

Using the SSSC Supervision Learning Resource to improve supervision experiences

March 2020



Lorna Dalton

Let's start

Imagine someone who has recently joined your team is spending a day with you to become familiar with the workplace and the job role.

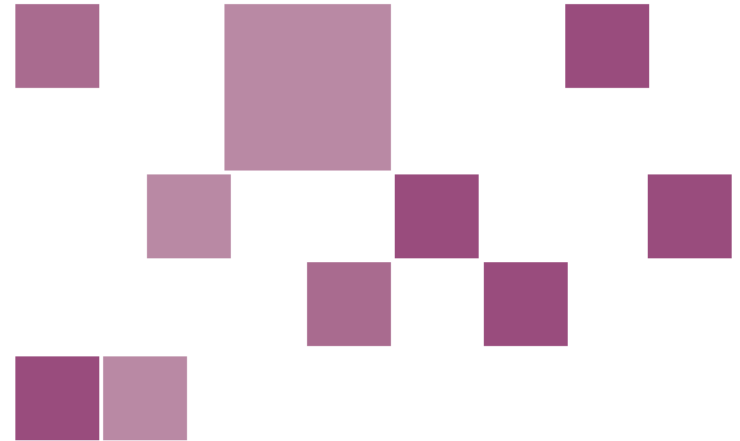
They have no previous experience of supervision and have asked you to explain what it's about.

During a coffee break tell them what supervision is and what your experience is.

Respondents described how, in situations where they perceived leadership to be good, staff 'training needs are identified, recorded and carried forward into action'; they spoke of the 'willingness (of staff) to learn from mistakes and take on additional training/development'. The **quality of staff supervision is high** and staff are involved in 'performance review upwards', giving feedback on their own managers as well as having regular appraisals themselves (p17)

Enabling leadership

Research to identify what
good leadership looks like
in Scotland's social services



Produced on behalf of the Scottish Social Services Council by
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Catherine-Rose Stocks-Rankin and Catherine Pemble,
University of Stirling in partnership with the Institute for Research
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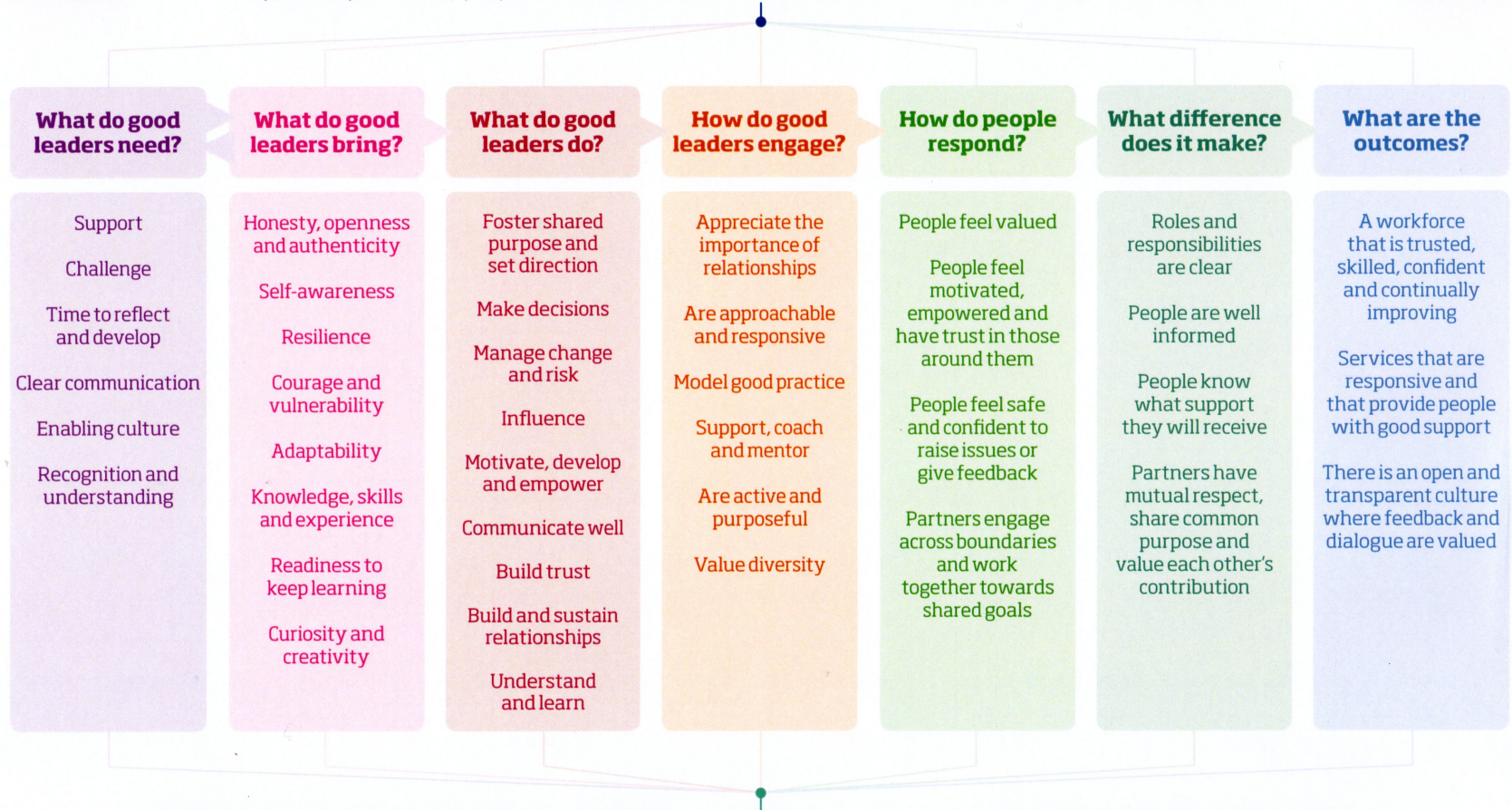
December 2016

Theory of Change & Logic Model



Enablers of good leadership

Strategic vision and expectations are clear and communicated well; people feel supported, valued and respected; atmosphere of openness, trust and good relationships; work and achievements are acknowledged; levels of pay are sufficient to recruit and retain good staff; people have a voice and are treated fairly; responsibility is shared; people are self-aware and there is a culture of reflection, learning and development.



Risks or barriers to good leadership

Lack of time for reflection and development; lack of parity and fair terms and conditions; excessive workloads; change fatigue; poor communication; negative or 'blame' cultures; micro management; poor systems and processes; social care devalued in society; lack of vision and direction.

SSSC Supervision Learning Resource

The Scottish Social Services Council, with the University of Stirling, has produced a supervision learning resource which promotes good practice in supervision across social work and social services in Scotland. It provides opportunities to explore experiences and expectations of different types and approaches to supervision. It draws on examples of good practice and includes resources and templates to support the development of supervision.

Download the full Supervision Learning Resource or choose from the sections below.

1. Introduction

2. Why do supervision?

3. What is supervision?

4. Supervision contracts

5. Different approaches

6. Different types of one-to-one

7. Group supervision

8. Difficult conversations

9. Making the transition

10. Evaluating and reviewing

11. References

12. Examples and templates

Supervision presentation

This resource is a presentation which offers a framework to help you facilitate a discussion around

and Supervision For Outcomes Based Working. Jit Scotland.

 Supporting Professional Development

 Leadership Capability Indicators

 Continuous Learning Framework (CLF)

 Access the Learning Log

 Leadership Capability Feedback Tool



<https://www.iriss.org.uk/resources/reports/leadership-stories-developing-effective-supervision>

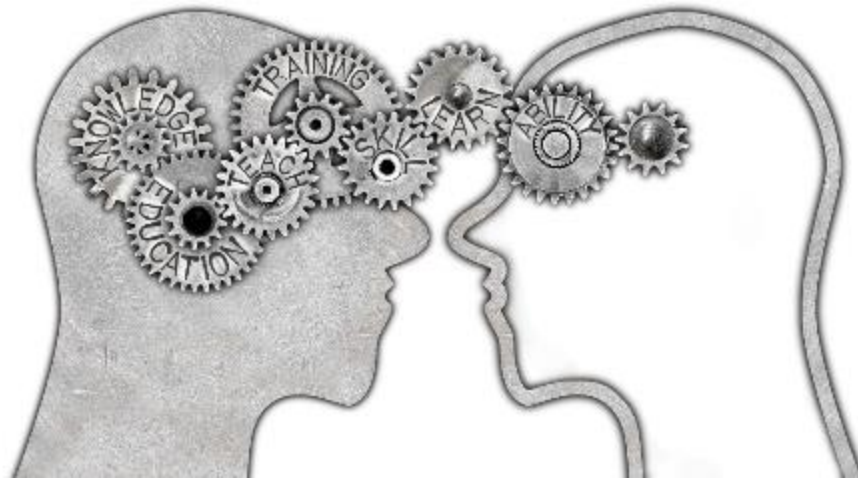


**Insert your
Service logo**

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<http://www.stepintoleadership.info/supervision.html>

WHY DO SUPERVISION AT ALL?





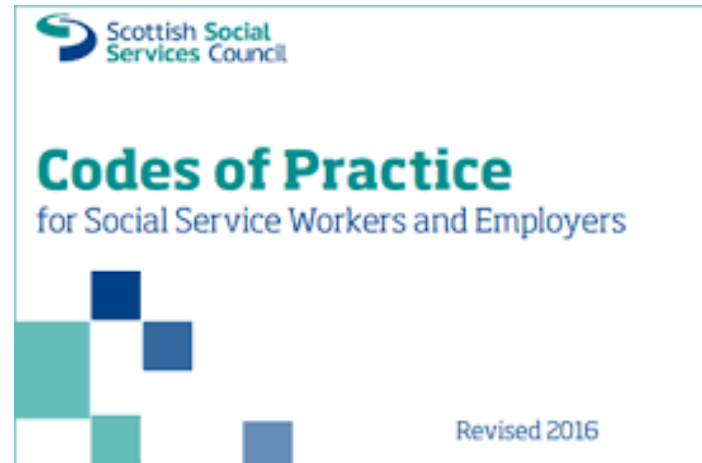
WHAT'S YOUR BEST EXPERIENCE OF SUPERVISION, A TIME WHEN YOU FEEL WHEN YOU FEEL THAT IT WORKS WELL FOR PEOPLE?

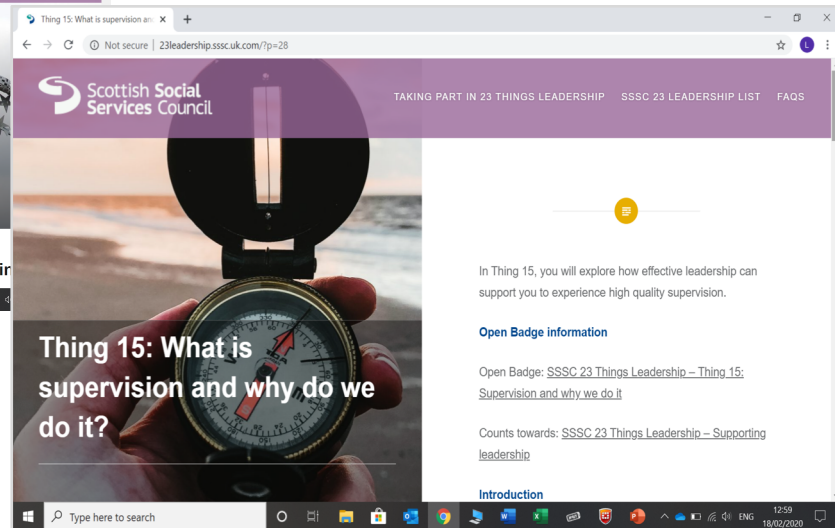
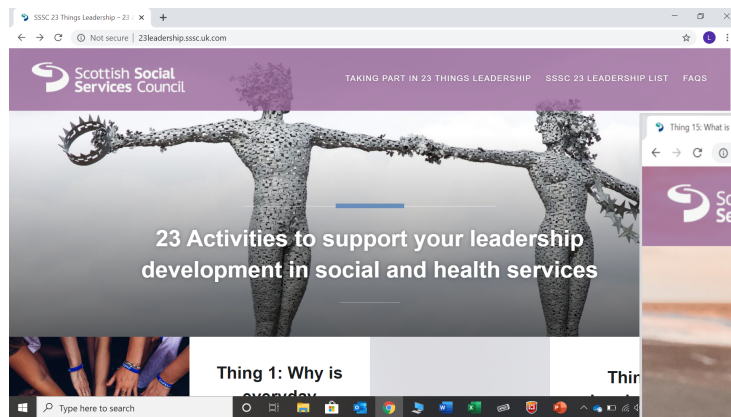
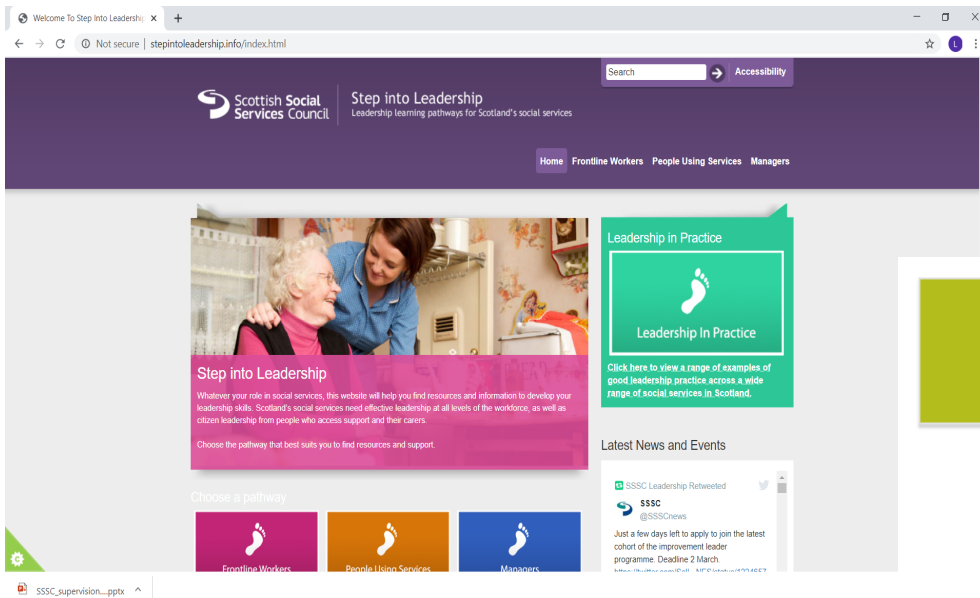
If possible, focus on a specific experience such as an actual supervision session.

- What is important?
- What makes it possible?
- What does it look and feel like?

SSSC CODES OF PRACTICE (2016)

- You can use the Codes to support supervision.
- Code for employers
- 3.5: Provide effective, regular supervision to social service workers to support them to develop and improve through reflective practice.





<http://23leadership.sssc.uk.com/>

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