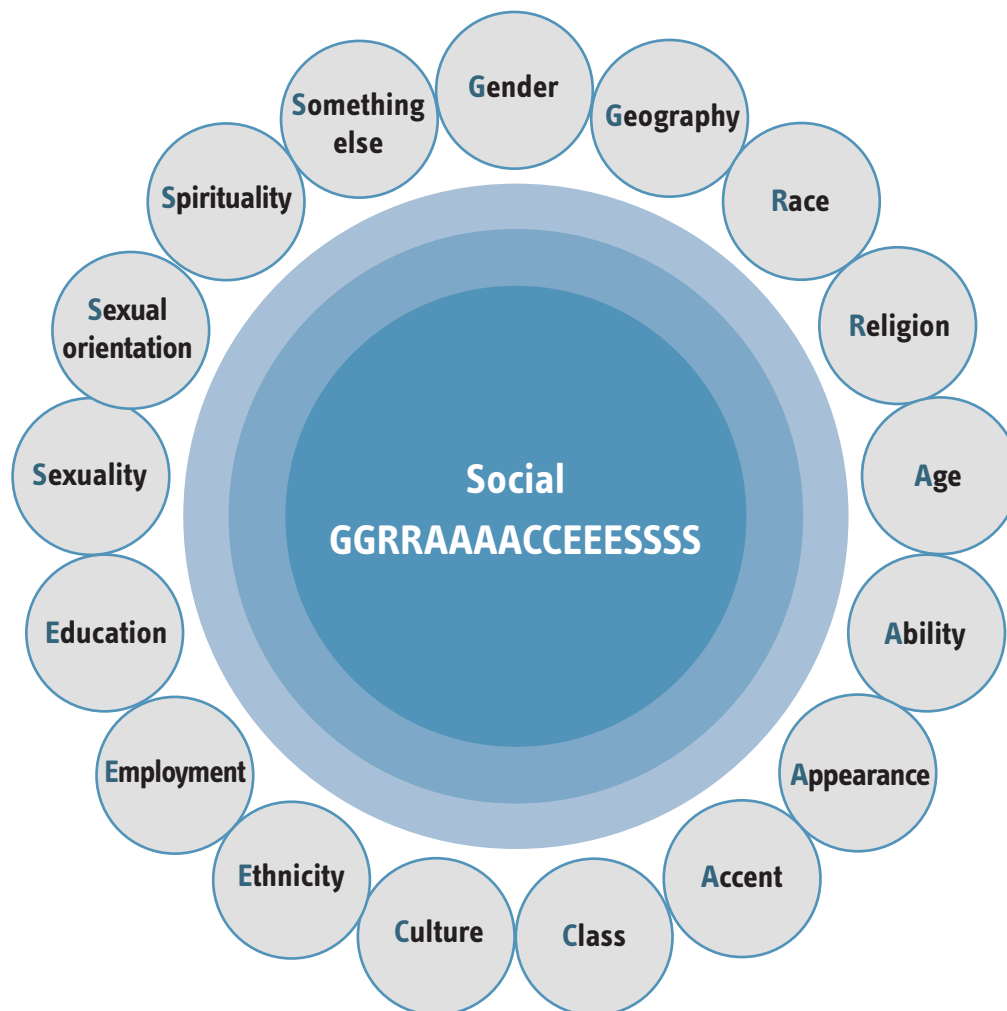


## Tool 1: Social GRRAAAACCEEESSSS

(Burnham 2012)



### Personal Social Graces

- Q. How would you describe your identity as a person?
- Q. How would you describe your identity as an enabler of supervision within your organisation?
- Q. How might other people describe you?
- Q. What aspects of your Social Graces are visible/invisible, or voiced/unvoiced?
- Q. How might this impact on your supervision relationships?

**Tool 2: Identity exercise**

Having reflected on aspects of your identity in Tool 1 as a person and as an enabler of practice supervision, are there any implications which you would like to share:

> For us as a community of practice?

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> For you in your local authority?

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## Tool 3: Privilege exercise



Watch this film: [www.tiny.cc/cracking-the-codes](http://www.tiny.cc/cracking-the-codes)

### Having watched the video:

- > In pairs, take five minutes to talk to each other about your own experiences of privilege and disadvantage
- > When have you faced dilemmas/ challenges around this in supervision and what have you learned from this?

Having reflected on your own experience of privilege and disadvantage and any dilemmas/challenges you have faced around this in supervision:

What have you learned from these challenges?

## Tool 4: Effective use of power and authority

### Supervision styles exercise

**Purpose:** Supervising the supervisors. You are all being yourselves (this is not a role play).

#### In groups of three:

- > One of you is the supervisee reflecting on your style as a practice supervisor, your strengths and areas for development in your use of power and authority
  
- > One of you is the supervisor offering some personal supervision time to the practice supervisor, helping them to reflect on their supervision style
  
- > One of you is observer giving feedback to the supervisor and supervisee on their skills in having a critically reflective supervision conversation

You will have 15 minutes of supervision time then 10 minutes of observer feedback and 5 minutes general discussion.

#### In groups of four:

Two of you are observers, one of you giving feedback to the supervisor and one to the supervisee on their skills in having a critically reflective supervision.

**Make notes from the feedback discussion** on developing effective use of power and authority for your own personal reflection:

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## Tool 5: Anti-oppressive practice

Anti-oppressive practice means that we take account of the impact of power, inequality and oppression on people, and actively combat these (Nosowska 2014). In supervision discussions, it is important that we adopt an anti-oppressive practice approach which includes:

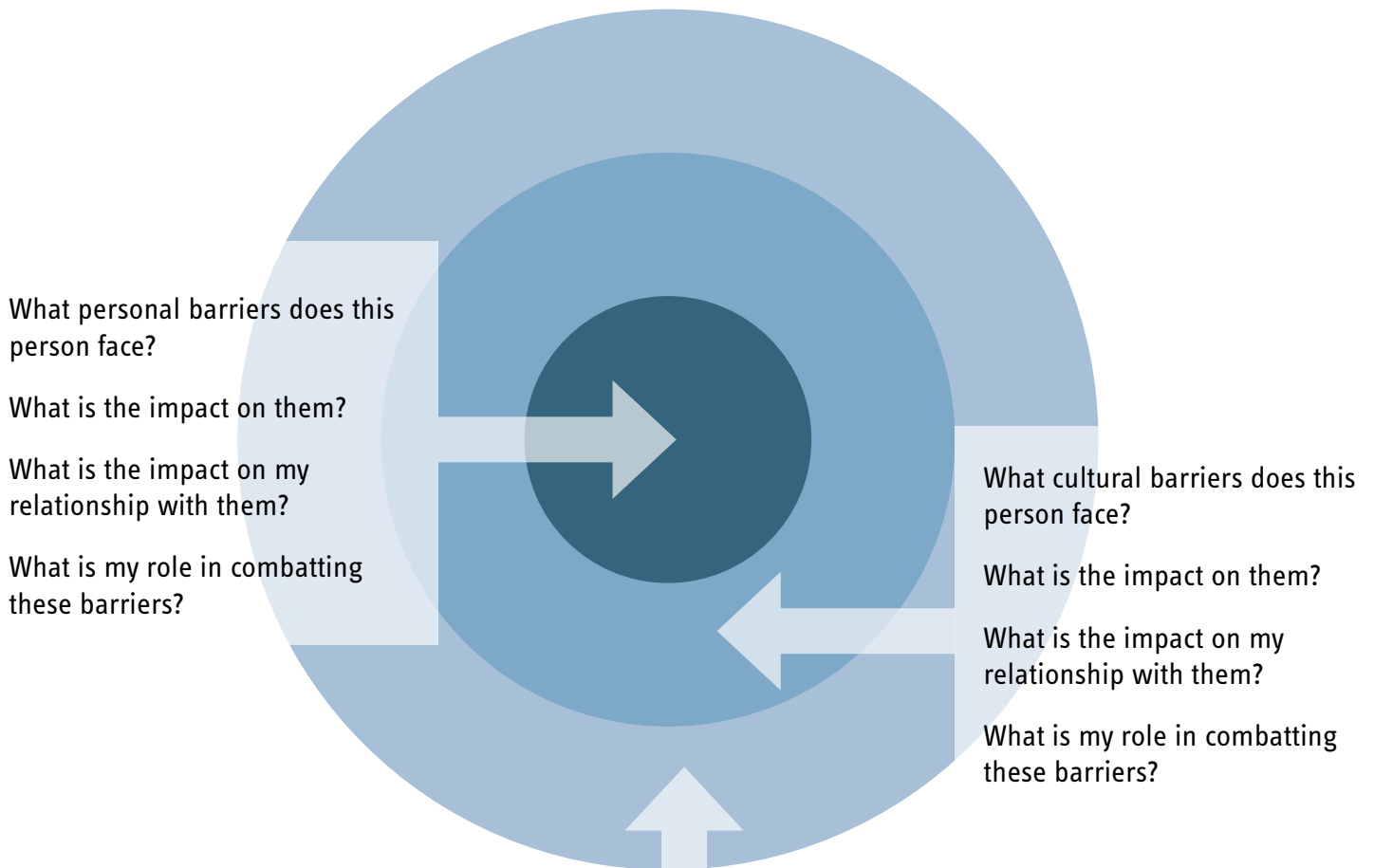
- > Recognising the Personal, cultural and structural barriers that people face
  - Personal barriers are the way that personal characteristics are used to stereotype or limit people
  - Cultural barriers are the way in which we are socialised to think of some people as normal and others as not
  - Structural barriers are the way that we set things up to make it easier for some groups and harder for others
- > Recognising our own characteristics and our own place in the culture and structure – and how this might impact on someone
- > Working to understand someone’s experience of oppression, understand and appreciate their attributes and contribution, and empower them to realise their rights (Thompson 2016).

A useful question to ask is: What is holding this person back?

This tool helps you to consider the oppression that may be experienced by people that you work with.

*You can use this in individual or group supervision to discuss the barriers people face, the impact on them and the impact on your relationship. This will help you to plan how to engage with them in an anti-oppressive way. That is, to enable them to overcome the barriers they face.*

## Barriers



What structural barriers does this person face?

What is the impact on them?

What is the impact on my relationship with them?

What is my role in combatting these barriers?

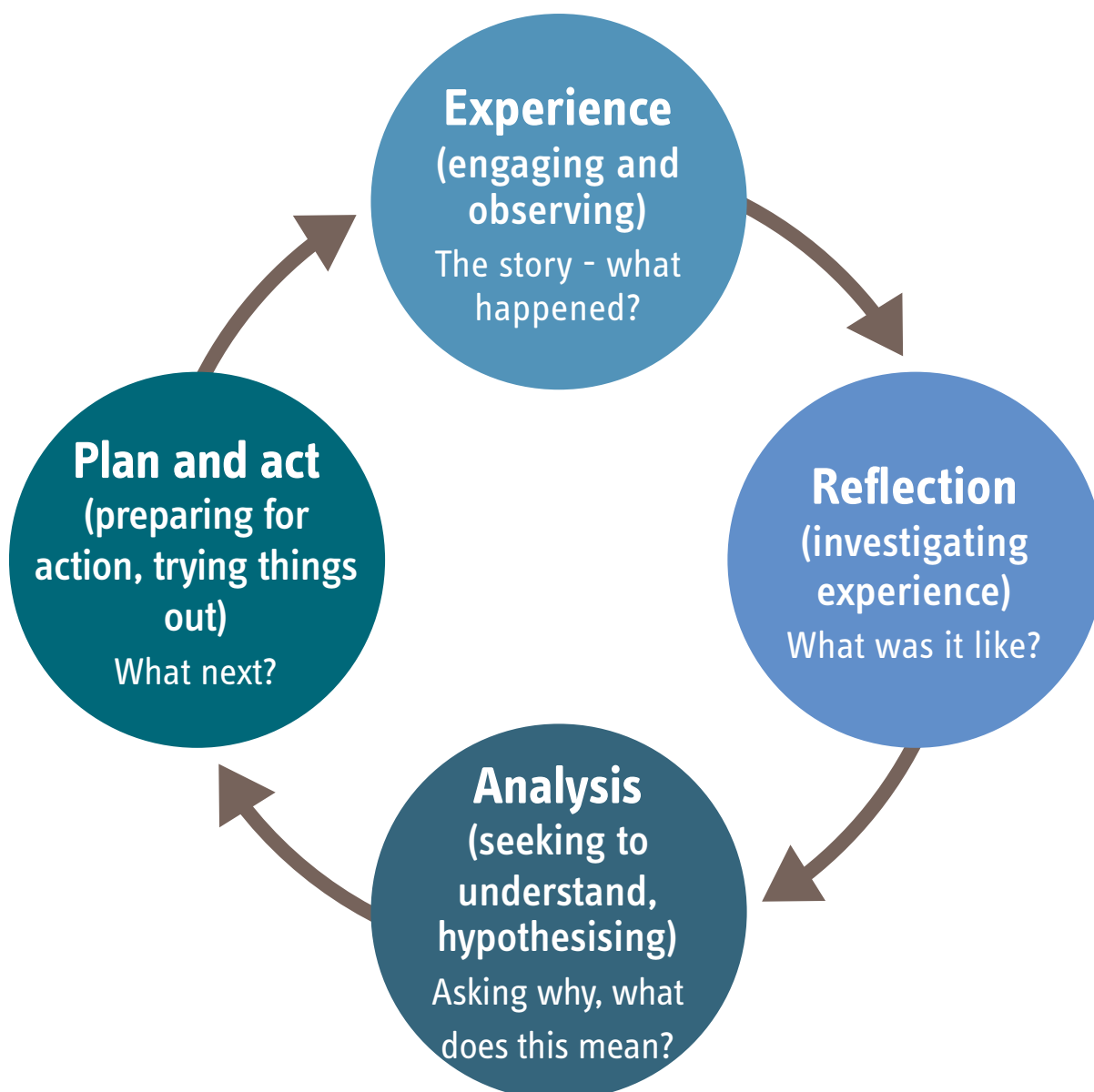
## Tool 6: Ethics and values discussion

Supervision can support good decision making through enabling critical reflection. This requires self-awareness and the ability to recognise how our own ethics, values, beliefs, experiences and biases affect the way that we think.

When you are dealing with a difficult issue or case, critical reflection can help you identify where some of the pitfalls lie and how to overcome them.

This tool provides example questions which can be asked in supervision to explore all four stages of Kolb's (1984) reflective cycle to solve a dilemma.

*You can use this tool sensitively in individual supervision to prepare for and talk through an ethical dilemma that you face. This tool supports wellbeing by allowing dilemmas to be explored. It also generates learning and insights to improve practice.*



**Describe the situation for 5 minutes**

Take 5 minutes answering questions about experience:

- > What exactly did I do?

Take 10 minutes answering questions about reflection:

- > What beliefs do I have about this kind of situation?
- > What ethics and values did this situation fit with?
- > What ethics and values did this situation contradict?
- > What other experiences in my life does this remind me of?
- > How did I feel about the other people?
- > How did I impact on the situation?

Take 10 minutes answering questions about analysis:

- > What do I think was going on for the other people?
- > What do I know from evidence about this kind of situation?
- > What might another worker do?

Take 5 minutes answering questions about planning and acting

- > What additional information do I need?
- > What else should I consider?
- > What do I do now?
- > What support do I need?