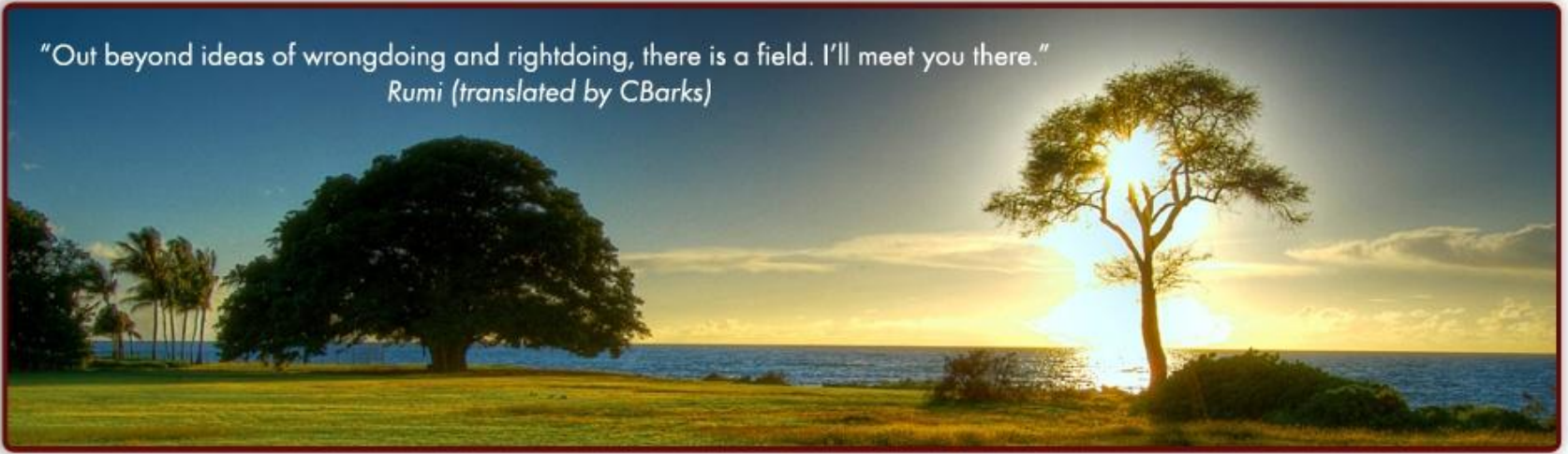


"Out beyond ideas of wrongdoing and rightdoing, there is a field. I'll meet you there."
Rumi (translated by CBarks)



Supervision

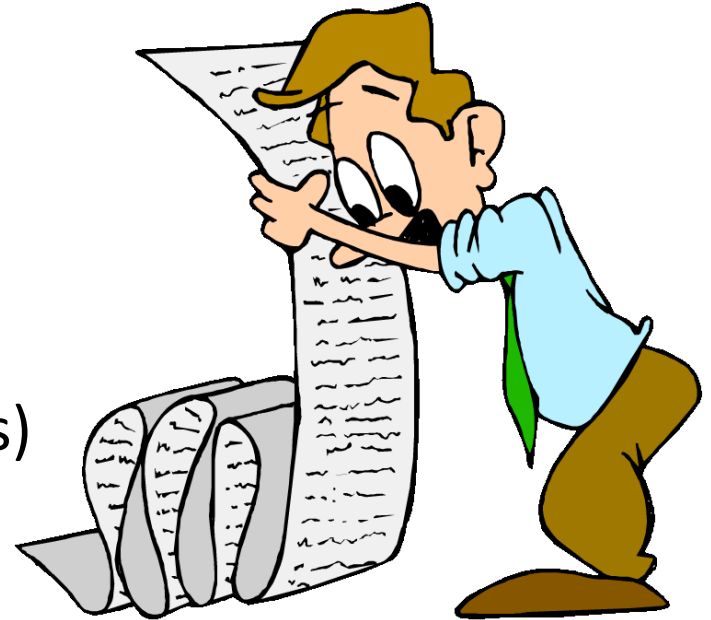
Lyn Evans, CM, Nelson Bays

Anne Best, CM, Marlborough

Clare Lawrence, MoE

What we're going to cover

- Why us?
- Why do supervision?
- What is supervision?
- What isn't supervision?
- How does it help? (our experiences)
- Setting up supervision
 - Group vs individual
 - Peer vs clinical supervision (with someone with more experience)
 - Contracts / logs (record keeping/accountability etc)
- What does it look like?
- Giving it a try...



Why us?

- Anne

Lyn

Clare

- Our background
- Experience in supervision
- Seeing the need



Why do supervision?

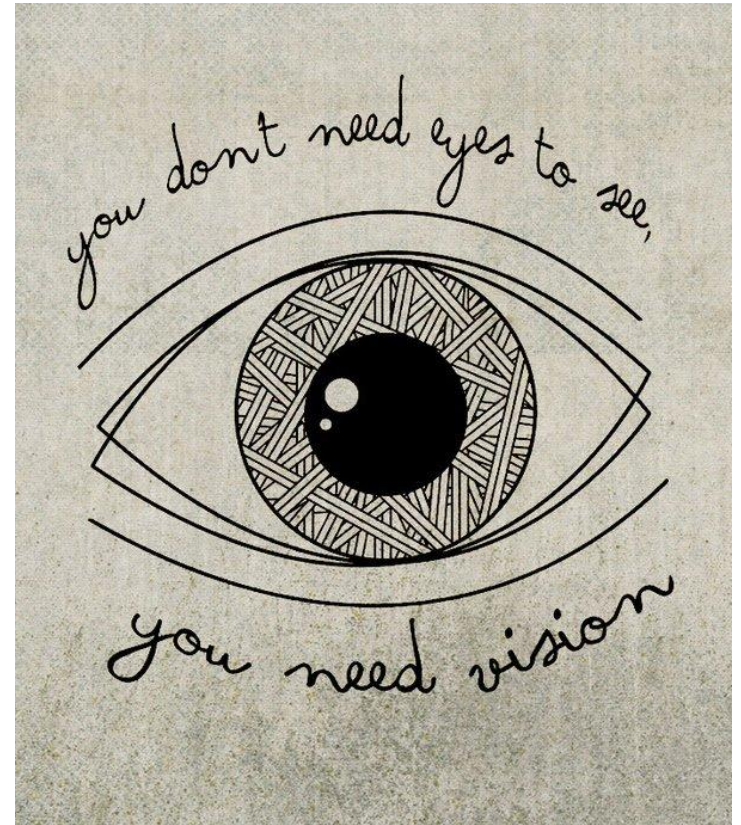
- Toolkit
- TKI.org.nz
 - **RTLb performance management**
 - The cluster manager ensures there is an integrated performance management system in place, which covers appraisal, professional development, **supervision** and support for RTLb. The framework maintains sustainability, builds capability and addresses concerns appropriately.

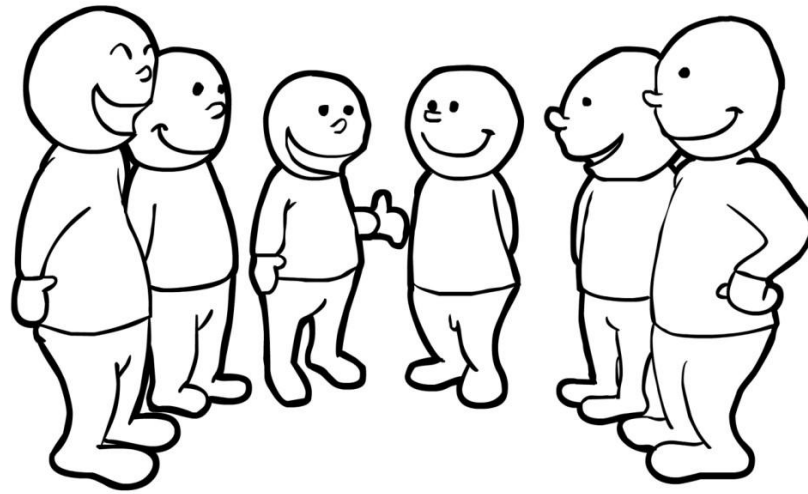


More to come...

Where do we want to position ourselves?

- Where do we want to position ourselves as a profession?
- Who do we want to align ourselves with?
- What is the role of supervision in that?





What is supervision?

What supervision means to you

What is your experience of supervision?

What is supervision?

What is supervision not?

Important factors in making supervision work

Principles of supervision

- Treaty of Waitangi
 - Partnership
 - Protection
 - Participation
- Confidentiality
 - Except when...
 - Taking information out of the supervision session
 - Professional and personal safety and responsibility!



More principles

- Self regulated, ongoing learning
 - Reflection
 - Goals/learning plans
- Driven by the staff member
 - Non-hierarchical relationship
 - Your time
 - Your issues
 - Your responsibility
 - Requires contribution from all
 - “Supervision is a place to produce oneself as an ethical and effective practitioner (Crockett, 2002).”



3rd lot of principles

- Situated learning and reflective practice
 - Reflection individually and collectively
 - Within your environment
 - Discuss relationship between theory, practice, personal style and skills
- Self within context
 - What we do with students, teachers, whānau/families



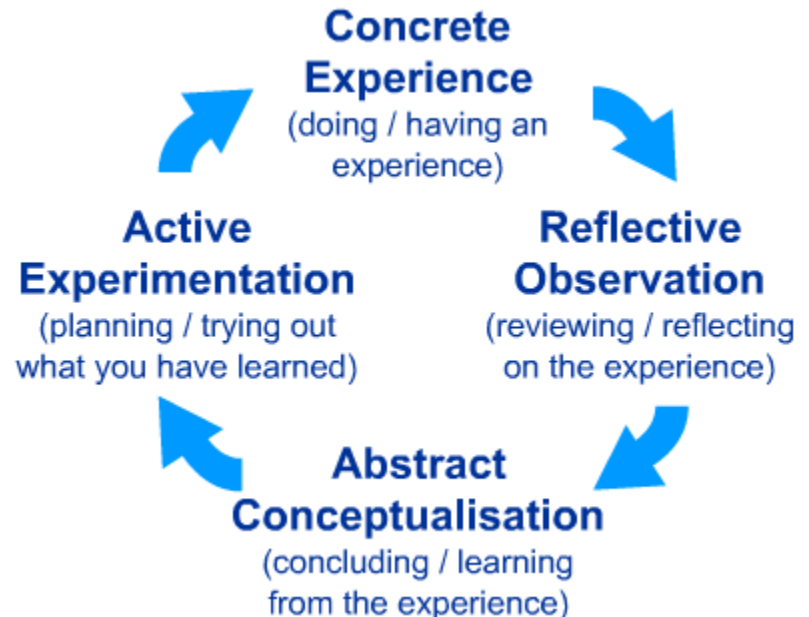
Nearly there

- Strengths based and solution focused
- Challenge and affirmation
- Cultural competence
 - Understanding your own culture, values and beliefs and how you bring that to your work
 - Valuing other people's cultures and beliefs
 - Working with both
- Accountability
 - To ourselves
 - To our profession
 - To the students, their whānau/family
 - To our teachers/colleagues
- Child and family focus
 - How can we be better at what we do well?
 - The difference that makes the difference
- Shared learning (group supervision)



What is supervision

- Formal supervision
 - Positive and constructive feedback
 - Professional and organisational competences and accountabilities
 - Reflect on ourselves
 - Reflect on work
 - Alternative perspectives
 - Validated and supported
 - Celebrate success

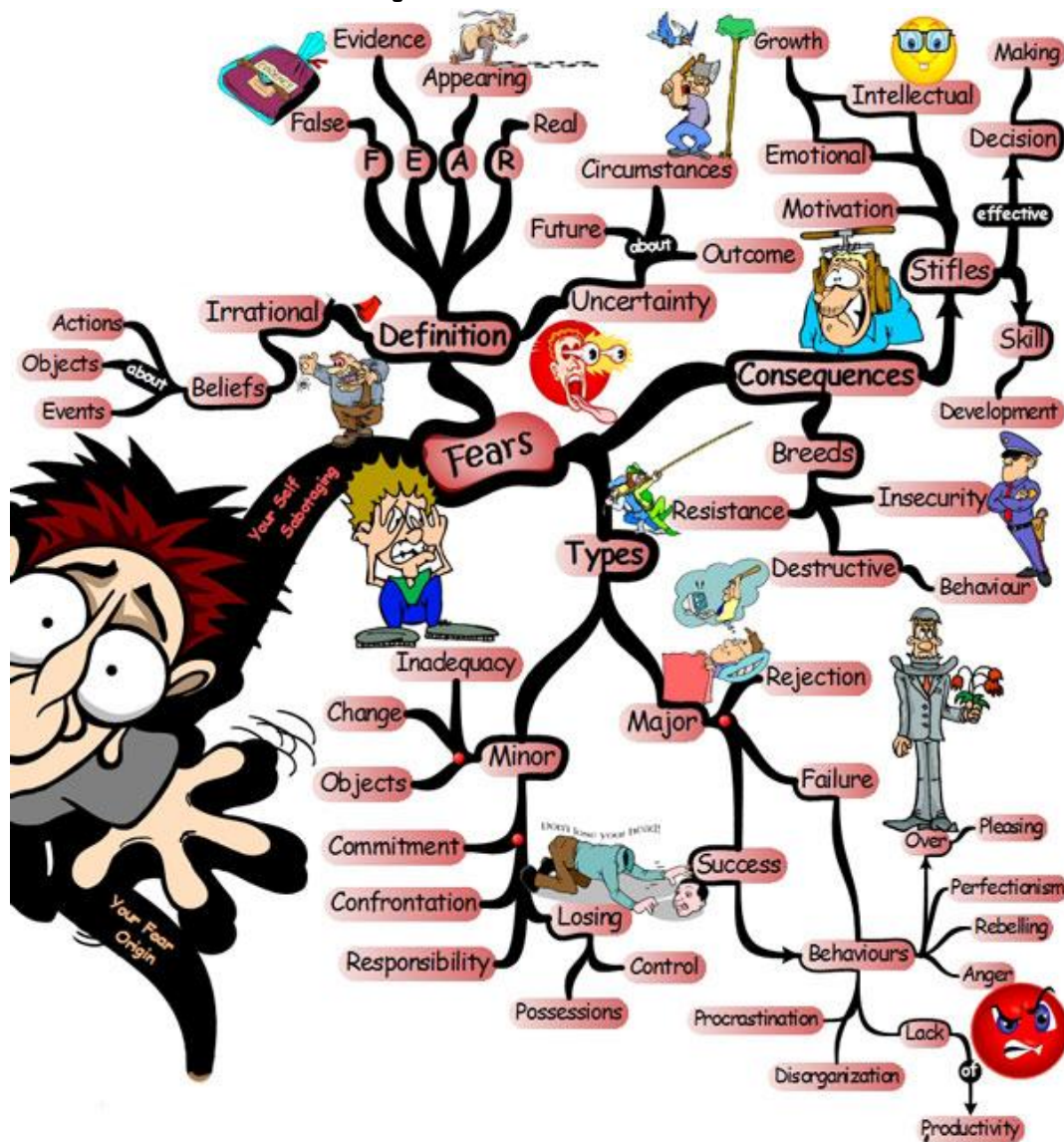


Supervision is not...

- Personal counselling or coaching
- Training
- Directive
- Passive
- Easy
- A moaning session
- Unstructured
- Boring!
- Just talking through your caseload (that's caseload management)



Misconceptions and fears



Misconceptions and fears

- Concerns of new supervisees
 - Fear of appearing foolish
 - Worries about confidentiality
 - May display inadequacy
 - Fear of revealing too many personal issues
 - Will I feel comfortable with my supervisor?
 - Will my culture be respected and valued?
 - Will I be heard?
 - Fear supervisor may be too controlling
 - Not challenging enough or of little help
 - Unequal relationship
 - Loss of autonomy

Responsibilities of the supervisor

- Prioritise & commit
- Provide a safe
 - Open/sharing environment
 - Culturally safe
 - Professionally safe
 - Enable trust to develop
- Support supervisee to
 - Explore
 - Clarify thinking
- Challenge practice when required
- Share experience, information and skill (as appropriate)
- Awareness of context
- To be trained and competent



Responsibilities of the supervisee

- Ownership of supervision
- Prioritise it
- Share responsibility with supervisor
- Share experiences and feelings
- Be open to learning, challenge and reflection and feedback
- Reflect, think through and explore options
- Responsibility for ongoing learning and development
- Be clear about your needs
- Maintain two way confidentiality
- To evaluate and give feed back to supervisors
- Be aware of tendencies to justify, explain or defend
- Identify signs of stress and take actions to care for oneself



How does it Help? AKA Why do supervision?



“Progress is impossible without
change”

George Bernard Shaw

Why do supervision?

- Professional development
- Professional safety/safe practice
- Skill development
- Skilled and respected workforce
- A safe place to discuss concerns, problems, challenging cases, professional issues – anything that impacts on your work!
- Containment – “I can manage this because I know I can talk about it next week in supervision”



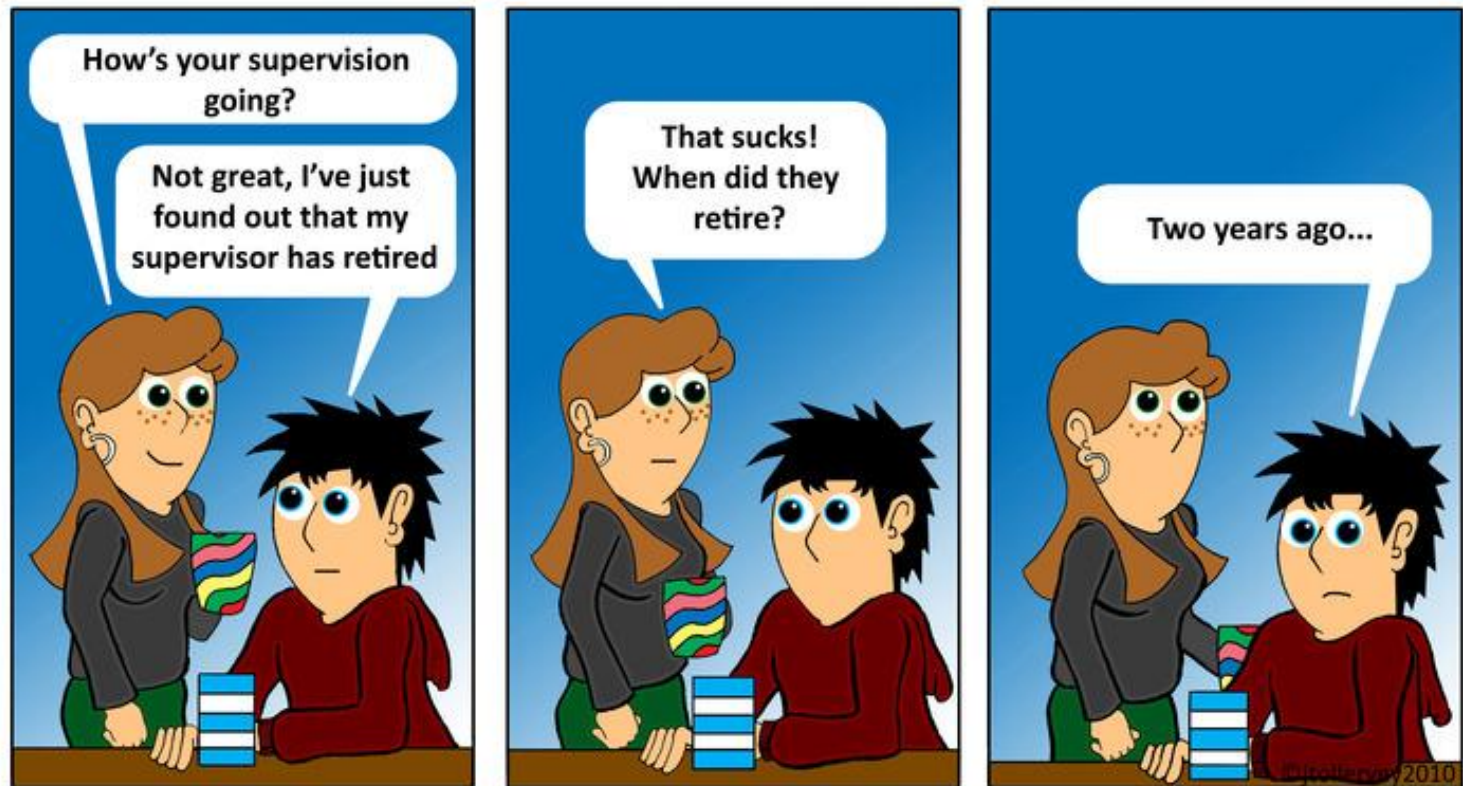
- Supervision is staying sane, confident and competent.

(Bridget Proctor)

- ‘..supervision has been demonstrated to be the key that unlocks the door to improved staff retention ...job satisfaction, reduced burnout and indirectly to the quality of patient care’.

(Powell, J.D.)

Setting up supervision



Thanks to Tom West for his cartoon idea

Setting up supervision

- Group vs individual
- Finding a supervisor/setting up a group
- Supervision agreement
 - Supervision is a contracted relationship and therefore an agreement is necessary
 - Clear expectations
 - Protects both parties
 - 'How' we will work together
 - Process – if things are not working
 - Practicalities – where, when, how often, record keeping etc
- Records
- Confidentiality



Training

- Many options
- One is NZ coaching and mentoring
 - Group supervision processes
 - Professional supervision
 - Ministry
 - Police
 - Health boards
 - Mental health
 - Our experience



Response after the training

- Very useful – Entire course was first class
- Great process structure to use
- The complete course was outstanding
- Loved the way people talked uninterrupted
- Making it real and safe
- Hearing stories
- A practical process which will work
- The best PD we've had
 - (3 reluctant participants)



What does it look like?

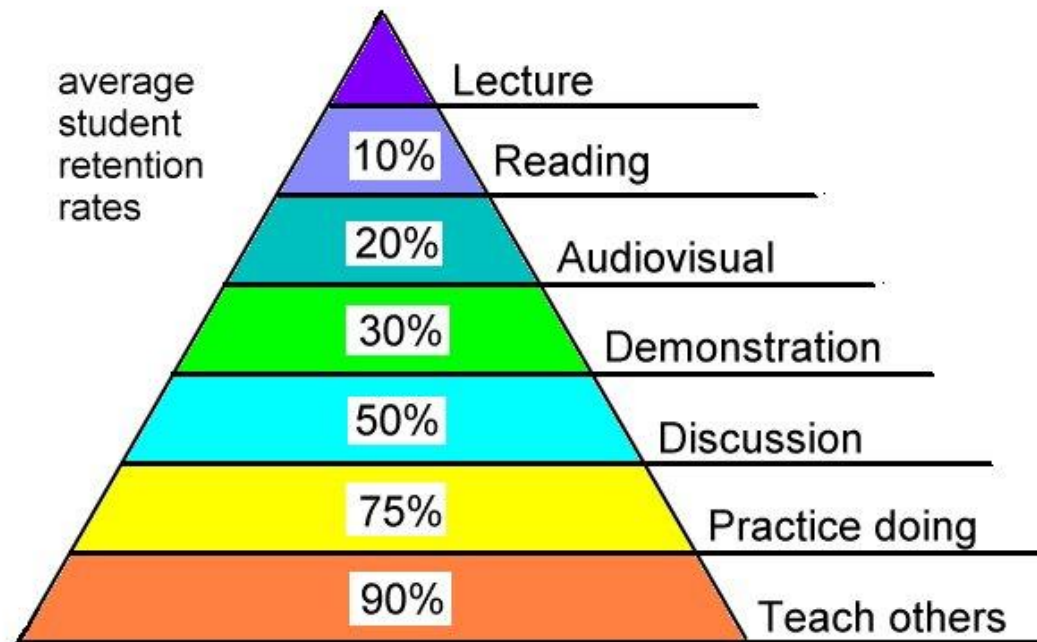
- Solution focused
 - Miracle question
 - Sliding scale – how to move up one step
- Sharing model (veridical report)
 - Supervisee – talk about your issue
 - Everyone share how they managed a similar situation without judgement or advice (factual)
 - Use words like – I did, I then, I tried...
 - Supervisee reflect and share on what you will do next
- Reflective questioning
 - Prompt evaluation of the person's own behaviour

Reflective questions

- 1. What part of this was hardest?
- 2. What part of this was easiest?
- 3. What were your feelings as you did this?
- 4. Where have you seen similar work?
- 5a. What similar cases/experiences have you had?
- 5b. What did you do then?
- 5c. What did you learn from that?
- 5d. What can you use from that experience?
- 6. What were you excited about?
- 7. What were you uneasy or unsure about?
- 8. What leaves you confused?
- 9. What intrigues you?
- 10. What was frustrating for you?
- 11. What surprised you?
- 12. What would you add?
- 13. Where were you reminded of something in your own life?
- 14. What part are you most confident about?
- 15. What questions do you have?
- 16. Who or what in your professional life or work do/did you identify with?

Workshop

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Have a go

- One person think of a problem
 - Appropriate to situation
 - Confidentiality
 - Safety of self and others
- Use either reflective questions, sharing model or solution focused models in your group
- Focus on this issue for 5 mins
- Each person have a turn

Reflection

- How was it for you?
- What are you going to do towards developing peer supervision groups for yourself?
- How are you going to bring supervision to your RTLBs?
- How can you take supervision forward in your cluster?



"Mom...my reflection's not copying me again."

Feedback some ideas

And finally...

The importance of shared language
and understanding

Snarbles

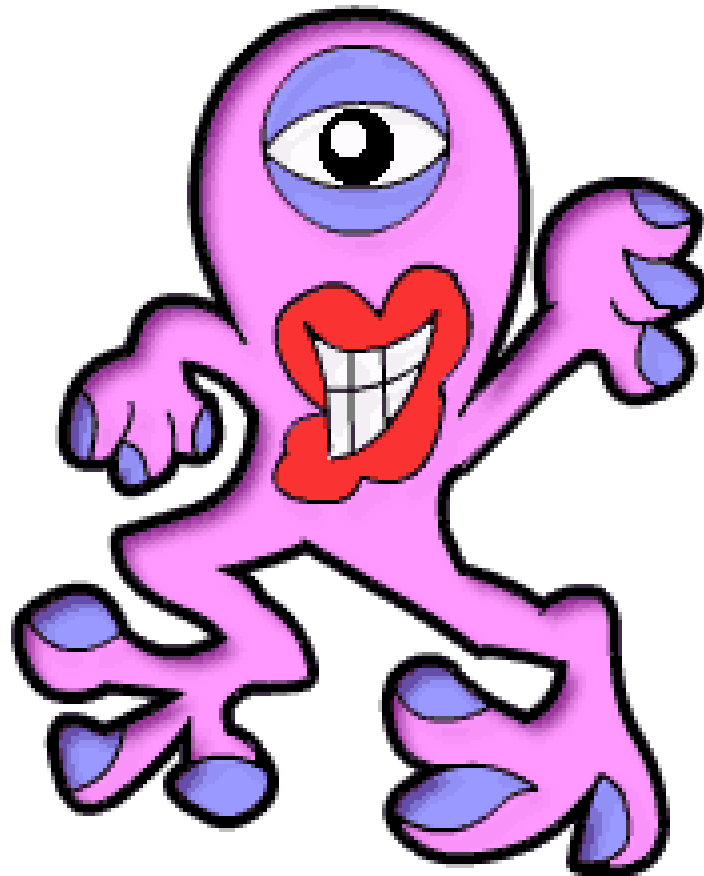
- Snarbles are blostigs, trockly tripsill & extremely important. Found in the prale, they are often blarded. Typically, a snarble is treeb, has four plahs & is blueck in colour. Snarbles are very good for gooping.

Snarbles

- Where are snarbles found?
- What colour are they?
- How many plahs do they have?
- Are they good for gooping?

Draw a snarble

A Snarble





Thank you for participating

Questions

