**REFLECTIVE SUPERVISION RECORD**

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| Worker: |
| Supervisor: |
| Date: |

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| *Begin with a Community Meeting:*1. How are you feeling?/How are you going?
2. What is your key goal for this supervision session?
3. What are some of your achievements, or highlights since last supervision?
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**SAFETY, SELF-CARE AND SUPPORT**

*Review any* ***Critical Incidents****, Work Health and Safety issues, or events requiring the use of Sanctuary* ***Safety Plans*** *or* ***Red-Flag Meeting***

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*Review* ***Self-Care Plan*** *including activities, regular breaks, leave, time in-lieu and study leave*

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*Review any* ***stressors, emotional triggers, changes and losses***

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**FUTURE:**

*Agree a management plan to ensure worker’s**safety (cultural, physical, psychological, social, and moral) and well-being for the next month:*

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**RELATIONSHIPS**

*Review with the worker strengths and tensions in relationships with:*

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| Client relationships  | Colleagues/team | Stakeholders |

*Review with the worker strengths and tensions in relationships with Aboriginal or Torres Strait Islander Community and Extended Family:*

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**FUTURE:**

*Agree on future action plan for relationships*

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**SOCIAL RESPONSIBILITY AND ACCOUNTABILITY**

*Review and reflect on systems issues and complex issues impacting work tasks*

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*Discussion with worker re: current workload and agreed actions, decisions and timelines.*

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| **Work tasks:** | **To be completed by/action/decision:** |
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**GROWTH & CHANGE AND SOCIAL LEARNING**

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| **Professional Development Completed last month:** |
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*Review workers ongoing learning and professional development needs (reflected in Annual Appraisal)*

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**FUTURE:**

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| **Professional Development Need** (e.g. course title/date): | Link to practice/why required | Location/ Transportation |
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| **Next Supervision Date:** | **Annual Appraisal Date:**  |
| **Signed by Worker:** | **Signed by Supervisor:** |
| Date: | Date: |

**REFLECTIVE SUPERVISION GUIDE**

**Guidelines for using the reflective supervision template**

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| * You don’t need to fill out every section or answer every question in the attached supervision template. The questions are there to encourage discussion – and not to be read out verbatim or necessarily followed in order.
* Come prepared to your supervision session; ensure you aware of agreed plans from the previous month/s and identify any areas you want to cover or outstanding issues.
* Supervision session should be of approximately one-hour duration each month (or it can be longer).
* You can adjust the attached template by adding in extra space if you wish to write on the template during your supervision session. You can also type up your notes on the supervision template following supervision and have the supervisee read and sign it.

Note: If supervising an Aboriginal staff member, ensure you have completed the training in : 1) *Cultural Safety* and 2) *Supervising Aboriginal staff* **before** supervision commences. |

**What is the purpose of reflective supervision?**

*“Reflective Practice acknowledges the relevance of diverse sources of knowledge - practice wisdom, intuition, tacit knowledge and artistry as well as theory and research for understanding human behaviour. “(Ruch, 2005 in Gibbs 2010.)*

* Reflective supervision is different to task-based supervision – it is a **process** that helps foster complex thinking, emotional intelligence and continuous improvement.
* Reflective supervision assists staff to ‘step back’ from their work and review how they respond to clients, colleagues and challenges.
* It encourages problem-solving and builds a stronger understanding of our work, our team and the systems we work in.
* It helps staff and managers to identify skills and knolwedge gaps and learning needs, so they we can improve safety and practice.
* It encourages staff to analyse communication patterns and conflict, and to strengthen workplace relationships.
* It enhances reslience to stress and wellbeing.
* Professional / Personal reflection is particularly important when supervising/leading people from diverse cultural backgrounds.
* Ways of `being and doing’ are related to one’s cultural background. Thus staff from other cultures bring a different communication style and way of working which can enrich our teams.

**Cultural Safety in Supervision**

* Prior to supervising Aboriginal staff, supervisors are required to complete 1) Cultural Safety training and 2) Supervising Aboriginal staff.
* Aboriginal people are `relationship orientated’. While taking the time to develop trust and rapport may take longer, it will be the foundation of a good working relationship.
* Aboriginal people enhance the workplace by bringing a unique knowledge and skillset. This needs to be valued and encouraged. Supervisors can grow from this by being open to `two-way’ learning.
* Aboriginal people are often `the bridge’ between an agency and the Aboriginal community. Supervisors should encourage regular interaction with the Aboriginal community as part of their employment.
* Ongoing contact with the Aboriginal community is particularly important for the cultural/spiritual wellbeing of Aboriginal staff
* Aboriginal staff communicate mostly in a circular fashion and make use of story telling in their discussions. While this can make supervision a lengthier process, it should be facilitated.
* Aboriginal staff should be informed of the right to have a support person (of their choice) at supervision.
* As a supervisor of Aboriginal staff, the General Manager, Cultural Safety and training is available for support.
* All Aboriginal staff have direct access to the General Manager, Cultural Safety and Training.

**The Sanctuary Commitments and Anglicare Values in Supervision**

**Reflective supervision helps us practice changing the question from “*What is wrong with?*” to “*What happened to?*”**

The Sanctuary 7 Commitments and Angliare Vaues underpin all our practice and service delivery in Anglicare. It is good to focus on how these are being demosntarted in the workplace during supervision.

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| **Sanctuary Commitments**  |
| **Nonviolence** | Non-violence means committing to not harming ourselves or others. It means creating safe environments (*physically, culturally, psychologically, socially and morally*). |
| **Emotional Intelligence** | Responding not reacting. Managing our feelings to so we don’t hurt ourselves or others. |
| **Open Communication** | Saying what we mean without being mean when we say it. |
| **Democracy** | All voices and views are heard and respected. |
| **Social Learning** | We are curious and learn from each other (strengths and limits). We learn from our mistakes. |
| **Social Responsibility** | We support each other and take responsibility for our actions. |
| **Growth and Change** | We acknowledge loss, are open to new ideas and are hopeful for the future |

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| Anglicare Values |
| Compassion:  | In the spirit of loving service we offer care and understanding to those in need. |
| Dignity:  | We respect the intrinsic worth of every person and acknowledge their capacity for self-determination. |
| Inclusiveness:  | We serve all people with a spirit of openness because we share a common humanity |
| Integrity:  | We are committed to personal and corporate honesty, fairness and transparency. |