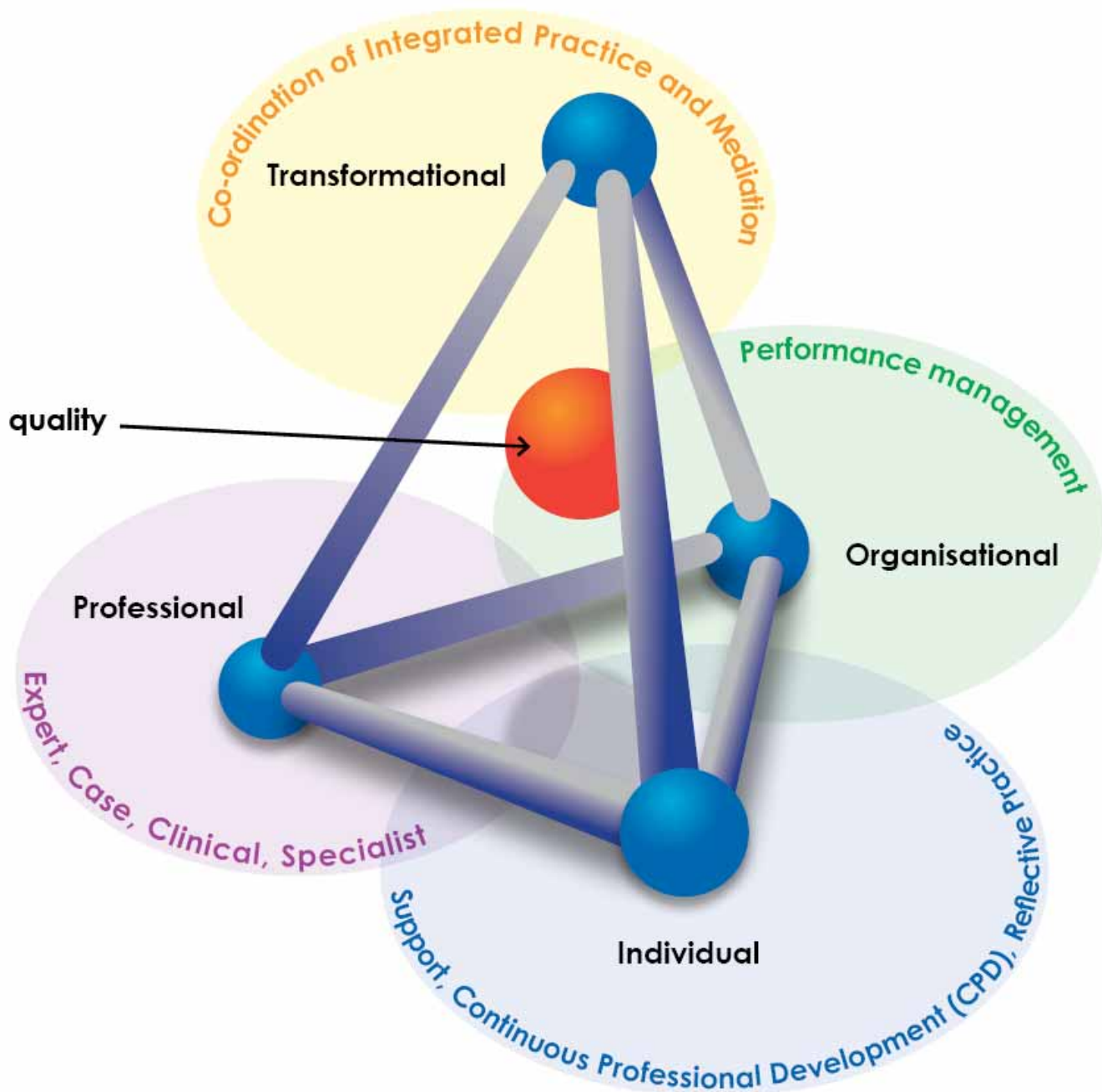


Model for an Integrated Approach to Supervision



The above model is based on the premise that all four supervision elements (individual, organisational, professional and transformational) need to be in balance over time in order to ensure quality of practice with children and young people.

In each supervision session one element or another may be more in evidence, however overall a balance is maintained.

A supervision 'session' can be provided in any number of ways: group or peer supervision, action learning sets, clinical supervision, line management supervision, mentoring, coaching, professional consultation, reflective practice workshop, and similar initiatives. The agreement of individual 'packages' of supervision through negotiation between the practitioner and line manager will draw from some, or all, of these formats. The individually

tailored supervision package ensures an overall balance that is responsive to the individual worker's learning style and needs.

In this way supervision is open to new and innovative ways of achieving its core function of maintaining and developing quality of practice.

The transformational element of the approach facilitates the development of models of best practice in integrated working to achieve the outcomes for children set out in 'Every Child Matters' and 'Building the resilient service'.

The model draws from a review of health and social care literature on effective supervision and the key functions of supervision. The model is not intended to be prescriptive or definitive. Whilst each element requires attention in negotiating an individual supervision contract, the elements overlap and can be interwoven.

Individual

Attention to this element of supervision is essential in ensuring the emotional literacy and resilience of workers. In this respect supervision arrangements should include a safe place to address feelings, be person-centred, enable reflection on values and assumptions, identify strengths and weaknesses, and provide support.

Organisational

The managerial or organisational element includes delegation and workload/performance management, appraisal and duty of care. "Organisational resilience is founded on the practices and processes that ensure risks and problems are identified, assessed, prioritised & addressed ... problems at the front line are swiftly and appropriately escalated" (2009, Haygroup). The organisational element considers performance frameworks, recognises individual and team contribution to outcomes, and provides clarity of role and accountability.

Professional

The 'clinical supervision' element ensures that staff are doing work which they are qualified and trained to do. It provides an opportunity to connect with 'experts' and peers in the professional field to reflect on practice issues. It stimulates development of professional knowledge and skills. Professional supervision provides an opportunity for observation and feedback on practice, with constructive challenge based on 'evidence not custom' (2009, Haygroup).

Transformational

The transformational element of supervision connects the individual, organisational and professional perspectives. It encourages integrated working which examines and evaluates what constitutes effective practice. Transformational supervision encourages reflection and questioning, critical thinking and critical analysis. It includes a mediation function between organisations across a range of different disciplines, ensuring clarity of roles and consistency of practice, addressing disagreements between different partner agencies thus ensuring integrated working. Transformational supervision connects the individual to communities of practice and to professional development opportunities. It supports the use of inter-professional knowledge and evidence-based practice. Transformational approaches recognise and develop examples of good practice arising from significant shifts in 'meaning structures' encouraging creativity and a responsive, 'nimble', workforce (2009, Haygroup).