

Appendix B: Reflective Supervision Guidance.

Derby CYPD is committed to adopting a supervisory approach with front line staff that is reflective in nature.

Reflection is:

“A process of reviewing an experience of practice in order to describe, analyse, evaluate and to inform learning about practice”
(Reid:3)

Reflective Practice

Involves the critical analysis of everyday working practices to improve competence and promote professional development.

Reflective practice is all about:

- Thinking
- Self-awareness
- Values
- Consideration
- Understanding
- Analysis
- Evaluation

Reflective practice improves intervention as it:

- Helps practitioners to identify gaps in their skills and knowledge. This helps them to identify their learning needs and improve their practice.
- Encourages practitioners to analyse communication and relationships. This means that relationships can be improved. As such collaborative working is improved.
- Supports practitioners in examining the decision making process – such that they are able to justify practice more readily.
- Encourages a healthy questioning approach which can help practitioners “find their way”.
- It is closely linked to emotional intelligence which is about “being able to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one’s moods and keep distress from swamping the ability to think, to empathise and to hope.”
- Enhances resilience to stress
- Fosters wellbeing

Principles of reflective practice

- Value our experience
- Take time and create space for reflection
- Be honest with ourselves
- Be thorough in our analysis of the situation, emotion, reaction etc.,
- Draw upon as many disciplines as possible to help make sense of the experience
- Be aware of our blind spots, personal baggage
- Be habitual
- Seek to become instinctively reflective
- Reflect before, during and after experiences
- Always, always, always have an outcome, even if it is only temporary. Don’t let your reflection remain merely a theoretical process. Something should be different as a consequence of reflecting

Benefits of reflective practice

- Provides a simple structure to process our everyday experiences
- Helps us access prior learning
- Encourages application of transferable skills
- Helps and facilitates us in dealing with things that troubles us
- Take learning out of the classroom and academic structures into the everyday lives of those we seek to serve (this point would be good for new workers and first supervision session)

Reflection in Action

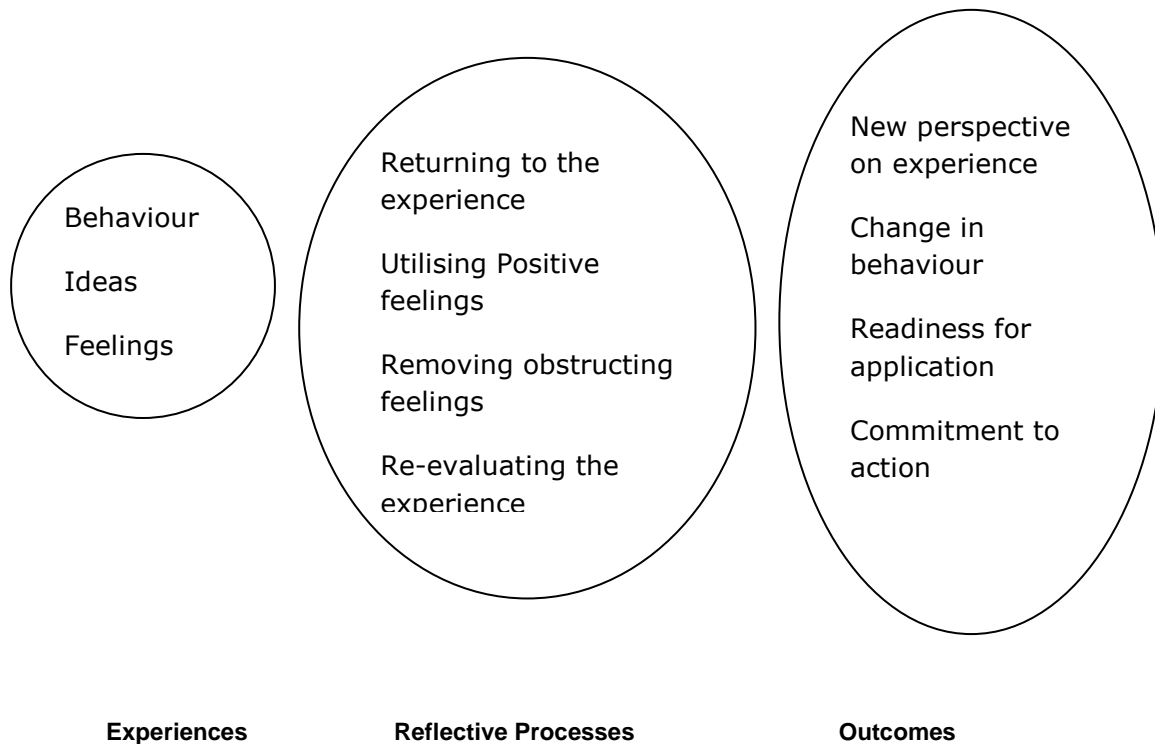
- Planning for the interview/assessment
- Reflecting as the assessment visit is taking place
- Thinking things through after the visit, perhaps talking it through in supervision

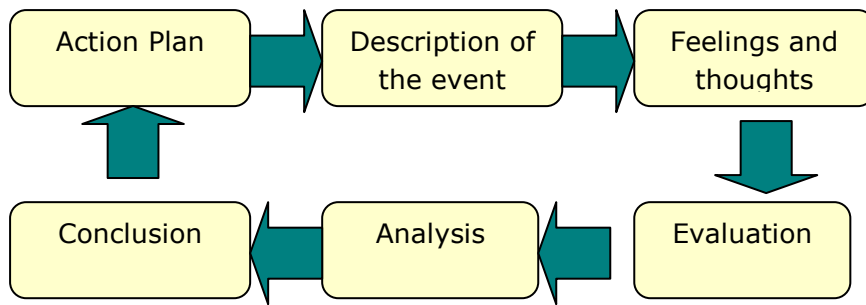
Greenaway (1995) explores this idea by creating a basic framework for reflection consisting of three stages. Often depicted as a cycle in the following way:

→ **Review** → **Plan** → **Do** →

An individual then:

- Recaptures that experience
- Mulls it over (perhaps with others)
- Considers their feelings about the experience (both positive and negative)
- Evaluates the experience – identifying new knowledge
- Acts on the reflection – incorporating new knowledge into their planning





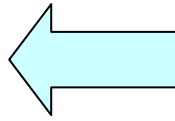
The So What Model?

This model involves the following questions forming the framework for reflection:

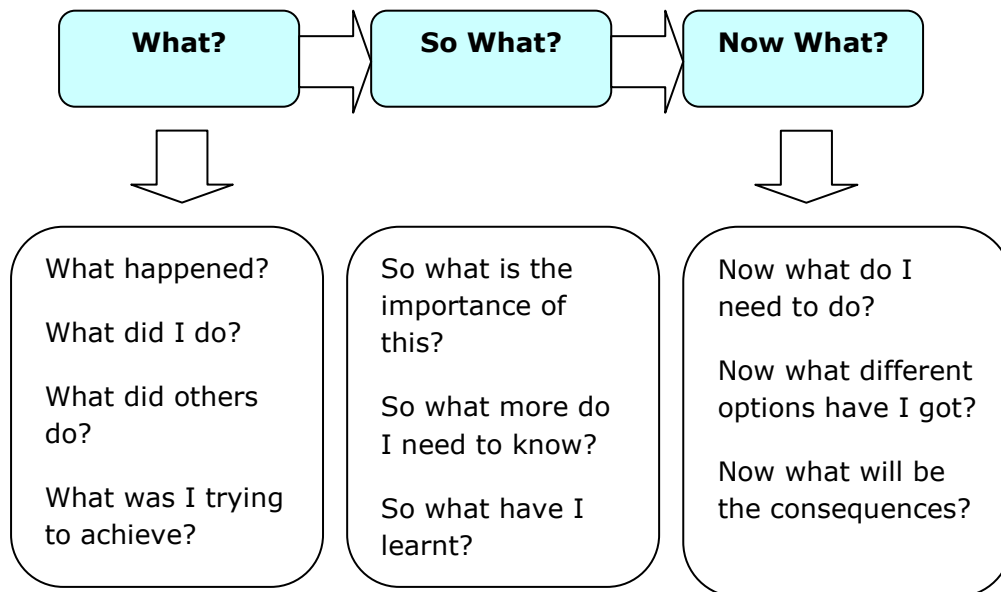
What?

So What?

Now What?

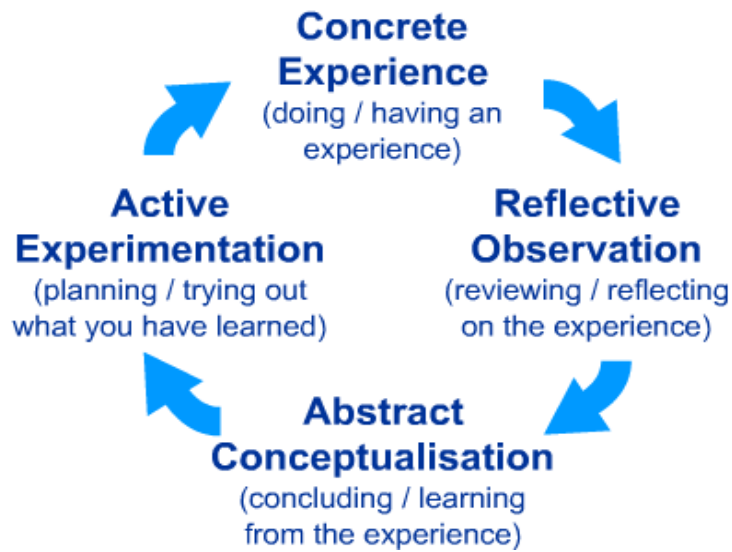


This model is often criticised on the basis of its simplicity. However, it can be useful for more experienced practitioners who are confident about reflection and who do not want or need a highly structured framework.



The Kolb Learning Cycle

The Kolb Learning Cycle comprises four different stages of learning from experience and can be entered at any point but all stages must be followed in sequence for successful learning to take place.



Kolb, D. (1984) *Experiential Learning*. New Jersey; Prentice Hall

The Learning Cycle suggests that it is not sufficient to have an experience in order to learn. It is necessary to reflect on the experience to formulate concepts which can then be applied to new situations. This learning can then be tried or tested. You must make the link between the theory and action by planning, acting out, reflecting and relating it back to the theory.

Some questions that you may consider following the direct observation are:-

- What did I learn about my practice in this observation?
- Did my interventions meet my objectives? If it changed why? (This could be for good reason?)
- How might my direct work in this observation affect the child and family?
- What internal/external factors influenced my actions and behavior in this session?
- What went well?
- Could I or should I have done anything differently?
- What have I learnt from discussing the observation with my PMA and/or service user feedback?
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It's worth noting that *it is not an exhaustive list* and will vary from situation to situation, but the questions do promote critical thinking about practice.

(Adapted from Johns, C, (2000) *Becoming a Reflective Practitioner*, Blackwell)

Gibb's Model of Reflection:

- **Description:** What is the family and child scenario we are working with?
 - **Feelings:** Whilst working with the family, what were you thinking and feeling?
 - **Evaluation:** What was good and bad about the scenario?
 - **Analysis:** What sense can you make of the situation, from your point of view, the child's and family members?
 - **Conclusion:** What do you need to improve, and assist the child and family?
 - **Action Plan:** If it arose again what would you do?
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- Emotional intelligence and reflective ability together:
 - Foster wellbeing
 - Enhance resilience to stress

Questions to Enable Active Reflection

- What did you think/ feel at the start?
- What feelings/thoughts/ideas did you feel during?
- What patterns did you see? Any links to historical information you have seen, any new information?
- What did you think the service user was feeling?
- Any factors that influenced your feelings for example gender or race?
- Where and when did you feel least/most comfortable?
- Any change/similarities/difference since last encounter with the service user?
- What aims/outcomes were not achieved?
- What do you need to revisit or feel is not known?
- Define your role/agency role?
- How do the service users define your role?
- What went well, or not well, and why?
- How would you describe the power relationship?
- Has your thinking changed, if so why?
- What areas of further assessment/resources are required?
- What bits of theory, training, research, policy or values might help you make sense of what happened?
- What are the current strengths, needs, and risks for the different service users?

Use of tool for practitioners:

- Read and make notes following a visit or meeting with a child/family/caller
- Prepare for supervision
- Work through questions
- Use in practice workshops/discussions with colleagues

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