

Reflective Practice

*The policy and practice vision:
'To provide a framework which promotes and
creates a professional learning culture,
improving professional excellence and embeddin
g standards to deliver high quality social work
practice'*

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Activity



Who are we and how can we create a safe space to learn together? (silence mikes, use IM)



Can you introduce yourself and tell us something about yourself that is not work related?

Purpose

This workshop will introduce you to:

- * The Reflective model in a group practice setting whilst drawing on case material for a critical incident. (refer to Reflective Practice Briefing).

- * Incorporate the learning cycle activity from thematic audits

(Quality Assurance Framework)

- * Identify learning opportunities from National and Local Child Practice Reviews.

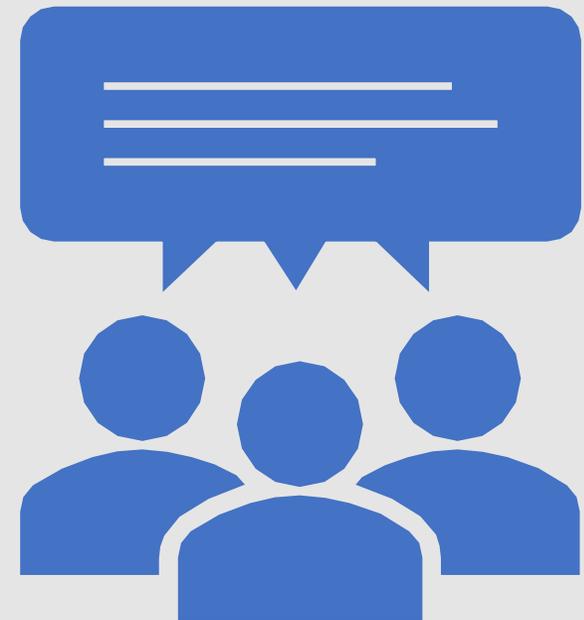
What is Reflective Practice?

Reflective practice can be used by:

Individuals or between colleagues - either one-to-one as part of supervision or as a group session.

For example: After an incident the team might be asked to reflect on what their role was in the situation - how they felt, how their actions or words had an impact on the people around them, what else was going on for the people involved, and how alternative approaches might achieve different outcomes in future.

Reflective practice can be informal and take place within existing teams and resources, by allocating time and developing the skills of staff to reflect on their role. Cases can also be discussed as part of the reflective process and learning from practice reviews as well as auditing will be incorporated as part of the sessions.



Pitfalls

- Not Training
- Not Therapy
- Sitting room: *Maybe*

Observatory platform

We are aiming to be located in a space, where we might be able to see from all angles possible.





Reflective Group

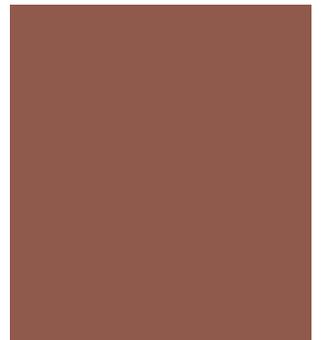
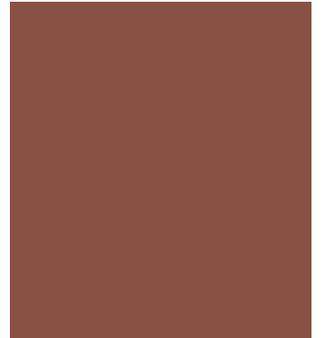
Children's First Tile - Tri x

Navigate to link and watch five minutes

<https://images.app.goo.gl/Bhp7VeoM6NUnXWnz9>

Jan Fook one for later

<https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.podsocs.com/podcast/critical-reflection/&ved=2ahUKEwipv5OZpuPpAhVoVBUIHY3PDi4QFjABegQIARAB&usg=AOvVaw0VtK86x0q7CYZhqrYqNCJy>



Safety and Support in the Reflective Space

- The facilitator's role is to stimulate a group process of exploration and support rather than to be an 'expert' and find solutions to the difficulties group members bring. Creating a safe learning space is the responsibility of the reflective practice facilitator. They will ensure any presenters are well supported to examine their thinking on a deeper level where possible.
- The group members will also be responsible for holding the space for each other, safely. They will have the opportunity to refine their skills on how to 'hold judgements but sit with multiple perspectives that may contradict' how they themselves may approach a particular issue. It is not a teaching space, it is not a therapeutic space. It is an opportunity for experiential learning.

The Jan Fook Model

- Adaptable to any framework in use in practice – its about critical thinking, critical analysis and critical reflection
- The model works by unsettling and examining hidden assumptions to generate new frameworks of professional understanding and actions and on the relevance of understanding ourselves and how we use can influence what and how knowledge is made. It is therefore important to examine specific assumptions we consider as part of our own values, power, backgrounds and experience.
- The Fook model of critical reflection reveals hidden and powerful assumptions and seeks to create a sense of agency and empower professionals.
- Getting to the heart or crux of the matter for each presenter, which includes the emotional aspect, is also emphasized (Fook, 2010).

How we do it?

A case /critical incident will be identified before each session A and will be presented by one person for discussion (35 mins). As a group we will reflect on a critical incident or recent case event which is of significance to each presenter. This is a practice example from the presenters perspective of what happened and why this is important for them.

Each case presenter is asked to think about **changed thinking and implications for practice and what actions will be taken away to ensure embedding in practice.** We will be able to examine learning from experience and think about why we do things on a deeper level.

Space for individual reflection, based on multiple perspectives from within the group; and identification of collective and social thinking whilst linking this to individual experience.

Critical reflection is practiced by the group using a range of **reflective questions together with the group.** The facilitator will model and support you to help model to develop this approach.

Learning about communication through dialogue

The facilitator and group will make the connections with learning from audits and practice reviews to inform thinking and actions going forward. These may form part of the discussion and or part of the session led by the presenter and how the discussion takes place.

The overall themes discussed then is linked to : What does good look like for children and young people?

Tri x Tools to use in practice for self evaluation/ supervision on cases: Assessment, Planning, Management oversight and Review, SMARTer plans and IRO footprint

Let's reflect!

Critical incident/ Case discussion (35 mins) ...includes 5 mins at end for facilitator to debrief



***HEALTH WARNING**



THIS IS A SUPPORTIVE Space to critically reflect as a group and think about the work we do, understand our thinking and enable learning. Think about how we construct our thinking and assumptions of our families, ourselves, our teams and our organisations.



'It is a place we should be able to feel safe, hold onto our judgements and sit with multiple or contradictory perspectives.'

National Themes for learning

[Triennial SCR report 2014-2017 \(Published 2020\)](#)

[NSPCC Published: Learning from Case Review Briefings](#)

[National Case Reviews Repository](#)

[National Child Safeguarding Practice Review Panel Annual Report 2019](#)

[National Safeguarding Review Panel Report Safeguarding: Children at risk from Criminal Exploitation](#)

Where can we find these? (Children First tile - tri.x - Key documents for practice and learning)

Learning from WSCC's

Management oversight

Inconsistent quality assurance from practice managers when approving reports

Low levels awareness of what good social work practice looks like

Chronology absent or not up to date

Direct work not sufficient – Lived experience of the child and the child's voice not evident

Case summaries not recorded (marked increase since Covid)

Supervision not meaningful and reflective

Lack of SMARTer Care Plans and effective safety planning

Discussions and plans does not analyse and no visible critical thinking / reflective practice discussions

Permanence planning – do we understand this?

IRO footprint?



GOOD

What Good Looks Like?

From our discussion is there anything else we want to know/think about?

- Use for self evaluation and as part of supervision
 - Tools can be found in the Practice Guidance Section, under Early Hel/ MASH, Assessment and Planning and Looked After Children headings on Tri-X.
 - Click on Children's First tile, then click on the Tri-X tile, then click on the Practice guidance tab and explore!
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WSCC Children's First: Learning Culture

- Surprises?
- Learnings?
- Satisfactions?
- Dis-satisfactions?
- Discoveries?



- Social worker Forum Monthly
- Advanced Practitioner Forum Monthly
- First Line Managers Forum Monthly
- Group Managers Forum Monthly

Governance: Policy and Practice Steering Group
Bi weekly

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RESOURCES

Children's First Tile:

Local guidance: [WSCC Practice Guidance \(Tri-X\)](#)

Multi Agency: [West Sussex Safeguarding Children Board](#)

Online access to:

[Research in Practice](#)

[Community Care](#)

Good practice examples:

[WSCC site: Learning from Practice](#)

Voice of the child:

[Bright Spots: Looked after Children's View on their Well-being](#)

[Voice of the Child Project – Partnership Board](#)

Further reading

Reflective Practice Pilot Briefing

[Challenges of Critical Reflection: Nothing ventured, Nothing gained. Fook J 2007 Psychology](#)

[Relationship based and Reflective Practice Ruch G](#)

https://www.academia.edu/attachments/43613888/download_file?st=MTU5MTcyMjQyNyw5MS4xOTQuMjIxLjlyNQ%3D%3D&s=swp-splash-paper-cover