

# REFLECTIVE SUPERVISION TOOLKIT

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For The BLMK Teaching Partnership'  
To support Aspiring advanced / senior  
practitioners



# Starting with the WHAT WHY HOW framework

What?

Why?

How?

# This toolkit will help you to think about:

WHAT?

What is reflective supervision?

WHY?

Why is reflective supervision important?

HOW?

How can I encourage more reflection in supervision?

WHAT IS  
REFLECTIVE  
SUPERVISION?

# Reflective supervision is...

Reflective supervision is above all a *learning process* in which the supervisor engages with the supervisee to:

- Explore a supervisee's practice and factors influencing their practice responses (including emotions, assumptions, power relations and the wider social context)
- Develop a shared understanding of the knowledge base informing their analysis and the limitations of their thinking, and
- Use this understanding to inform next steps

(Wonnacott 2014)

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# Reflective supervision is...

In reflective supervision:

- Discussions are driven by experiences of the learner
- The supervisor provides the space and context for learning
- The supervisor takes the role of 'facilitator' rather than that of 'expert', thereby promoting ownership of decisions by the supervisee
- Supervision is seen as part of an ongoing learning process that engages adult learning theory and reflective practice.

(Ruch 2013)

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# Reflective supervision is...

A Research in Practice project on reflective supervision involved a number of project participants who drew on the research evidence and their practice experience to develop six evidence-informed principles of reflective supervision:

1. To deepen and broaden workers' knowledge and critical analysis skills.
2. To enable confident, competent, creative and independent decision-making.
3. To help workers build clear plans that seek to enable positive change for children and families.
4. To develop a relationship that helps staff feel valued, supported and motivated.
5. To support the development of workers' emotional resilience and self-awareness.
6. To promote the development of a learning culture within the organisation.

(Earle et al 2017)



WHAT?

- Social workers have a supervisory relationship with their manager where discussions about professional accountability feature prominently. Discussions within supervision are often dominated by case management.
- Supervision needs to also provide an opportunity for reflective discussion. There are a number of options for supervisors in ensuring that social workers have the opportunity for reflective supervision:
  - Reflective discussions as part of each supervision session
  - Reflective supervision sessions which sit separately to case management supervision
  - Group reflective supervision
- Different methods will work in different teams and each manager needs to think about what strategy they will use to ensure that staff have access to reflective supervision.
- Whatever arrangements are made every social work supervisor should support the development of reflective discussions wherever possible. Supervisors should be reflective in all discussions with staff even if they have separate arrangements in place for reflective supervision.

A blue oval containing the text "WHAT?".



WHY IS  
REFLECTIVE  
SUPERVISION  
IMPORTANT?

# Regular reflective supervision can:

- Enable people to be more thoughtful about their practice
- Encourage improved reflective practice
- Foster creativity
- Improve problem solving
- Promote CPD, particularly in relation to the development of 'self'
- Support workers in dealing with the emotional context of their practice
- Create a culture where talking about feelings is valued
- Validate experiences and support growth based on these
- Help people to maintain hopefulness
- Good quality reflective supervision is also recognised in research as a key factor in recruitment and retention

WHY?

# Social work is emotional work:

- For a long time, there has been a widespread recognition that social work is emotionally challenging – indeed it is often described as ‘emotional labour’ (Winter et al 2018)
- It is vital that reflective supervision supports people to explore the emotions arising from their work and to consider the impact of these emotions, for example in terms of staff wellbeing
- Recent changes in social work practice have perhaps exaggerated the risks of staff experiencing moral injury “...moral injury may result from social workers being exposed to sustained ethical stress – the stress experienced when workers cannot base their practice on their values.” (Fenton and Kelly 2017)

WHY?

# Moral injury in social work

- Taken from the military, moral injury refers to the psychological distress that results from actions (or the lack of them) which violate someone's moral or ethical code.
- In an article in the British Medical Journal early in the Covid-19 pandemic (Greenberg et al 2020) highlighted the potential for significant moral injury for health care professionals during the pandemic, because they need to:
  - Think about how to allocate scant resources to equally 'needy' patients
  - Balance their own physical and health care needs with those of their patients
  - Make decisions about how to align their duty to patients with their duty to their own family network
- Social workers have been significantly impacted by the pandemic, but it could be argued that moral injury has been an issue for social workers since long before the pandemic



Why?

# The impact of moral injury

- In many ways moral injury is similar to concepts we are already familiar with – compassion fatigue, vicarious trauma, burnout. However, we don't expect people to experience these at early stages of their career nor do we expect it to impact on whole staff teams. In my experience, moral injury is something that is impacting on everyone at the moment
- People who develop moral injuries are likely to experience negative thoughts about themselves or others and feelings of shame, guilt or disgust are common
- Moral injury impacts on practice and morale
- It is likely to negatively impact on analysis and decision making and other core practice skills
- The signs of moral injury can manifest in changes in sleep patterns, significant or persistent changes in behaviour or habits, mistakes, isolation, compulsive behaviour, and a weakened sense of empathy or compassion (The Awareness Therapy Centre 2020).

Why?

Research (and increasingly experience / practice wisdom) tells us that six things can really help to mitigate the impact of moral injury (Greenberg et al 2020).

Three of the six things relate to reflection – demonstrating the importance of reflective discussions for practitioners

## MORAL INJURY CAN BE MITIGATED BY

- A sense that you belong to a community of practice
- Reflective culture within the organisation
- Reflective, emotionally supportive conversations, particularly in supervision
- The opportunity for in depth reflection with a particular focus on feelings
- Permission to talk about the depth of any moral injury with colleagues
- Recognition of the value of your work and value being placed on you

# HOW TO ENCOURAGE MORE REFLECTION IN SUPERVISION

# This toolkit helps you to think about the following aspects of '*HOW TO*'

- Develop an agreement and set ground rules
- 'SHARE' the sessions
- Maintain safe boundaries
- Avoid 'toxic positivity'
- Support the development of critical friendships
- Take every opportunity for reflective conversations yourself
- Use a variety of different methods – both formal and informal
- Keep things kind





# Develop an agreement

Drawing up an agreement is essential in supervision and indeed in all situations where there is a purpose to professionals meeting together regularly

The agreement should cover issues like:

- Who will be involved ( this is especially important if this is about group supervision)
- Regularity of sessions
- Duration of sessions
- Venue for sessions (face to face or online)
- Expectations about preparation
- Confidentiality
- Arrangements for notes

The agreement should be written up and shared with all participants



# SHARE

SHARE is a model for social work developed by Siobhan Maclean, Jo Finch and Prospera Tedam (2018). Based around five separate but connecting components which spell out the word SHARE it is based on the sensory nature of social work practice:

**S**eeing

**H**earing

**A**ction

**R**eading

**E**valuation



# SHARE in supervision

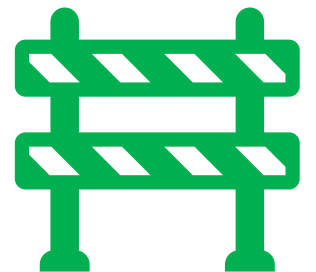
- Supervision whether it is one to one or group, generally focuses on conversation. Using SHARE to consider what supervision provides it is therefore often about just the HR of SHARE – simply hearing and reading
- Reflective supervision should provide a full SHARE – so there should be things to see, hear and do, in reflective sessions
- Use a range of creative techniques and get people involved in some action and this will make the session much more multi-sensory, which in turn can support learning and wellbeing
- Think about how you can evaluate a session by drawing on:
  - What did participants see?
  - What did they hear?
  - What actions did they take?
  - What will be included in the notes for people to read?



# Maintain safe boundaries

Reflective talk creates opportunities for people to think about and talk about themselves and their feelings but it is important to maintain the boundaries to the conversation – this is not a form of therapy

With changed ways of working, reflective talk may take place when people are in their own homes and working boundaries have become more fluid which means that it is especially important to ensure safe boundaries are in place for reflective supervision



# The 3P framework



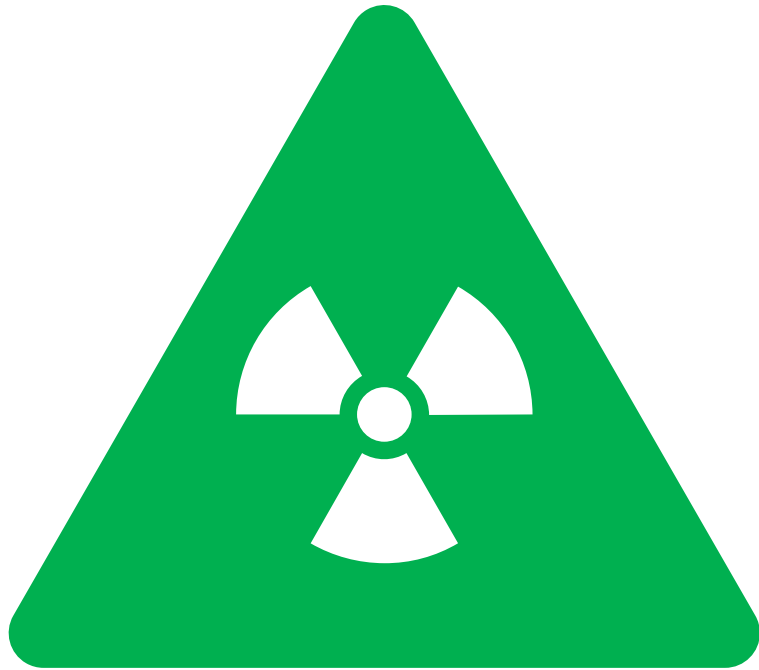
Drawn from social pedagogy the 3P framework is really helpful in thinking about our 'self'

The idea is that we all have:

- A private self
- A personal self
- A professional self

In reflective discussions people will invariably share aspects of their 'personal' self but it is important to ensure that reflective talk does not cross over into the 'private' self

# Avoid 'toxic positivity'



- Toxic positivity is a phrase used to describe an obsession with positive thinking or positive vibes. An attempt to keep things positive at all costs
- There has been a recognition, particularly in psychology, that this has become a specific issue in organisational responses to the Covid-19 pandemic
- It is vitally important that people have opportunity to talk about the negative emotions they are experiencing
- There will be a skill in bringing some positives into the conversation to create balance but it is vital to avoid phrases like *“we just need to keep everything positive”*



## TOXIC POSITIVITY

- “We just have to keep positive”
- “Things could be worse”
- “We have to stop being so negative”
- “You’ll get over it”
- “Always look on the bright side”
- “Let’s have good vibes only”



## PROVIDING VALIDATION AND CREATING HOPE

- “It is really hard to find positives in this situation. It is good that you are willing to talk about this”
- “This is tough. It’s good that we are here for one another”
- “It’s ok to feel negative sometimes”
- “It’s normal to feel this way”
- “It is really hard, but I believe in you”
- “It’s really positive to share *all* our feelings whatever these are”

# Support the development of 'critical friendships'

First introduced by Stenhouse (1975) the idea of a critical friend is that they are a trusted listener, who acts as an interested sounding board. Stenhouse introduced the idea for action research, but it has since been extended as an idea which supports reflective practice more generally. A critical friend is a person who will listen actively and ask provocative questions to prompt deeper thinking. The idea of the critical friend is very important in social work where confidentiality limits the opportunities for discussion about working practices with others.

Research into the use of critical friends in medical education indicates that whilst having a critical friend is useful, it might be even more advantageous to be a critical friend to someone else in order to develop reflective practice skills (Dahlgren et al 2006).

Often critical friendships have developed informally between team colleagues. With changed ways of working it may now be necessary to formalise the creation of such 'friendships.'





# Being our own 'critical friend'

Sometimes reflective talk happens through a process of 'self talk' so we need to think about how we can become our own critical friend. A newly qualified worker recently told me that they had become their own critical enemy, because they always focused on what wasn't going well and this had had a significant impact on her confidence levels.

If we are using some form of structure in our self talk then that can help to create a balance of thinking. Good supervision supports workers to find a structure that helps them to reflect effectively. People will potentially replicate the kinds of questions that they are asked in supervision when they are on their own reflecting on a situation. In this way then good reflective supervision can transform thinking and enable people to become their own critical friend rather than critical enemy.



# Take every opportunity to engage in reflective discussions yourself

- The biggest influence on the supervision you provide is the supervision you receive so ensure that you play your full part in creating reflective supervision both in the supervision you receive and the supervision you provide. Practice the techniques in this toolkit, so that you become familiar with what works for you
- Where you are engaging in reflective discussions on a regular basis you will be more likely to promote reflective discussions in your work, so do take every opportunity that you can for reflective conversation
- You will become more comfortable with reflective questions when you are asked reflective questions yourself. In fact, if a question really makes you think then often you go on to use that question with others




# Keep things kind

- When social workers are thinking reflectively or engaging in formal reflection (for example for academic purposes) they have a tendency to be overly self critical. In fact, formal models of reflection often end on ‘what didn’t go well?’ or ‘what should I do differently next time?’
- Self criticism is important, but getting a balance with what works and what is going well is important. Maya Angelou famously said “people will forget what you said, people will forget what you did, but people will never forget how you made them feel”
- Where possible, keep reflective discussions positive and kind
- Reflective supervision should feel like a kind space



Taking the first steps  
is often the most  
difficult thing...

TAKE THAT STEP!



This pack will give you the tools,  
but as you take those steps and  
find your own feet in creating and  
maintaining reflective  
conversations you can be as  
creative as you like!

# 9 techniques to promote reflective conversations

The weather model / personal weather report

Are you PREPARED?

Head, Heart, hands and feet

The 4Fs

Postcards

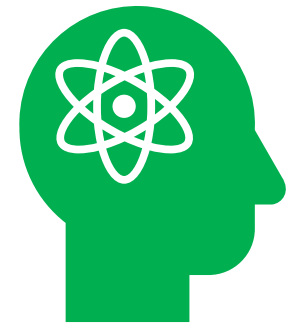
Surprises to learning

SHARE

Objects

What? Why?  
How?





# How do I chose the technique?

- In social work we understand that we need to use different ways of working with different people. It is no different when we are seeking to support people through reflective supervision – everyone is different, so they will respond to different techniques.
- It is therefore vital that you use a range of different techniques. Some will work well, others won't BUT don't base your choice on what works for you! This toolkit contains 12 techniques. I hope that you might consider trying out a different technique each month. This would be great for your own CPD.
- Try to mix up the techniques so that you use some techniques which are visual and others that are more verbal based.
- If you are facilitating reflective group supervision, after you have facilitated a range of discussions ask group members which techniques they preferred (and why) and if there is a real consensus then stick with that kind of technique



Take into account both verbal and visual thinkers



Although most techniques can accommodate both styles of learner, it is likely that particular learners will prefer particular techniques:

### Verbal techniques

Surprises to learning

The 4Fs

Hope in practice

SHARE

Are you PREPARED?

What? Why? How?

### Visual techniques

Personal weather report

Objects

Head, heart, hands feet

Postcards

- This toolkit explains each technique and how people may be encouraged to prepare for their use in reflective supervision. There are some handouts that you can give to people to help them understand each technique
- The toolkit also provides some examples of the technique in use which may help you feel more confident in using it. These are for you – they are not be shared with others. You don't want to limit someone's thinking with examples they feel they need to follow
- Some advice on the preparation you may want to do for each technique is also provided in this toolkit
- This kit is for you as a supervisor. It is not for participants. A separate set of documents with the handouts that you might want to share with people has also been provided. Use that when you are communicating the activity and asking people to prepare





TECHNIQUE	WHAT CAN PROVIDE AN UNDERSTANDING OF THE TECHNIQUE	FACE OR ONLINE? GROUP OR INDIVIDUAL?
<b>The weather model / Personal weather report</b>	Handout 1 introduces the weather report method	Either face to face or online – it can be fun face to face to come prepared with weather symbols It can be used either in groups or individually. The weather report technique works particularly well in groups.
<b>Objects</b>	Handout 2 on the objects method	Either face to face or online - this is probably best done at home where people will have lots of objects to chose from, but it can be done at work if people remember to bring the object in! It works well with groups or individually.
<b>Head, heart, hands and feet</b>	Handout 3 on the head, heart, hands and feet framework	Either face to face or online It can be used in groups or individually.
<b>Surprises to learning</b>	Handout 4 on the surprises to learning method	Either face to face or online It can be used in groups or individually. It is particularly useful for ending group activities.

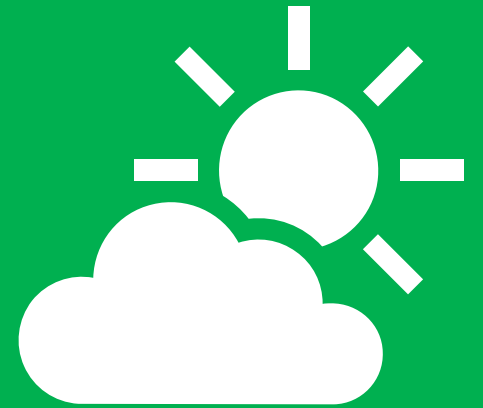
TECHNIQUE	WHAT CAN PROVIDE AN UNDERSTANDING OF THE TECHNIQUE	FACE OR ONLINE? GROUP OR INDIVIDUAL?
<b>Postcards</b>	Handout 5 on the postcards method and preferably access to a pack of social work postcards	Face to face works well and it can then be done without too much preparation – as the postcards can be laid out for people to chose at the start of the session. However, it can be done either way – it is just a bit more complex to make sure everyone has seen the postcards if done online It can be used in groups or individually
<b>SHARE</b>	Handout 6 on using SHARE	Either face to face or online It can be used in groups or individually
<b>What? Why? How?</b>	Handout 7 on the What? Why? How? framework	Either face to face or online It can be used in groups or individually
<b>The 4F framework</b>	Handout 8 on the 4F framework	Either face to face or online It can be used in groups or individually
<b>Are you PREPARED?</b>	Handout 9 on PREPARED	Either face to face or online It is generally used individually but does work in groups

# Use the techniques both formally and informally

- The techniques contained in this toolkit can be used both formally and informally
- Whilst reflection in formal supervision is important it is also helpful to promote reflection informally and to some extent within every discussion
- If you follow the advice of using one technique a month then make sure to use the technique in informal situations as well as in formal supervision
- Informal reflective questions may well prompt practitioners to reflect more when they are on their own in the future



# THE WEATHER MODEL



# The weather model...

The weather model can be used in a range of ways:

1. Specific reflective questions using the weather as an analogy
2. Open reflective questions using the weather analogy
3. Personal weather report



The weather model is particularly useful for looking back at a period of time, although it can also be used to look back at a specific incident. Specific questions can be used as suggested:



## Specific reflective questions

- Sunshine – what went well?
- Rain – what didn't go so well?
- Fog – what did you lose sight of?
- Wind – what was blowing you off course?
- Hail – what was painful?
- Ice – when did you slip up?
- Snow – what might you be able to see differently?

# Open reflective questions

- An alternative is to ask more open questions. For example:
  - What was the sunshine moment?
  - What was the rainy moment?
  - Was there any fog? In what way?
  - Where there any icy moments?
  - Were there any storms?
  - Can you tell me about the snow?
- You can use any kind of weather
- This method often opens the discussion out more





# PERSONAL WEATHER REPORT

- This can be a helpful technique to get people to think about and share their current feelings about work
- Ask people to develop a 'personal weather report' that represents how they are feeling by selecting three types of weather that represent their feelings
- For example, does it feel very rainy at the moment? Or maybe they are feeling like there is a lot of sunshine in their working life. Why?
- You can also ask people what the future weather forecast might look like



# Example responses

Examples in  
use...

“I have been in a complete tornado, with unrelenting work spinning around. There is a bit of respite in it now, largely because my managers are holding things back. There is a rainbow on the horizon because I’ve got some time off coming up, so there are sunny skies ahead. This is the last week before I am off and to be honest it’s adding to the tornado as there is such a lot to do before I go on leave. I also think things are foggy at the moment. I am mostly working on my own just meeting people for duty. I am really feeling that I am only seeing people when they are close up, so things do feel a bit foggy and disconnected.”

“Its really stormy at the moment. Things feel very unpredictable. I don’t know what I am coming into from one day to the next. I have used techniques like ‘to do’ listing to help me to feel more like I know what is happening and to help me find my way through. Some days I feel like the storm will bring a sense of relief, but the days don’t always bring that.”



Examples in use...

In a face-to-face session actual weather symbols can be used. These photos show the personal weather report technique being used to promote a discussion about feelings with a small group. The group didn't need to spend any time in preparation for the session but just came along and enjoyed the 'mindfulness' involved in sitting together and creating personal weather maps – with lots of discussions about their current feelings as they talked.

# To prepare as a supervisor...

Think about what each weather type means to you, some people love the sunshine others get uncomfortable with it so you should think about what the weather means to you, you should then be able to support people to think about how different people see weather in different ways

There are lots of quotations that link to the weather for example *“life isn’t about waiting for the storm to pass, but it’s about learning how to dance in the rain.”* You could include this if there are lots of references to storms and ask *“How might you be able to dance in the rain at the moment?”*

Write down a few weather analogies or thoughts and you may be able to draw on these



# Thinking about your responses as a supervisor

Draw on your preparation especially your thinking about what each weather type means to you – has the supervisee used a weather in a way which is different to how you see it? If you explained how you see the weather would it help the person to reframe things?

Ask the person what their favourite type of weather is and see if they can plan a forecast to ensure that type of weather appears more in their future forecast



BRING AN OBJECT



- This idea builds on third object theory and is ideal for visual thinkers.
- Ask people to share an object which represents how they are feeling about their work at the moment.
- What does the object mean to them?
- In what ways does this represent how they are feeling about work at the moment?
- This activity works particularly well to open reflective spaces and it also works well as a group reflective activity

# Objects





# Jar of Jam

Examples in use...

“I love strawberry jam, just as I love my work. It can be sticky, and the job is tricky at times so I sometimes feel stuck. It’s less than half full at the moment – the last twelve months have meant that I haven’t been able to do some of what I see as the best parts of the job, meeting up with people / direct work that kind of thing. But I know that I can buy another jar and it feels like things are getting back to the stage where I can get another jar.”



Examples in  
use...

## Waste bin

“I’m feeling really rubbish. It’s just filling up all the time with this rubbish and there is nowhere to empty it to at the moment....”





Examples in  
use...



## Soggy tea bag

“I feel like everyone has had the best of me. There really is nothing left – I feel squeezed out.

There is no strength left and I feel like I am no use to anyone really...”

# Thinking about your responses as a supervisor

People are likely to share negative feelings. Whilst it is vital not to promote 'toxic positivity' it is important to bring some balance to the discussion. Try to think about what might be positive about the objects or how you could bring in validation of the feelings. Think about:

- What do the objects mean to you?
- How might you validate the feelings whilst maintaining an atmosphere of hopefulness?

This discussion is more difficult to prepare for as you have no idea of the objects that people will share, but remember that if you use this technique in a group reflection, then after everyone has shared their object you can invite an open group discussion and this may give you some time to think through your own responses



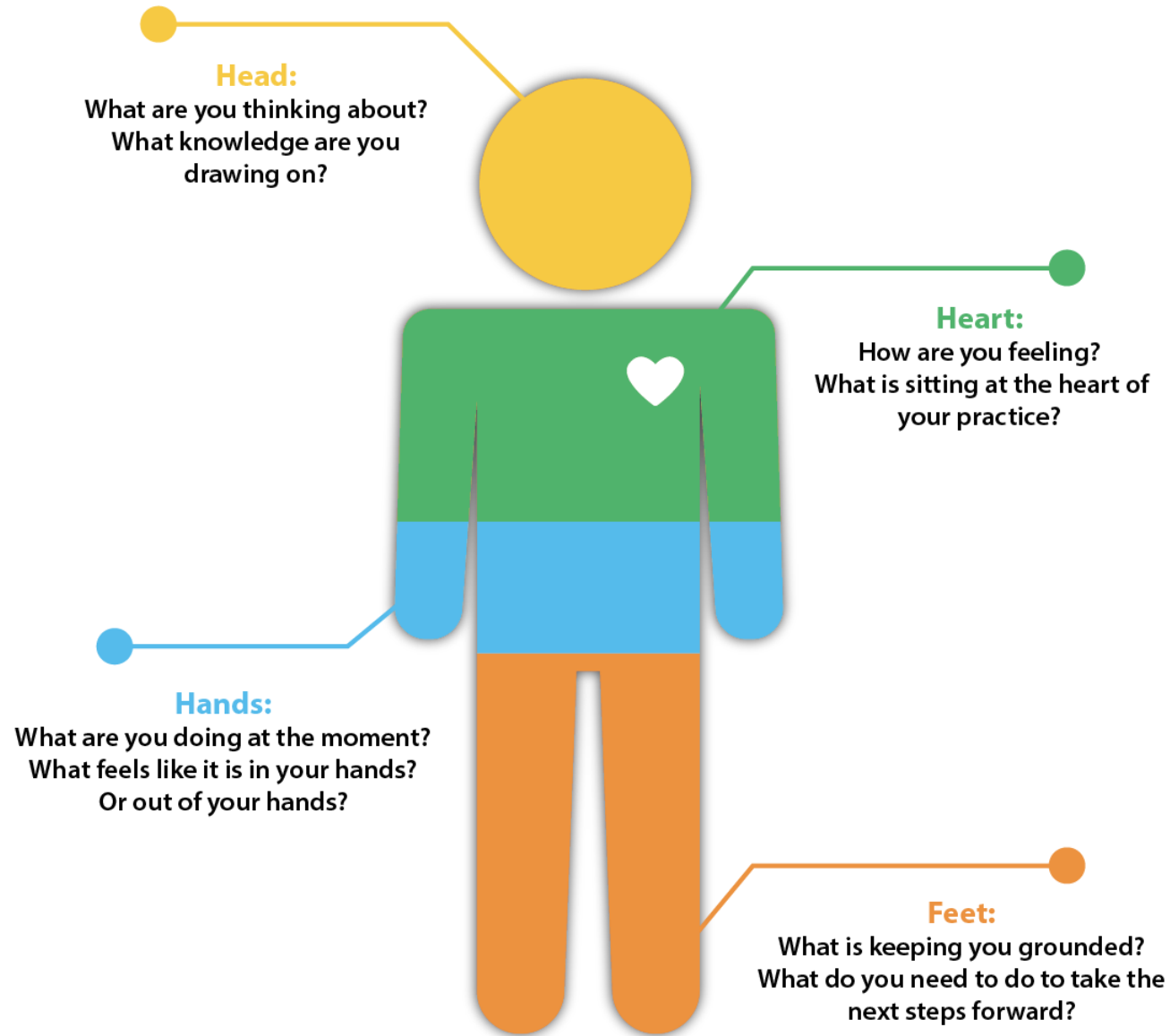
# HEAD, HEART, HANDS AND FEET



# Head, Heart Hands (and Feet)

Head, heart and hands is a phrase commonly used in social pedagogy. Ingram (2013) suggested that a practitioner can use their head, heart and hands to reflect on their practice and discuss situations in supervision. Ingram adds a fourth dimension - that of feet. The feet 'ground' the practice and can be seen in a variety of ways. Ingram discusses the way that the feet can be seen as making use of the professional value base as a motivation to persevere in challenging situations – standing ground for example.





This framework is very useful to reflect on case work, but it can also be used to give people the opportunity to reflect on their 'self.'

You could use this image as a prompt. It is important to remember that the questions are simply prompts – the head could mean something else to a practitioner (for example, they may want to talk about the headache of their work. I like to use this model myself and I once reflected on putting my foot in my mouth!)



# Thinking about your responses as a supervisor

Prepare by thinking through what each thing might mean to you. What does the head mean to you, the heart and so on. This may help you when you feed back after the reflections.

Try to keep your responses positive. Tell people about the really positive things you noticed as you listened to them – for example, could you say their reflection showed high skill levels? They are very committed to values led practice? Pull out the positives to keep it kind and uplifting.



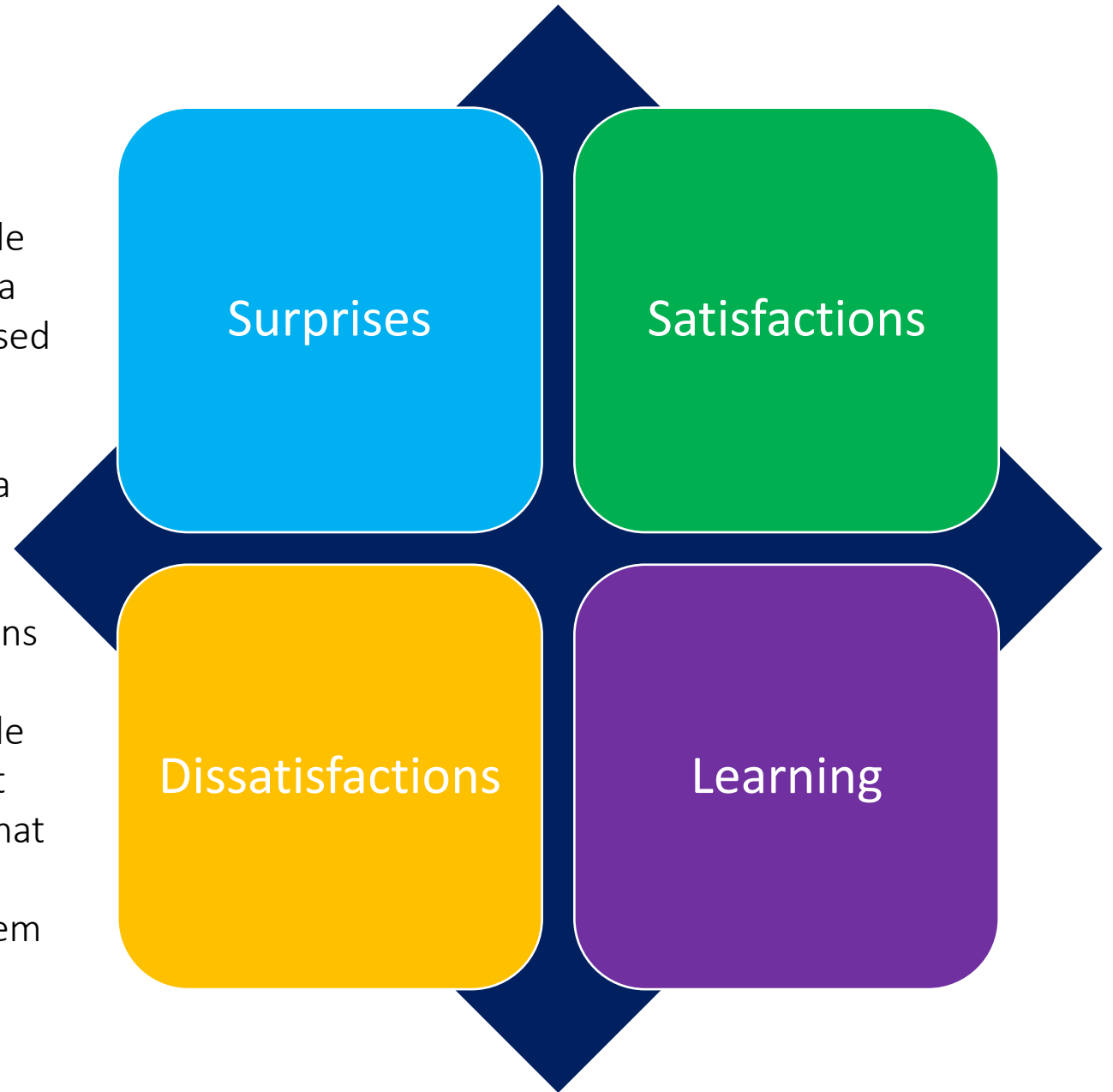
# SURPRISES TO LEARNING



# Surprises to Learning

This quick method of reflection is based around 4 simple 'prompting' words. It is an excellent way of concluding a learning activity in a reflective way. As such, it can be used in a few ways:

1. Use the technique to conclude any activity such as a team meeting, ask everyone to think through these four words in relation to the activity and then feedback their surprises, satisfactions, dissatisfactions and learning. It is a good way to conclude things.
2. Use this as a specific supervision activity - ask people to prepare for the session by thinking about the last month or so using these words to prompt them. What surprises have there been, what satisfactions and dissatisfactions and what does learning mean to them in relation to the last month or so?
3. Where there is any opportunity for a reflective conversation then just use these four words to prompt thinking and conversation





# Thinking about your responses as a supervisor

You need to think about connections when using this technique:

- Surprises can also be satisfactions or dissatisfactions
- Learning is often linked to the first three
- Very often what surprises one person doesn't surprise another

When facilitating this technique in a group then after everyone has shared their reflection try to draw out these connections

If possible share your own surprises, satisfactions, dissatisfactions and learning as this can help to address power dynamics in reflective discussion



# POSTCARDS TO TRACK JOURNEYS



# Using postcards to track personal journeys





- Postcards can be used in a range of ways in supervision on both an individual and a group basis
- I generally provide a set of postcards for people. This isn't essential as you can ask people to use images they have found – but it is preferable and it definitely prompts more open reflection if you provide a set of postcards
- A specific set of 'social work postcards' which can be used for this activity is available from the training department – these have reflective questions or quotations on the back of the postcard which can be used to develop the discussion further



# To use this technique in an individual session

- To use this technique in individual supervision, ask the worker to bring a postcard to supervision that represents how they feel at the moment, and start the session off with discussing the postcard
- I generally use this technique to start every session and then we look back at the journey across a year by using a collage of the postcards, but it can be used as a one off activity
- If you are using this as a one off, then you could ask the worker to bring another postcard to represent where they would like to be in six months time (make sure that you revisit this in six months time to see if they get there!)



# To use this technique in a group session

In a group session ask participants to select a postcard which represents how they are feeling at the moment and another to represent 'where' they would like to be in six months time. They should bring the postcards to the session and be prepared to share the postcards with the group and talk about what they mean to them

Each person should share their postcards and others in the group can comment on the cards, (do they see the cards differently for example?) before moving to the next group member



# Thinking about your responses as a supervisor (1 of 2)

It is really important to recognise that different people see different things in each postcard. Sometimes people will share the postcard and say “*Obviously...*” try to gently point out that nothing is obvious. That we all see things differently. Encourage people to say what the postcard means to them – why did they select it? (Try something like “*can you tell me more..*”)

If you are using the social work postcard pack then the majority of the cards have something written on the back: a reflective question, or a quotation or statement. Sometimes people have looked at this as part of making their choice, but often they haven't. So it is worth asking people what it says on the back on the card. If it is a reflective question, do they have an answer?



# Thinking about your responses as a supervisor (2 of 2)

Make sure to ask people to think about how they might be able to direct their own journey to get them to the second postcard in six months time. What's the first step they need to take to move towards that place?

If you are doing this activity in a group, try to see if you can find connections between the cards that people have chosen. For example, are there lots of artwork cards? Or photographic cards? Or cards with words on rather than pictures? Feedback what you notice to the group, as this can be helpful in promoting discussion and creating connection.





# USING SHARE



# Using 'SHARE' as a tool for reflection

Using SHARE to think about supervision experiences can be helpful (as previously covered), but SHARE can be used in different ways to bring reflection into supervision:

- Deciding what to SHARE
- Thinking about practice – different SHAREs
- Group SHAREs



# Deciding what to 'SHARE'

Ask people to prepare for the session by thinking about their week and SHARE as follows:

- What have they have seen, heard or done that has created an emotional response for them? (The SH and A)
- Is there anything that they have read which has prompted their thinking in any way? (R)
- How are they evaluating their week at the moment? What emotions has the week created for them? (E)

They should come to the session prepared to share something of their reflection.



# Thinking about practice and different 'SHARE's

In any situation people will have a different 'share' in that they may see things differently, or they may have heard things differently. The value of SHARE is that it enables people to explore this and reflect on things from different perspectives. There are a range of questions that you could ask of people in a reflective supervision discussion. For example, the following slide provides a range of questions that you might ask someone about an assessment that they have done. This would be followed up with asking the person to reflect on the person who has been assessed.

The skill in reflective conversations is in asking questions. SHARE helps to frame the questions



# YOUR SHARE IN ASSESSMENT

**Seeing:** What have you seen? What haven't you seen? What have you lost sight of? What are your blind spots? What does a good outcome here look like?

**Hearing:** What have you heard? What haven't you heard? From who? Whose voice is the loudest? Why? How have you kept the individual's voice at the centre of your assessment?

**Action:** What have you done? What have others done? What impact has that had? What hasn't been done? Can you conclude your assessment without this being done?

**Reading:** What have you read? (theory, research, previous notes...) Have you recorded clearly? (for others to read?)

**Evaluation:** How are you evaluating all this? What is important? What isn't? How do you know? What's worked well? What hasn't worked well? What conclusions can you draw?

It becomes SHARED when you add a defensible decision – you can ask questions like:

**Decision:** What decision have you reached? Why? How do you plan to take this forward? When will you review the impact?

# WHAT ABOUT THE PERSON BEING ASSESSED?

**Seeing:** What have they seen? How do you know?

**Hearing:** What have they heard? How do you know?

**Action:** What will they do as a result of your assessment? Have you discussed this with them?

**Reading:** Have they read your assessment? What do they think?

**Evaluation:** How have they evaluated the social work experience?  
(Emotions – how do they feel about it?)

# Group 'SHARE's

In a group reflection then a person can be encouraged to reflect on their 'SHARE' in a situation using questions like those on the slide 'YOUR SHARE IN ASSESSMENT'. Then following this each reflective group member can add their 'SHARE' using the following questions as prompts: (they may not have something to offer in every letter)

**Seeing:** What have they seen of the worker's involvement in this piece of work?

**Hearing:** What did they hear when the worker shared their reflection?

**Action:** What might they do if they were in this situation?

**Reading:** Have they read anything that might help the worker to think about this situation differently?

**Evaluation:** In conclusion, do they have any thoughts or ideas to offer?



# Thinking about your responses as a supervisor

SHARE can help people to break down their experiences. Make sure that you validate whatever people share. You should talk about the way that you might SHARE things differently – but that does not mean that you are ‘right’. SHARE should be used to encourage and value the differing perspectives in any situation.

If you are using this technique in group discussions, when you are listening to the reflections see if you can pick out any connections. Are people seeing and hearing the same kind of things? Why might this be?

Comment also on variety – and the variety that social work brings into our lives.

Talk about your own thoughts about what you have listened to – try to use positive reinforcement about the skills or thoughtfulness that the reflections show.



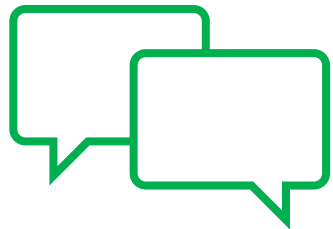


WHAT? WHY?  
HOW?



# What? Why? How?

- The What? Why? How? framework is a simple framework for social work, yet over the last few years I have started to recognise how the framework can be very powerful in stripping complex things back to the basics that really matter. A social worker starting work with someone should be able to answer the questions:
  - **What** is happening for this person?
  - **Why** has this situation come about?
  - **How** can I work with the person and their family to bring about change?
- This basic structure can help aid reflection and decision making in social work practice.
- The framework can be used to prompt reflective discussions in supervision in a range of ways.

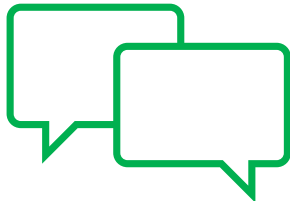


# Checking up after each discussion...

In their research Wilkins, Lynch and Antonopoulou (2018) listened to audio recordings of supervision. To decide whether they thought the supervision had a practice-focus they considered the questions:

1. Do we know what the social worker is going to do in the next home visit or the next few home visits with the family?
2. Do we understand why the social worker is going to do these things and how?
3. Has this discussion helped the social worker think more carefully about what they are going to do, how and why?

After each discussion, it can be helpful to ask “Has this discussion helped you to think about what you are going to do, how and why?” If the person summarises their what, why and how, this can be helpful for supervision notes too.

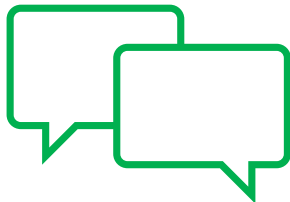


# Use the basic framework to structure question led reflection

In any discussion ask questions that start with what? then why? then how? This will help to embed the framework.

For example:

- What did you do?
- Why did you do that?
- How did it impact on the situation?



# Thinking about your responses as a supervisor

Simon Sinek's work on leadership (2009) suggests that the most important thing that leaders can do is help people to 'find their why'. Reflective supervision is the best place to encourage people to think about the why question.

When using this framework, often people struggle the most with their response to the why question. Watch out for this and if it is the case, feed that back and ask why!



# 4F FRAMEWORK

F

F

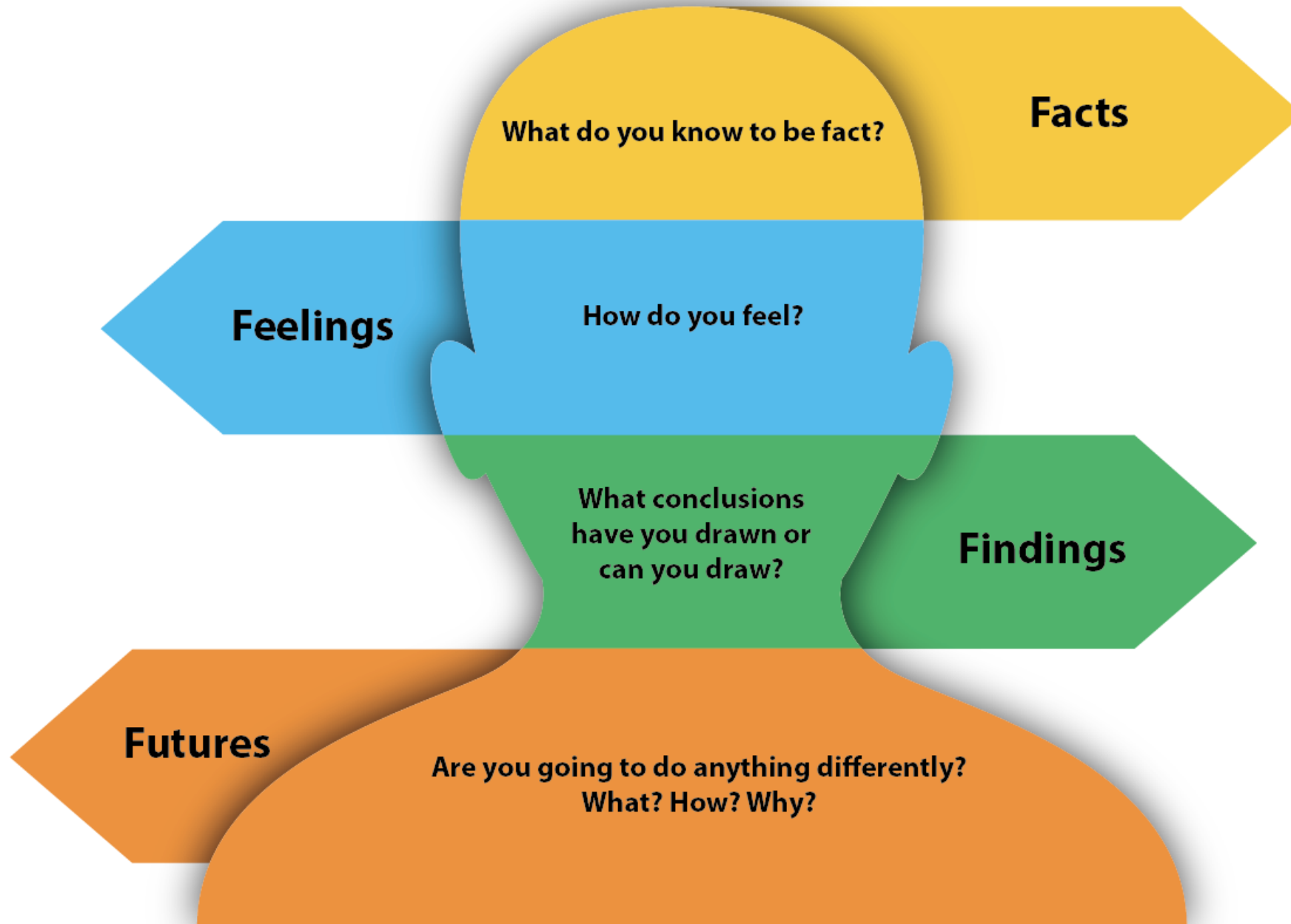
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# The 4F framework

- The 4F framework was developed by Roger Greenaway as a review framework. It is often referred to as an active reviewing cycle
- This is a useful model to reflect on a specific situation, but can be used more widely to support a worker to think about their work and the impact of the work on them
- If you are using this activity formally in supervision, ask the person to prepare by thinking about how work is going for them and then using the 4Fs to reflect. The following illustration can be helpful...







# Thinking about your responses as a supervisor

As you are listening, see if you can pick out any repeated letters – so for example could you identify four words beginning with C that connect the reflections? perhaps Crisis, Curiosity, Change and Courage.. Or four words that begin with I – Impressed, Investigate, Inspire, Ideas... if you are doing this activity in a group you can then suggest that the group has come up with the 4C framework or the 4I framework

If you are not confident about being able to pick out words during the session try to prepare a few letters with words that you know come up a lot in social care (try to keep a balance making sure that there are some positive words!)

I like to suggest that we could add a 5<sup>th</sup> F to the framework of 'feedback' and then I try to provide some positive feedback based on their reflections. Make sure that you keep the feedback positive and uplifting



PREPARED



# Are you PREPARED?

This focuses on supporting people to reflect *for* action. It will be helpful in crafting a conversation when helping someone to think ahead about a piece of work. The model spells out the word prepared and so having it written down when talking it through can be helpful to reinforce this.

**P**ause to

**R**eflect on your

**E**motions, the

**P**urpose of your work and the

**A**ctions you need to take. Ask yourself are you

**R**eady? What do you know about the

**E**nvironment and context? What

**D**ecisions do you need to make?

(Maclean and Roberts 2021)

# Thinking about your responses as a supervisor

Very often, people think that reflection is about looking back. This would be called reflection on action, and whilst this is one aspect of reflection, it is important that we also reflect *for* and *in* action. Modelling this in supervision is generally difficult as most techniques for reflection are about looking back. Make sure to explore with people how this method of reflection felt for them. In what ways was it different to other techniques used in reflection?

If the worker finds this technique helpful then encourage them to use it outside of the supervision process when preparing for a piece of work. Take it further by asking them how they generally reflect ahead of something.



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# REFLECTIVE SUPERVISION TOOLKIT

Created by Siobhan Maclean

