**Practice Guidance:
What we would expect to see in supervisions (inc. group supervisions) when Systemic practice is applied**







Discussions might focus on what the worker is bringing to the relationship with the family: their social GRACES, self- awareness around emotions, thoughts, judgements and recognition of power dynamics. The supervisor should question language used by the supervisees and identify any cognitive biases held and impact of similarities or differences to the family and their systems. Questions might be focused on how the worker is positioned towards the family, what does the relationship look like – who is the adult/child figuratively speaking? Has the worker assumed a “perpetrator role” of doing ‘to’ the family or a rescuing role and doing ‘for’ the family?



The supervision discussions might turn towards the family dynamics and structure of the family, patterns of behaviour, function of behaviour, communication styles, division of childcare & roles, scripts and family beliefs.



There should be constant encouragement of curiosity through the building of hypotheses. These should seek to help the worker be more curious, add more context to the behaviours seen, seek meaning and understanding around the family. There should be an aim to help the worker be more purposeful about their interventions and tools they might use in change work.



The workers relationship to risk should be addressed. Are they being collaborative or defensive? Discussions around thresholds and levels of risk: what the worker is comfortable managing – are they leaning towards certainty? Are they aware of how their feelings are impacting on the decisions and actions they are undertaking?



Reflection should open space for the worker to think more creatively and show more understanding about those hard to reach or engage families – reframing of behaviour, unpicking motives for behaviour, context of previous traumas reflected on (with help from chronologies perhaps). Tools such as the PPRR (problems, possibilities, resources, restraints) grid could be used to explore stuck cases. Wonnacott’s Discrepancy matrix could be used to examine what knowledge they have and what needs to still be enquired about.

There should be opportunity to reflect on what has gone well with certain families, how relationships have been forged, how change work has happened. There should be a learning experience embedded in here to highlight strengths so that these can be built upon with other families. Group supervisions lend themselves very well in this regard, for practitioners to learn from each other about how to use systemic tools and what difference they have made.



Recognising where change is needed \* Being intentional in work proposed \* Monitoring progress

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