



Camphill School Aberdeen

Support and Supervision Policy

PURPOSE

This policy details the commitment of CSA to support and supervision and sets out the framework for its implementation. The purpose of support and supervision is to promote individual development and ensure co-workers effectively fulfil their task(s) in line with the policies and expected levels of practice of CSA and other UK and/or Scottish bodies or organisations, regulatory or otherwise, to whom co-workers are accountable.

SCOPE

This document encompasses all co-workers whether in full-time, part-time, employed or voluntary work.

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1.0 DEFINITIONS AND ABBREVIATIONS

Co-worker

For the specific purposes of this document, this refers to any individual working for CSA who is in full-time, part-time, employed, self-employed or voluntary work.

CSA

Camphill School Aberdeen

Support and Supervision

A process that aims to develop learning and working collaboration between a co-worker and their Supervisor, the purpose of which is to assist the co-worker to achieve their potential and carry out their delegated responsibilities effectively. It enables a co-worker to report on the outcomes of their work, engage in a reflective and learning process, and make plans for future work and personal and professional development.

The Community

For the purposes of this document, The Community is understood to mean Camphill School Aberdeen and all those involved in its daily activities, encompassing all three CSA estates.

2.0 RESPONSIBILITIES

2.1 The Task Groups

- 2.1.1 Ensure that all members of the group have appropriate support and supervision at least eight times per year with the duration of each session normally being not less than one hour
- 2.1.2 Ensure that all members of the group who fulfil a support and supervision role attend appropriate training and regular refreshers
- 2.1.3 Approve and support new Supervisors
- 2.1.4 Ensure an accurate and up-to-date list of all Supervisors is provided to the Welfare Manager at least twice a year and on request
- 2.1.5 In collaboration with Supervisors, ensure an annual or as required review/appraisal takes place for Supervisees and that an appropriate written record is kept, including a plan of action where necessary

2.2 Supervisee

- 2.2.1 Ensure their chosen Supervisor is approved and supported by their task group or the relevant manager
- 2.2.2 Establish an appropriate contract with their Supervisor
- 2.2.3 Ensure their supervision takes place at least eight times a year
- 2.2.4 Keep appropriate written records of all support and supervision sessions
- 2.2.5 In collaboration with their Task Group and Supervisor, ensure their annual or as required review/appraisal takes place and that an appropriate written record is kept, including a plan of action where necessary
- 2.2.6 Will discuss all their delegated tasks within their support and supervision relationship

2.3 Supervisor

- 2.3.1 Establish an appropriate contract with the Supervisee
- 2.3.2 Ensure supervision takes place at least eight times a year
- 2.3.3 Keep appropriate written records of all support and supervision sessions
- 2.3.4 Listen without preconception or judgment to the Supervisee
- 2.3.5 Help the Supervisee manage their task responsibilities within relevant professional boundaries

- 2.3.6 Act as a role model and provide a supportive, stimulating and challenging environment and structure to help the Supervisee explore and reflect on their thoughts, feelings and actions in relation to their work
- 2.3.7 Represent the needs of the community, in particular the tasks of the Supervisee as identified by the Task Group
- 2.3.8 Create an environment where creative and mutual learning can take place
- 2.3.9 Support, encourage and guide the active engagement of the co-worker in their ongoing personal and professional development
- 2.3.10 Identify learning and development needs
- 2.3.11 In collaboration with the Task Groups, ensure an annual or as required review/appraisal takes place for Supervisees and that an appropriate written record is kept, including a plan of action where necessary

2.4 Welfare manager

- 2.4.1 Work with the Task Groups to ensure that adequate and fit-for-purpose training is undertaken by all individuals who fulfil a support and supervision role

2.5 Training Secretary

- 2.5.1 Work with the Welfare Manager to ensure accurate and timely administration of all support and supervision training
- 2.5.2 Keep a record of all co-workers who attend the training

3.0 THE CONTEXT FOR SUPPORT AND SUPERVISION AT CSA

"If we are to create learning professions that constantly renew their cultures (and vision), then supervision needs to become the learning lungs that assist the professional body in its learning, development and cultural evolution ... the learning lungs (which) provide the necessary oxygen to the life blood of the organisation. This entails ... providing a dialogical container in which new learning can emerge in the space between the supervisor and supervisee."

Peter Hawkins & Robin Shoet, 'Supervision in the Helping Professions' (2000)

"The learning organization is an organization that is continuously expanding its capacity to create its future. 'Survival learning' or what is more often called 'adaptive learning' is important - indeed it is necessary. But for a learning organization, 'adaptive learning' must be joined by 'generative learning', learning that enhances our capacity to create."

Peter Senge (1990:14)

The above quotations reflect the critical role that support and supervision can play in helping an organisation fulfil its task and constantly renew itself. An effective support and supervision system has the potential to weave together the invisible connections between the individual co-worker and the organisation such that the task of each is brought into mutual harmony.

Freedom, self-development and empowerment are strong underpinning principles living within CSA. These concepts are widely acknowledged within organisational development and people management circles as crucial elements in making organisations work effectively. It is self-evident that unless an individual steps forward to take on a task out of freedom and is then enabled to perform that task with the trust, support and encouragement of his or her peers, it is unlikely in the longer term that quality performance will result. It is, of course, understood that individual initiative not only needs the support of others but must be balanced by the other needs of the organisation and the other responsibilities that each individual carries. Therefore, there needs to be a balance between the individual's initiative and

aspirations and what the community asks each individual to undertake for the benefit of the organisation.

In carrying out their task, often in highly complex circumstances, co-workers need to demonstrate a high degree of independent thought and action and commitment to the values and principles of CSA. To adequately prepare them for carrying out their individual delegated responsibilities, co-workers need to undertake relevant training and ongoing continuous professional development. To sustain them and maintain and develop their personal and task-related capacity, co-workers also need time and space to reflect on their experience, knowledge and practice, and to make plans for future action. Support and supervision has a key role to play in encouraging the co-worker to reflect on experience, acknowledge learning and prepare for future work.

4.0 SUPPORT & SUPERVISION AND TASK MANAGEMENT

It is essential that Task Groups ensure that tasks delegated to co-workers are clearly defined and that individuals are given appropriate help to enable them to carry out their responsibilities. Support and supervision is a key element and all co-workers should therefore have a Supervisor to help them carry out their responsibilities competently and to develop their capacity.

Supervisors must be approved by the Task Group. In most cases the Supervisor will be another co-worker within CSA. It is possible, however, for a Supervisor to be someone from another Camphill community or an external professional with particular expertise in the area of responsibility of the co-worker. Where the Supervisor is external, the Task Group may decide that the co-worker should also have a Supervisor from CSA to enable them to give account for the outcomes of their work. For employed co-workers, the Supervisor is likely to be the individual's designated 'line manager'. All Supervisors, internal and external, will have a contract with the Supervisee's Task Group. Co-workers who do not relate to a Task Group should seek approval for their supervision arrangements through the Management Team.

It is stressed that it is the Supervisee and not the Supervisor that is accountable for the delegated task. Either party may raise any serious difficulties that cannot be resolved between them with the appropriate college or Task Group or the Welfare Manager. Any major changes to the supervision relationship must be discussed and agreed with the appropriate Task Group.

It is recognised that co-workers may enter other one-to-one learning relationships such as mentoring. However, this would be seen as additional to any support and supervision arrangement agreed with the Task Group.

5.0 THE SUPERVISION PROCESS

Support and supervision is intended to improve the competence of the co-worker through reflection on the following:

- The experience of the co-worker in undertaking their responsibilities
- The outcomes (e.g. facts, results) of the co-worker's work efforts
- The impact of others in the sphere of the co-worker's activity
- Learning arising from the reflection process
- Plans for future action

Within the principles of this policy, each Task Group will determine any specific arrangements concerning how they would like support and supervision to be carried out. To prevent the need for multiple Supervisors, it is expected that a co-worker will discuss all their delegated tasks within their support and supervision relationship.

6.0 THE SUPERVISION CONTRACT

For support and supervision to be effective, there should be a detailed, preferably written, agreement between the two parties that sets out the following:

- *Practicalities*: frequency; duration; location; uninterrupted time; cancellation arrangement; recording arrangements
- *Boundaries*: confidentiality (what can/cannot be discussed elsewhere); what is discussible during the session
- *Working Together*: preparation; expectations; methods; style; responsibilities; managing the meeting
- *Organisational and Professional Context*: expectations of CSA; professional standards; ethics
- *Disagreements*: what will happen if either party is dissatisfied with any aspect of the process
- *Review and Evaluation*: how and when the supervision agreement and experience will be reviewed and evaluated; if the supervision relationship will continue or end

7.0 POLICY REVIEW

This policy will be reviewed every year by the Welfare Manager in consultation with the Management Team.