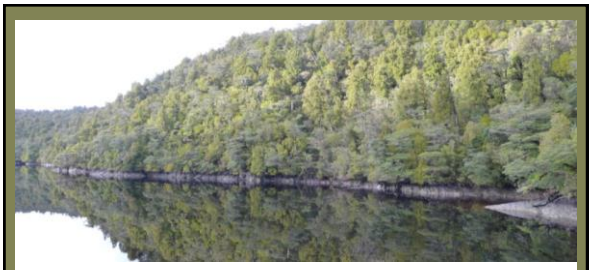
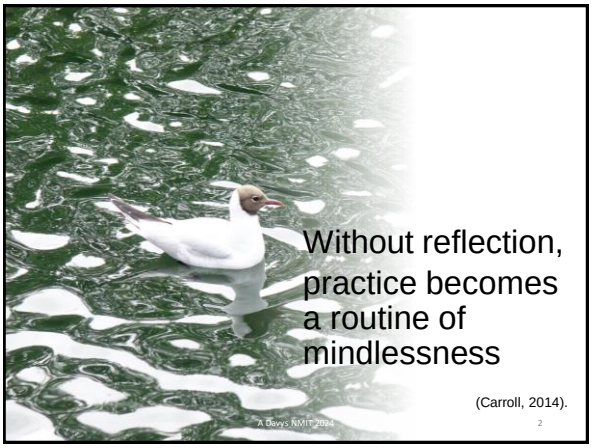


Reflective Learning for Supervision

NMIT

Allyson Davys 12 April 2024 1

1



Without reflection, practice becomes a routine of mindlessness

(Carroll, 2014).

A Davys NMIT 2024 2

2

Reflection is

'a fusion of sensing, perceiving, intuiting and thinking related to a specific experience in order to develop insights into self and practice.

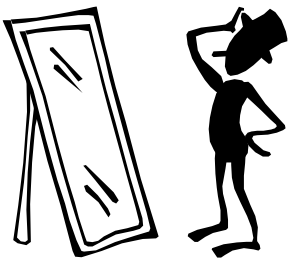
It is vision driven, concerned with taking action towards knowing and realising desirable practice. '

Johns and Freshwater (2005, p.2)

A Davys NMIT 2024 3

3

Reflection and Learning



Reflection:

ME

watching me

A Davys NMIT 2024 4

4

Reflection and Learning

Critical Reflection:

Me

watching me

watching me

A Davys NMIT 2024 5

5

More than self reflection…

Perception is a filter between the reflective practitioner and the performance.

Avis 1995 in Butler 1996

A Davys NMIT 2024 6

6

Getting things into perspective

Perception is an important part of reflection. What is the context within which we view the world?

'experience is never innocent'

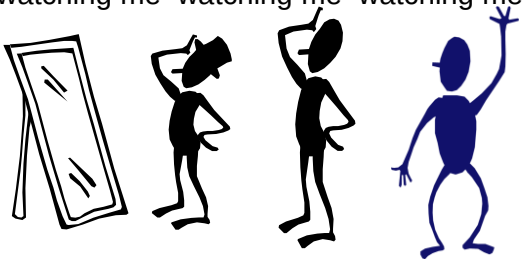
Avis (1995) in Butler, J. (1996). p. 274

7

Supervision conversations

You

watching me watching me watching me



8

Reflective learning in supervision: The Shift

Shifting thinking from what supervisors want to

teach

to what the supervisees want to

learn

shifts from a teacher centred to a learner centred approach

(Lake & Ryan, 2004, p. 527)

9

The Shifts for the supervisor

From:

- A teacher to a facilitator
- Expert to a co-explorer
- Didactic to relational
- Providing answers to asking questions
- Focus on 'doing' to a focus on 'thinking'
- Position of knowing to a position of curiosity and openness to other possibility

Davys and Beddoe (2021)

10

Critical reflexivity

involves the practitioner-knower in the process of making explicit the knowledge that is implicit in action so that it becomes available for both critique and enquiry. The effort called for includes, but goes well beyond, the task of outcome evaluation.

(Kondrat 1992, p.250)

11

Hewson and Carroll advise:

- 'pause to notice
  and then consider what you have noticed'
- 'notice how the problem has been framed'

Hewson and Carroll (2016)

12

And…….:

- ‘hunt down and challenge deepest assumptions’ (p.113)
- ‘embrace uncertainty and be willing to be unsettled’ (p, 191).

Hewson and Carroll (2016)

13

When considering reflection in these ways it can be challenging and unsettling.

One of the supervisor’s key roles is to unsettle and disturb in order that leaning can take place.

As supervisors we manufacture uncertainty.

At the same time we need to ensure that there is a safe, negotiated and supportive supervision relationship in place.

“Staying with disequilibrium is an important element in learning from experience, but does require some degree of psychological safety to stay with the discomfort”

(Carroll 2014, p. 126)

14

“Learning

is and should be, on some occasions, a disturbing and unsettling process. If the learning process is intended to be transformational, then there must be a period when the participants are unsettled, wondering and challenged”.

Butler, J. (1996). p. 269

15

A effective reflective supervisor

Is:

- *compassionate,*
- *tolerant,*
- *non-judgmental,*
- *self-reflective,*
- *reliable,*
- *predictable.*

Tomlin, A. M., Weatherston, D. J., & Pavkov, T. (2014, p. 74).

A Davys NMIT 2024 16

16

A effective reflective supervisor

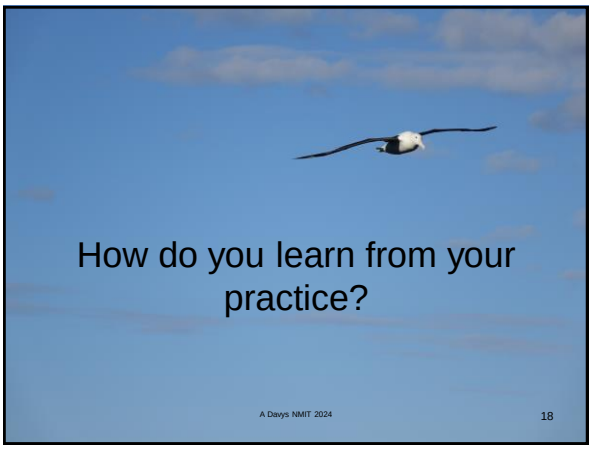
Remains:

- *attentive,*
- *engaged,*
- *thoughtful,*
- *self-aware,*
- *curious.*

Tomlin, A. M., Weatherston, D. J., & Pavkov, T. (2014, p. 74).

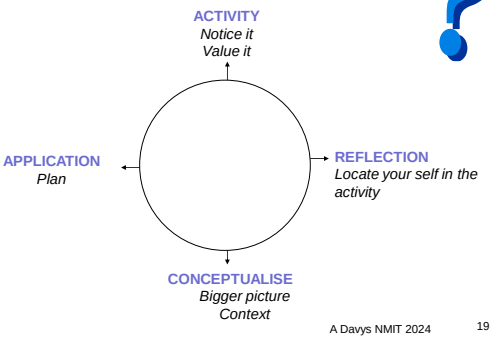
A Davys NMIT 2024 17

17



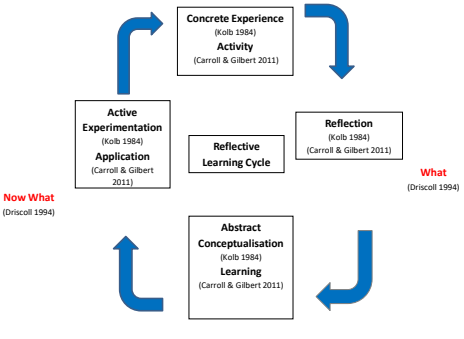
18

How do you learn from experience



19

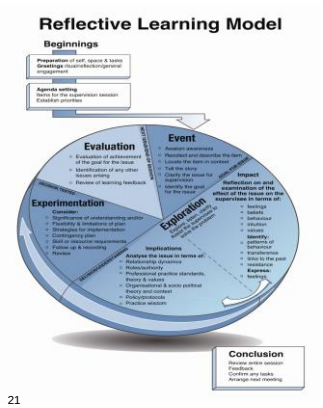
Learning Cycles



Davys and Beddoe (2021)

20

Reflective Learning Model



Davys and Beddoe (2021, p.109)

21

Beginnings

Greetings and engagement

Agenda

The agenda determines the content and focus of supervision so..

it is important that adequate time is given to the setting of the 'agenda'.

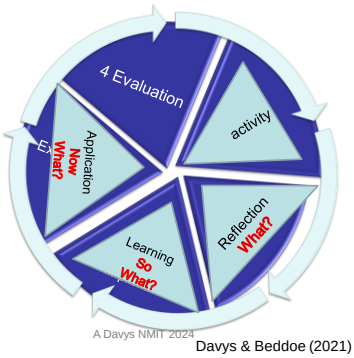
22

Reflective Learning Model

- Event
- Exploration
  - Impact
  - Implications
- Experimentation
- Evaluation

23

Reflective Learning Model



Davys & Beddoe (2021)

24

A common problem

How do we ensure that supervisees get what they want from supervision?

25

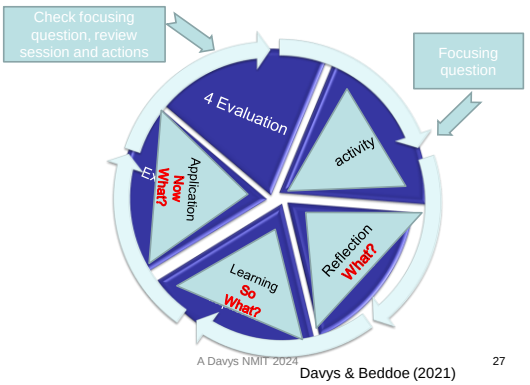
Identify what the supervisee wants:

- Why is he/she bringing this issue to supervision?
- What outcome does he/she want from supervision regarding the issue?
- How will the supervisee know he/she has got what he/she wants?
- What does the supervisee want/not want from you, the supervisor?

Davys (2007, p.38)

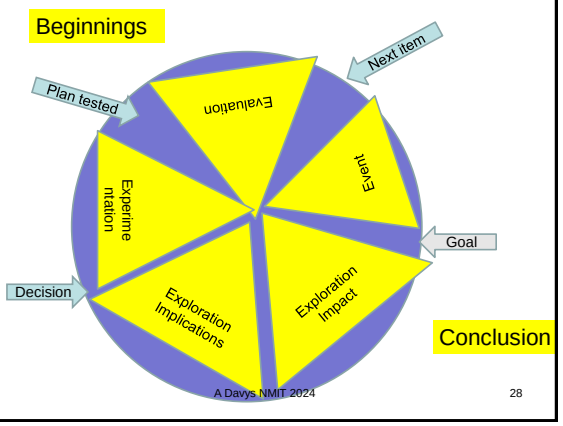
26

Reflective Learning Model



Davys & Beddoe (2021)

27



28

Reflection and Practice

- Supervisees are not only encouraged to identify their reflection and learning but also to take responsibility to put that learning into practice.
- 'Reflection becomes reflective practice when the critical reflection shapes future practice' (Scaife, 2010, p. 2),
- 'Learning in supervision is ultimately transformative and not just transmissive' (Carroll, 2014, p. 19).
- One of the acid tests of the effectiveness of supervision is 'What are you (the supervisee) doing differently now that you were not doing before supervision?'(Carroll 2010, p. 1)

A Davys NMIT 2024 29

29

Good supervision is about asking good questions

Who we see
in the reflective mirror of supervision
and what we learn
will depend on what questions we ask
and how we frame those questions

Davys, A.

A Davys NMIT 2024 30

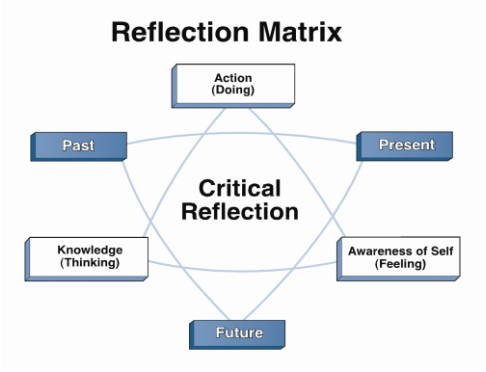
30

GRAPE

Davys, A. 2013

31

Reflection Matrix



Davys and Beddoe (2021, p. 167)

32

Reflective learning model: a critique

A Davys NMIT

A model for new supervisors
(Watkins et al 2019)

Trans theoretical perspective
(Watkins et al 2019)

Supports a postmodern social constructionist understanding of the plurality of truths
(Hair & O'Donoghue 2009).

Suited to the supervision of supervisees from different cultures and ethnicities
(Wilson 2015).

With some adjustments they could fit other cultures and approaches including Kaitiakitanga. However, such an adjustment needs to focus on the Tiaki, their qualities, their culture, their nature, and their creativeness.
(Webber-Dreadon, 2020)

33

33

References

- Butler, J. (1996). Professional development: Practice as text, reflection as process, and self as locus. *Australian Journal of Education*, 40(3), 265-283.
- Carroll, M. (2010). Supervision: Critical Reflection for Transformational Learning (Part 2). *The Clinical Supervisor, 29*(1), 1-19. doi:10.1080/07325221003730301
- Carroll, M. (2014). *Effective supervision in the helping professions* (2 ed.).Sage.
- Davys, A. (2007) Making The Most Of Supervision: A Supervisee's Perspective In Wepa, D. (Ed) In *Clinical Supervision In The Health Professions: The New Zealand Experience:* Pearson Education
- Davys, A. M., & Beddoe, L. (2021). *Best Practice in Professional Supervision: A guide for the Helping professions (2 ed.)*. Jessica Kingsley.
- Hair, H. J., & O'Donoghue, K. (2009). Culturally Relevant, Socially Just Social Work Supervision: Becoming Visible Through a Social Constructionist Lens. *Journal of Ethnic And Cultural Diversity in Social Work, 18*(1), 70 - 88. doi:Doi: 10.1080/15313200902874979

34

References

- Hewson, D., & Carroll, M. (2016). *Reflective practice in supervision: Companion volume to The Reflective Practice Toolkit* . MoshPit.
- Johns, C., & Freshwater, D. (2005). *Transforming nursing through reflective practice* (2 ed.). Blackwell.
- Kondrat, M. E. (1992) 'Reclaiming the practical: Formal and substantive rationality in social work practice.' *Social Service Review* (June 1992), 237-255.
- Lake, F. R., & Ryan, G. (2004). Teaching on the run tips 2: educational guides for teaching in a clinical setting. *Medical Journal Australia, 180*(6), 527-528
- Tomlin, A. M., Weatherston, D. J., & Pavkov, T. (2014). Critical components of reflective supervision: Responses from expert supervisors in the field. *Infant Mental Health Journal, 35*(1), 70-80.
- Scaife, J. (2010). *Supervising the Reflective Practitioner: an Essential Guide to Theory and Practice. Routledge.*

35

References

- Watkins, C. E., Callahan, J. L., & Vîşcu, L. (2019). The common process of supervision process: The Supervision Session Pyramid as a teaching tool in the beginning supervision seminar. *Journal of Contemporary Psychotherapy*. doi:10.1007/s10879-019-09436-5
- Webber-Dreadon, E. (2020). Kaitiakitanga: A transformation of supervision. *Aotearoa New Zealand Social Work, 32*(3), 68-79.
- Wilson, R. (2015). *The Perceived Effectiveness of a Reflective Learning Model of Supervision for Maori and Pasifika Supervisees* (Master Social Work), Auckland.

36