

CHILD CARE

State Capacity Building Center

Reflective Supervision: A Systems Approach

State Capacity Building Center

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Agenda

- ◆ Welcome, introductions, and learning outcomes
- ◆ Reflective practice
- ◆ Reflective supervision
- ◆ State approaches to reflective supervision capacity building
- ◆ Questions and answers
- ◆ Thank you



Professional Learning Goals

- ◆ Participants will be able to:
 - define reflective practice and reflective supervision;
 - identify the importance and purpose of reflective practice and reflective supervision; and
 - describe strategies to support reflective supervision at a program and state level.

Select the Role That Fits You Best

- ◆ Community member
- ◆ Direct child-serving practitioner (e.g., child care, preschool, home visiting, teacher)
- ◆ Family member
- ◆ State government professional
- ◆ State-level professional (not state government)
- ◆ Training and technical assistance professional
- ◆ Other (please describe)

What Is Your Personal Knowledge or Experience with Reflective Supervision?

- ◆ I could fit my knowledge and experience about reflective supervision on a:
 - stamp;
 - postcard;
 - letter; or
 - book.



What Does Reflective Supervision Look Like in Your State or Territory?

Currently in my state or territory ...

- There may be some programs and initiatives that include a reflective supervision component, however I'm not aware of them.
- There's at least one early childhood program and/or initiative that includes reflective supervision as a component.
- We're actively working toward developing capacity for reflective supervision within and across early childhood environments and direct and indirect service providers.
- We have a formal approach to delivering reflective supervision across early childhood sectors and settings for direct and indirect service providers.
- I'm unsure.

Reflective Practice



What Does the Research Say?

Reflecting on practice enables practitioners to discover, rediscover, or understand the complex range of knowledge, skills, and understanding they have and to develop and use the intellectual and emotional power within themselves to try and improve their situation (Fullan, 2003)

Reflective Practice

- ◆ Discover
- ◆ Understand
- ◆ Use intellectual and emotional power within
- ◆ Improve

What Is Reflective Practice?

Thinking about and analyzing our actions in order to improve our professional practice.

Exploring and explaining events, not just describing them.

Analyzing our anxieties, errors, and weaknesses, as well as our strengths and successes.

What Do Reflective Practitioners Do?

- ◆ The reflective practitioner allows him or herself to:
 - experience surprise, puzzlement, or confusion in a situation he or she finds uncertain or unique;
 - reflect on presented phenomenon and on the prior understandings that have been implicit in his or her behavior; and
 - carry out experiments that serve to generate both a new understanding of a phenomenon and a change in the situation. (Schön, 1983)

Bridging Theory to Practice

Reflective practice is active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situations. (Moon, 2013)



Gibbs

Gibbs Reflective Model



Gibbs, G. (1988).

How have you integrated reflective practice in your work or in infant/toddler initiatives?

How Has Your Knowledge of Reflective Practice Improved?

- ◆ Not improved
- ◆ A little improved
- ◆ Moderately improved
- ◆ Significantly improved

Reflective Supervision



What Is Reflective Supervision?

Reflective supervision is a relationship for learning. (Fenichel 1992; Shahmoon-Shanok 2009)

The process of examining, with someone else, the thoughts, feelings, actions, and reactions evoked in the course of working closely with young children and their families. (Eggbeer, Mann, & Seibel 2007)

Reflective Supervision and Consultation: A Relational Process

A process that is uniquely individual

A partnership requiring mutual regard, commitment, and presence

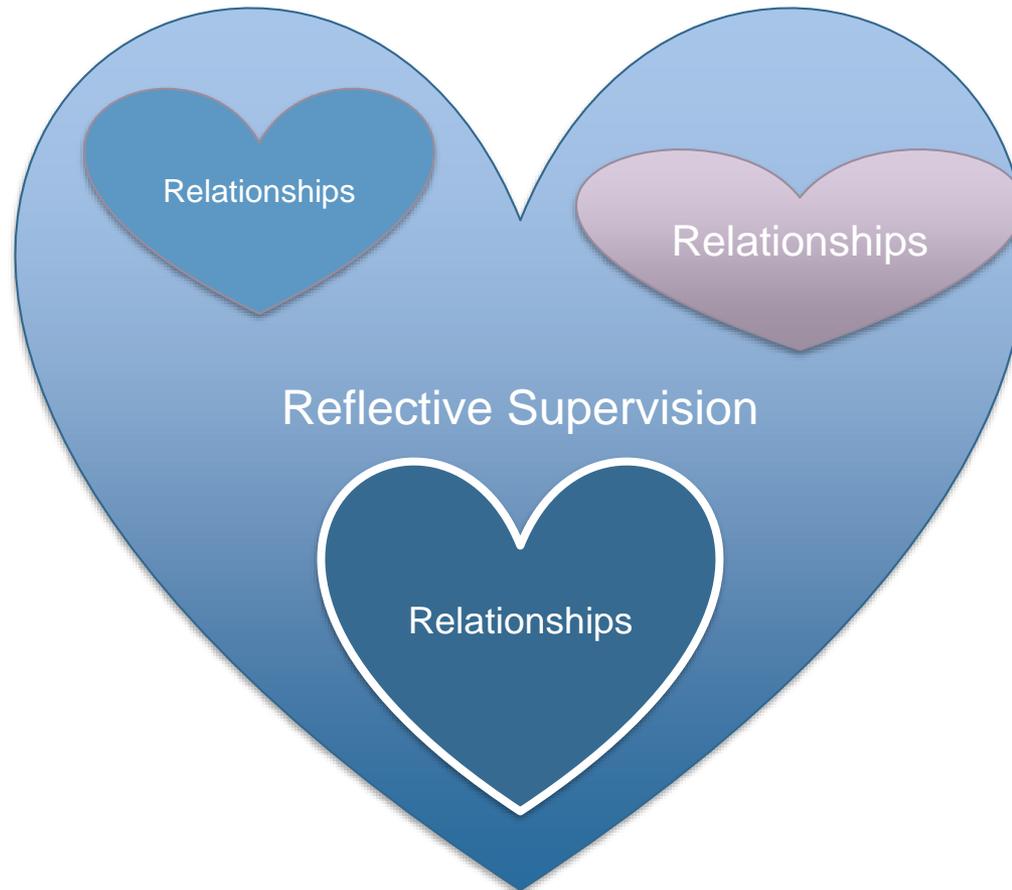
A relationship in which you search for meaning

A relationship in which worries can be shared

A place in which one discovers his/her competence/confidence, not alone, but within a relational context

A time to pause and share the thoughts, feelings, and responses that you have about another (the infant, toddler, parent, supervisee, etc.)

Relationships



Process

Collaborative

- A supervisor and supervisee work together, set goals together, enter into a partnership, ask questions, and discuss strengths, risks, and vulnerabilities.

Relational

- A shared learning experience, each remaining fully present and emotionally open to the other, and each contributing to the other.

A Dual Process

- A time and place for gentle questioning to wonder together about the child, the family, the story, and one's own emotional response to what is seen and heard in effort to guide the work and take the next step.

(Parklakian, 2001)

Parallel Process

- ◆ Parallel process means the way in which the supervisor interacts with the supervisee models for the supervisee what he or she should do with his or her clients (Shulman, 2008).
- ◆ Do unto others as you would have others do unto others (Pawl & St. John 1998, p.7)

The way supervisors relate to staff

Supports

The way staff relate to parents

Supports

The way parents relate to children

Reflective Supervision and Consultation

- ◆ “The shared exploration of the emotional content of infant and family work as expressed in relationships between parents and infants, parents and practitioners, and supervisors and practitioners.” (Weatherston & Barron, 2009, p.63)

Three Building Blocks of Reflective Supervision

1. Reflection
2. Collaboration
3. Regularity

(Parklakian, 2001)



How Has Your Understanding of Reflective Supervision Improved?

- ◆ Not improved
- ◆ A little improved
- ◆ Moderately improved
- ◆ Significantly improved

State Examples of Reflective Supervision Capacity Building Efforts



Colorado

Michigan



Minnesota



Virginia



Wisconsin

Reflective Supervision to Support the Infant/Toddler Workforce: State Examples

Colorado	<ul style="list-style-type: none">• Consortium of reflective supervision volunteers• Specialized training track at the annual conference• Infant/Toddler Expanding Quality Infant Toddler Relate Model includes reflective supervision (visit http://coaimh.org/reflective-supervision/ for more information)
Michigan	<ul style="list-style-type: none">• Annual professional learning symposiums (visit http://mi-aimh.org/event/the-1st-annual-reflective-supervision-summer-symposium/)
Minnesota	<ul style="list-style-type: none">• Consultants receive reflective practice training (visit http://ceed.umn.edu/in-person-trainings/reflective-practice/)• Annual symposium• Reflective supervision online course (visit http://ceed.umn.edu/online-courses/intro-to-reflective-supervision/)
Virginia	<ul style="list-style-type: none">• Training course for home visitors (visit https://earlyimpactva.org/training/reflective-supervision/)
Wisconsin	<ul style="list-style-type: none">• Reflective Supervision Definition adoption -<i>Demystifying Reflective Practice: Defining Reflective Supervision and Consultation for Infant and Early Childhood Professionals</i> (visit http://wiaimh.org/resources/reflective-supervision-consultation)

How Likely Will You Use at Least One of the Strategies or State Examples You Heard Today?

- ◆ Won't
- ◆ Probably not
- ◆ Will consider
- ◆ Definitely
- ◆ Already doing all of this
- ◆ Not applicable to my work

Resources



Resources

- ◆ *Best Practice for Reflective Supervision/Consultation Guidelines* (n.d.), by the Michigan Association for Infant Mental Health, is available at https://www.aaimhi.org/resources/reflective-supervision/BestPractice_ReflectiveSupervision_2015.pdf.
- ◆ *Demystifying Reflective Practice: Defining Reflective Supervision and Consultation for Infant and Early Childhood Professionals* (2017), by the Wisconsin Alliance for Infant Mental Health, is available at <http://wiaimh.org/resources/reflective-supervision-consultation>.
- ◆ *Learning By Doing*, by Graham Gibbs is available at <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>
- ◆ “Questions That Encourage Problem Solving” (2004), adapted by Mary Zarembo, Early Childhood Network, from Mary Clarie Heffron, Consultation and Training Team, Child Development Center, Children’s Hospital, Oakland, CA. Available at <https://www.cdd.unm.edu/ecln/FIT/pdfs/QuestionsThatEncourageProblemSolving.pdf>.

Reflections

- ◆ What challenges you about reflective supervision and consultation?
- ◆ What are the barriers in your work to building a culture of reflection?
- ◆ What are the rewards of building statewide capacity for reflective supervision and consultation?
- ◆ What supports will you need to create a culture of reflective supervision and consultation across your infant/toddler initiatives and beyond?
- ◆ What would be the positive impact of moving reflective supervision capacity building forward in policy or practice in your state or territory?

Are There Other
Webinar Topics
That Would Be
Useful to You?

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