Reflective Supervision
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Agenda

• Welcome, Introductions, Learning Outcomes
• Reflective Practice
• Reflective Supervision
• Strategies to support Reflective Supervision
• Questions, Summary
Participants will be able to:

- Define reflective practice and reflective supervision.
- Identify the importance and purpose of reflective practice and reflective supervision.
- Describe strategies to support reflective supervision.
What the Research Says

• Reflecting on practice enables practitioners to discover, rediscover or understand the complex range of knowledge, skills and understanding they have and to develop and use the intellectual and emotional power within themselves to try and improve their situation (Ghaye and Ghaye 1998).
“Quality educators and education cannot be derived from the imitation of techniques that have worked in the past, but rather teachers should be trained in analyzing and defining principles behind the techniques. In short, it is theorized that the more teacher reflectivity occurs, the better the quality of teaching.”

Donald Schon

- The reflective practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behavior. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.

- The Reflective Practitioner, 1983: 68
What is Reflective Practice?

• Thinking about and analysing your actions in order to improve your professional practice.

• Involves exploring and explaining events, not just describing them.

• Involves analysing your anxieties, errors and weaknesses, as well as your strengths and successes.
3 Essential Attitudes

The reflective practitioner needs:

- Open-mindedness
- Responsibility
- Wholeheartedness
Think-Pair-Share

Complete the Sentence:

• The benefits of Reflective Practice…
Why is Reflective Practice Important?

- identify learning needs
- Identify new opportunities for learning
- identify new courses of action
- clarify the situation
- develop a new attitude/way of thinking
- make an informed choice
- explore the consequences of our actions
- demonstrate our achievements to ourselves and others
- help us make decisions or resolve uncertainty
Summary Activity

Want Ad

• Create a classified advertisement or want ad for a:

“Reflective Practitioner”
Reflective Supervision is…

“The process of examining, with someone else, the thoughts, feelings, actions, and reactions evoked in the course of working closely with young children and their families”

Eggbeer, Mann, and Seibel 2008
3 Building Blocks of Reflective Supervision

- Reflection
- Collaboration
- Regularity

Source www.zerotothree.org
Relationship and Reflective Supervision

- Relationships are at the HEART of Reflective Supervision
Learning and Relationships

“All learning takes place in the context of relationships and is critically affected by the quality of those relationships”

Norman Murch, MD 1996
Parallel Process

The way supervisors relate to staff

Supports

The way staff relate to parents

Supports

The way parents relate to children
Parallel Process

Do unto others as you would have others do unto others.”

-Jeree Pawl, 1998
Your Turn

What are the implications of parallel process and your role with working with providers?
Keys to Reflective Supervision

- Relationship
- Working Together
- Focused
- Careful Observation
- Flexible Response
- Self-Awareness

- Parlakian, R. 2001, *Look, listen and learn: reflective supervision and relationship-based work*, The Zero to Three Center for Program Excellence
Phases of a Supervisory Session

1. Preparation

2. Greeting and Reconnecting

3. Opening the Dialogue and Finding the Agenda

4. Telling the Story and Focusing on the Details

Phases of a Supervisory Session

5. Understanding Perspectives and Generating Hypotheses

6. Considering Next Steps

7. Closing

8. Post Supervision reflection
Active Listening

- Stop
- Look
- Listen
- Respond

Three Types of Paraphrasing

- **Acknowledge and Clarify**
  - You’re thinking about...
  - You’re concerned about...

- **Summarize and Organize**
  - So, there are three issues.
  - First you’re going to…then you will…

- **Shift Level of Abstraction**
  - UP-values, beliefs, identity, assumptions, goals
    - So, it’s important to you that…
    - So, a belief you hold is…
  - DOWN-example and non-example
    - So, an example of what you are talking about is…
    - So this is not about…

Costa, A. and Garmston, R. 2013 *cognitive coaching*
HV: “I don’t know how I will get everything done. I’ve got to finish the assessments because they are due this week and we have a group meeting.”

S: “You are feeling overwhelmed by all you have to do this week.”
HV: “I am so confused. The parents are totally engaged in activities and will jump right in and do role play one week and then the next, act like they have no interest in the home visit.”

S: You are noticing significant differences between how families react to home visits from week to week.”
HV: “My families have trouble completing the packets with their children and they are always asking for help.”

S: “So one of your goals is to help families become more self-reliant.”

S: “You’re finding that your families are not committed to the program.”
Powerful Questions

• Open-ended

• No right or wrong answer

• Help supervisee to step back and reflect

• Invites the supervisee to “wonder” about events or interactions that were described

Reflective Supervision

- need to form a trusting relationship between supervisor and supervisee
- establish consistent and predictable meetings and times
- ask questions that encourage details about the child, parent and the emerging relationship
- use active listening
- remain emotionally present
- teach, guide, nurture, support
- explore the parallel process
- allow time for personal reflection
4 Minutes to Discovery

Take one minute for each of the following four questions:

1. What did I already know about this?
2. What are the key topics we covered?
3. How would I prioritize the key topics?
4. What resources are available?
Complete the self assessment tool when you get back to your site

What surprised you?

How might this affect your professional practice?
Next Steps

• Visit www.HIPPYUSA.org and download the materials from this session.

• Do your homework.

• Plan some reflective supervision sessions with the team you supervise.

• Use some of the tools to support you.
1. Questions that encourage description
   - What was it like?
   - Tell me about it.
   - What happened?

2. Questions that lead to clarification
   - In what way does this make sense to you?
   - What seems to confuse you about this?
   - Can you explain what you mean by that?

3. Questions to identify issues
   - What seems to be the trouble?
   - In what ways does this bother you?
   - What do you consider the most troublesome part?

4. Questions that encourage looking at the total picture
   - What led up to this?
   - What have you tried so far?
   - What do you make of all this?
   - When does this usually happen?

5. Questions that encourage exploration
   - Why do you suppose people do things like that?
   - How could a person handle a problem like that?
   - If you had your choice, what would you prefer to do?

6. Questions that encourage the use of information
   - What information do you need before you decide?
   - What do you know about it now?
   - How do you suppose you can find out more about it?

7. Questions that encourage evaluation
   - How do you feel about it?
   - What do you think is best?
   - What are some of the other ways of looking at this?

8. Questions that raise alternatives
   - What are the possibilities?
   - If you had your choice, what would you do?
   - What are the possible solutions?
   - What if you do..., and what if you don’t?

9. Questions that encourage planning
   - What do you see as the first thing you have to do?
   - What are you going to do about it?
   - Where do you go from here?
   - What are your next steps?
   - Where do you think this will lead?
   - If this doesn’t work, then what are you going to do?
   - What are some other options available to you?
Leadership Self-assessment Tool

Is My Supervisory Style Reflective?

The articles in this issue of the Zero to Three Journal have described the value of reflection for supervisors and their staff members. Reflective leadership is characterized by self-awareness, careful and continuous observation, and respectful, flexible responses that result in reflective and relationship-based programs. The following Leadership Self-Assessment is a series of statements and reflective questions that offer insight into your leadership style to help you identify your strengths and opportunities for growth.

Instructions: Rate yourself on a scale of 1 (Rarely), 2 (Sometimes) or 3 (Almost Always) on the following statements.

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<td>1.</td>
<td>In a discussion, I can see areas of agreement among differing opinions.</td>
<td>1</td>
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<td>2.</td>
<td>I lead by example, not just by words.</td>
<td>1</td>
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<td>3.</td>
<td>I notice good work and I give staff positive feedback.</td>
<td>1</td>
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<td>4.</td>
<td>I recognize the value of humor in the workplace.</td>
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<td>5.</td>
<td>I have a vision of where the agency/center/project I lead is going and can communicate it to others.</td>
<td>1</td>
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<td>6.</td>
<td>When something is not going right for one of my staff members, I take the time to help them think it through and develop an approach to solving it.</td>
<td>1</td>
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<td>7.</td>
<td>I am comfortable telling others when I don't know the answer to a particular question.</td>
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<td>8.</td>
<td>I make sure we celebrate as a team when we meet milestones.</td>
<td>1</td>
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<td>9.</td>
<td>I have ways of handling the pressures of my position that allow me to think and strategize even in the midst of crisis.</td>
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<td>10.</td>
<td>I focus the work of the agency/center/project I lead around the children and families we serve.</td>
<td>1</td>
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<tr>
<td>11.</td>
<td>I make sure people know that it is safe to share their opinions and to say what they really think and feel.</td>
<td>1</td>
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<tr>
<td>12.</td>
<td>I encourage people to let me know what they need in order to work well, and whenever possible, ensure that they get it.</td>
<td>1</td>
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<td>13.</td>
<td>I gather input from others and involve staff in decision-making. I devolve decision-making whenever appropriate.</td>
<td>1</td>
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<td>14.</td>
<td>I make opportunities to stay current about issues in the field.</td>
<td>1</td>
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<tr>
<td>15.</td>
<td>I think before I act.</td>
<td>1</td>
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<tr>
<td>16.</td>
<td>I meet regularly with the staff who report to me.</td>
<td>1</td>
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<td>17.</td>
<td>I solicit feedback from my staff about my own performance.</td>
<td>1</td>
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<tr>
<td>18.</td>
<td>I have a mentor or supervisor in the organization.</td>
<td>1</td>
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**Totals**
Understanding Your Responses

If your responses were mostly

**Ones:**
Reflective supervision may be new to you or your organization. Consider attending an external training session on reflective supervision and relationship-based organizations. You also may wish to do some independent reading on reflective supervision. See the articles in this issue of the Journal for additional resources.

**Twos:**
Reflective supervision is not entirely new to you, but you may be hesitant to fully implement it in practice. Beginning with the areas you marked as “ones,” work with your supervisor to identify experiences that will help you build your skills and use them with confidence. Consider attending workshops or conferences on the subject.

**Threes:**
You are comfortable using reflective supervision with your staff and have integrated many facets of this approach into your daily work. You can expand your knowledge and continue growing by identifying your next challenges, for example: develop your own training session on reflective supervision, mentor a colleague, and continue to take external classes and conferences.

Excerpted from: