

PLYMOUTH EP SERVICE SUPERVISION OFFER



Plymouth City Council Educational Psychology Service (PEPS) views personnel in settings as its major resource and supervision is a crucial means of ensuring effective service delivery. Supervision is viewed as a key aspect of the continuing professional development (CPD) of all staff working in educational settings.

CONTEXT

Supervision can be conceptualised as learning through facilitated reflection or practice. Clinical supervision brings practitioners and skilled supervisors together to reflect on practice involving the broad aims of identifying solutions to problems, improving practice and increasing understanding of professional issues.

The role of supervision is supported by professional guidance for EPs (HCPC and BPS guidance). A strong emphasis on supervision is central to professional practice including focussing on safeguarding children from harm.

Supervision in the Plymouth EP Service is within the context of Plymouth City Council Policy and Practice for Performance Review.

Working Practice

The Plymouth EP Service supervision offer can take the following forms:

- i) Peer supervision practice groups (Hanko, 1999) for all staff members of a class or a team of staff.
- ii) One-to-one meetings between staff and an EP.

The frequency and duration of these varies in line with identified shared outcomes. Typically, in each case meetings will be planned for six times each year.

EPs follow guidance (BPS 2010) describing the key responsibilities with supervision for the supervisor and supervisee which serve to clarify working practice.

Supervisor:

- Creating a safe place
- Time keeping
- Managing the overall agenda of the session
- Giving feedback
- Monitoring the supervisory relationship
- Monitoring ethical issues of supervision
- Keeping notes of sessions

Supervisee:

- Preparing for supervision
- Presenting in supervision
- Learning objectives and applying what is learned from supervision
- Feedback to self and supervisor
- Keeping notes of sessions for application

Supervision should be regular, structured, planned and recorded. A record for each session should be maintained and a copy held by the supervisor and supervisee*. Where safeguarding information is recorded in relation to a specified child or family a copy of that record must be also stored in the child's school file.

A Supervision Record Form will be used for peer and professional supervisions (Appendix 1). A prompt sheet of possible agenda items is available for one to one supervisions in Appendix 2, while an overview for group meetings can be located in Appendix 3.

Using Video to Enhance Supervision

Reflective practice can be enhanced by use of video clips of the professional in day to day work. This is a strengths -based approach; the professional learns from micro-analysis of what/how they are doing well already and the impact on others when they are attuned to them. The aim is for the professional to focus themselves on how they are using the Principles of Attuned Interaction and Guidance. This work is goal-oriented and learner-led and involves target setting and reviews.

Individual supervision

The supervisee brings one to one videos showing examples of positive work in their setting. The supervisor or guider takes the video away, edits it and at the next visit, brings some short clips to look at together. This practice is repeated in cycles.

Peer supervision

One member of the group at a time takes their own video and selects a few short clips to share with the group. The aim is to highlight skills matched to agreed goals. Members of the peer supervision group are supported to watch each other's clips in this small group.

References and other key texts/articles

Health Professions Council (HPC) (2009). Standards of proficiency: practitioner psychologists.
http://www.hpc-uk.org/assets/documents/10002963SOP_Practitioner_psychologists.pdf

Video Interaction Guidance UK
<https://www.videointeractionguidance.net/>

Costings

These charges apply to blocks of time purchased over a year delivered in a pattern to suit your need.

No of Days (each day can be broken down into 2x3hr sessions)	Cost
24	£10,000
20	£8,640
15	£6,660
10	£4,560
3	£1,440

For short term or one-off pieces of work a rate of £80 per hour will be charged to cover our costs.

Appendix I

Supervision Record

Date:	
Present:	
Review:	
Items to be discussed:	Priority
Items discussed/Issues raised	Outcomes
Child protection issues?	
Are there any Health and Safety and Wellbeing issues?	
Items to be carried forward:	
Date of next meeting:	

Appendix 2

Supervision Prompt Sheet

One to one supervision sessions could include:

Support	<ul style="list-style-type: none"> • Opportunities to reflect on positive experiences since last meeting. • Dealing with emotional issues and stresses of the job.
Educative	<ul style="list-style-type: none"> • Opportunities to share/seek information about cases, Inset and other activities. • A selected case discussion (interesting/problematic/successful) • Signposting to helpful resources, contacts, Services.
Managerial	<ul style="list-style-type: none"> • Opportunities to monitor implementation of school practices • Opportunities to highlight needs for resources, management support etc. • Opportunities for workload monitoring

PEER SUPERVISION PRACTICE GROUP: PROCESS (after Hanks, 1999)

PHASE 1

Review the outcomes of previous supervision meeting

Identify issues raised by group members

Agree terms for discussion and an estimated time to discuss.

NOTES:

PHASE 2

Presentation of issue/case.

Further clarification via questions/reflections.

When the group is construing issues/concerns accurately the consultee indicates time to move on.

NOTES:

PHASE 3

Creative lateral thinking re possible ways forward/solutions.

Facilitator checks with consultee regarding the usefulness of the process.

NOTES:

PHASE 4

Move to next person (consultee) or

Closure by the facilitator

Outro – positive round up of events

NOTES:

A set of ground rules will need to be considered. These should include clarity re: confidentiality, allow others to complete what they are saying, speak only for yourself and always be supportive of others.

A simple record of the supervision session must be maintained. This should include date, attendance, initials of consultees and a phase outlining topics discussed. E.g.

Those present:

Date:

Review:

Items to be discussed:

Items discussed:

Outcomes:

Items to be carried forward:

Supervision/Practice Group meetings are scheduled for 1 hour 30 minutes. In exceptional circumstances the meeting may be extended, however, this should be agreed by all members of the group.