physically draining and menial tasks. Prepare their expectations of what its all about.

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

JD: If we are able to develop an environment where they are able to contribute into the discussions and overall direction for the ministry this can provide a framework for both parties to understand and see where they can contribute.

Jacqui: TALK and BE FLEXIBLE and COMPROMISE and have a clear view of the big picture that you sell to them and hopefully they buy into - this helps to sort out the good ideas from the great ideas. Let them try out new ideas and experiment in a safe environment where failure is possible but will not destroy them; the agency's reputation; or the young people they work with. Encourage them to learn from both success and failure.

Lucy: You work it out together, communication is totally critical. Obviously for them to do something totally random not in line with the agency's vision would be unhelpful, but at the same time if the agency is forcing some concept on to the student

and the student isn't keen on it then that's gonna be a disaster too. You talk it through, both student and agency need to be looking towards the best thing for the community.

Frank: The issue is whether the youth worker is passionate and connected to the vision of the agency.

Be proactive in communication with your student, make space for their stories in your team times. Create spaces and people for them to share their ups and downs so that all feel their enthusiasm and passion.

Sometimes a job description lists a series of tasks, but the rest of their work gets filled out by where the youthworkers' passion lies. Once they realise that both dimensions are possible there is a freedom found between both agency and student. We need to ensure that the gifts and talents of each student are used and appreciated.

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

Jacqui: Be realistic - allow time for their assignments. We think this works out to be approximately one day per week for individual study and reading. If they are doing the regional course,.

For students who have not completed formal study of this kind before they will need assistance breaking down the assignments into small sections and help with time management to ensure they are not rushing to complete work at the last minute.

Good Community Profiles, Project Proposals and especially the end of year Portfolio assignments take time - they require work over months not just one week. Discuss assignments with them - good assignments will actually benefit your agency directly. The course assignments are created to meet real needs.

Create deadlines for assignments before block courses - ie check them a week or two before. This allows time for them to share their work with the agency prior to presenting it at block course.

JD: This may have to be taken on a term-by-term basis depending on the assignment workload. Do a review of their assignment workload after each block course. This will help them with planning and your understanding of their work load. Ask to see their assignment due dates summary each Term.

We've had students who only realised how applicable and relevant their assignment work was - at the end of the year!

Lucy: Explore the things that are keeping them from completing assignments on time/efficiently... students may need help with things like time management, rather than just heaps of time.

Frank: Plan your agency calendar alongside the Praxis calendar for assignments, block courses, presentations etc. We can help them immensely by avoiding a clash.

I suggest they have 4-5 hours of study time (a day) set aside per week. We can help the student by allowing specific times off for some assignment tasks - such as community interviews for community profile etc. It's important that students are helped to link their study to their work. We've had students who only realised at the end of the year how applicable and relevant their assignment work was - at the end of the year!



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

JD: We are partners in their learning and development process. Be aware of the strength of supervision and regular reviews and reflections.

Lucy: That the year isn't easy- the agency needs to be prepared for these ups and downs right from the word go, they're inevitable.

Chris: Expect them! These are also their growing moments. It's not the end of the world.

Frank: Are the students' real personal issues being dealt with? First year is a half productive year, the next year it gets better!

Jacqui: They are learning - good things take time - most students are young themselves - be aware of their backgrounds and their baggage (you soon will be!)

Build strong leadership teams around them. Youth work requires volunteers and it is important they learn to value and work with volunteers if they are to continue in this field for the long haul.

Help them prepare for block courses and make it as easy as possible to ensure their youth work tasks continue while they are away at these - ie make sure they have a competent leader supporting them and ready to run things while they are at block course. Eg. if they have responsibility for a small group, team them up with another leader so this can continue while they are at course.

Meet with them weekly to see how they're doing and be aware of the pressures on them. So many new youth workers burn out - so be kind. Monitor their commitments and the expectations others in your agency have of them. When we suddenly had five interns so many people from our church family had little and large tasks they thought our team could do - we had to protect them - and to keep them focused on the stuff that matters - their Praxis work and interactions with young people.

Take them out for coffee often, watch telly with them, have them over for dinner, give them little treats, and pray with them. When they do need to pull their socks up let them know it firmly, quickly and in private.

Our students are required to be part of a small group of the peers or older meeting weekly for spiritual growth and

accountability - this in addition to meeting with a supervisor - safety nets in place - you can't continue to give, give, give if no one is giving to you.

Give them responsibility - trust them with some important stuff!

9. What else is important this year?

Chris: Recognising their successes and giving support where needed. Love them unconditionally. And remember your commitment to that.

JD: That we are all the better for the journey we have together; the student, the agency and especially the young people that they have engaged with throughout the year.

Jacqui: Their growth as individuals, as followers of Christ, as friends, as youth workers, as team members

Lucy: Studying actually does take it out of you, it's hard work physically, mentally, emotionally, so a bit of extra grace helps heaps!

Its definitely important that your student uses this year to learn techniques in self care. If they are looking at full time youth work the thing that is most likely to gonna bury their dream is burn out.

Frank: Enjoy Them.

Your youth workers are closer to the youth than agency is. Listen to their comments, concerns, criticisms, frustrations. Are key people in the agency on board with the vision of youthwork? If not, is the agency ready for the youthworker

Brendon: The student grows. A contribution to the agency work is a good thing, but maybe the contribution to the agency is the student growing.

When we suddenly had five interns so many people from our church family had little and large tasks they thought our team could do - we had to protect them

Job Description and Work Based Learning Agreement

This assessment is designed for you to find your place in your organisation and to get an understanding of how it fits into the community it is placed in.

- Fill in a copy of your **Learning Agreement** on the next page (signed by yourself, your agency and Praxis) Take 2 copies of it, pass one on to your coordinator and agency rep.
- Please 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

Supervision Agreement

The following agreement has been reached between

_____ (Supervisor) and

_____ (Supervisee)

1. Practicalities

How often do we agree to meet:

Where will we meet:

Which one of us is responsible for organising appointments:

What is the understanding if one of us is running late or needs to postpone the appointment?:

2. Content of Supervision

What relevant issues do we agree to cover in the supervision session?:

3. What values and attitudes do we both agree to bring to supervision sessions?:

4. If one of us becomes unhappy with the supervision arrangement, what process do we agree to follow?:

This agreement covers the period _____ to _____

SIGNED:

Supervisor Date

Supervisee..... Date

Supervisor Application

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

My name is: _____

Postal Address: _____

Phone/s _____

Email _____



- I have received a copy of the Getting Started with Supervision booklet
- I am able to make a commitment to meet with this student regularly

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

Please give this to your local Praxis Course Co-ordinator or Photo Copy and send through to:

Praxis National Enrolment Office
PO Box 6834
Marion Square
Wellington 6141