



TRANSACTIONAL SUPERVISION



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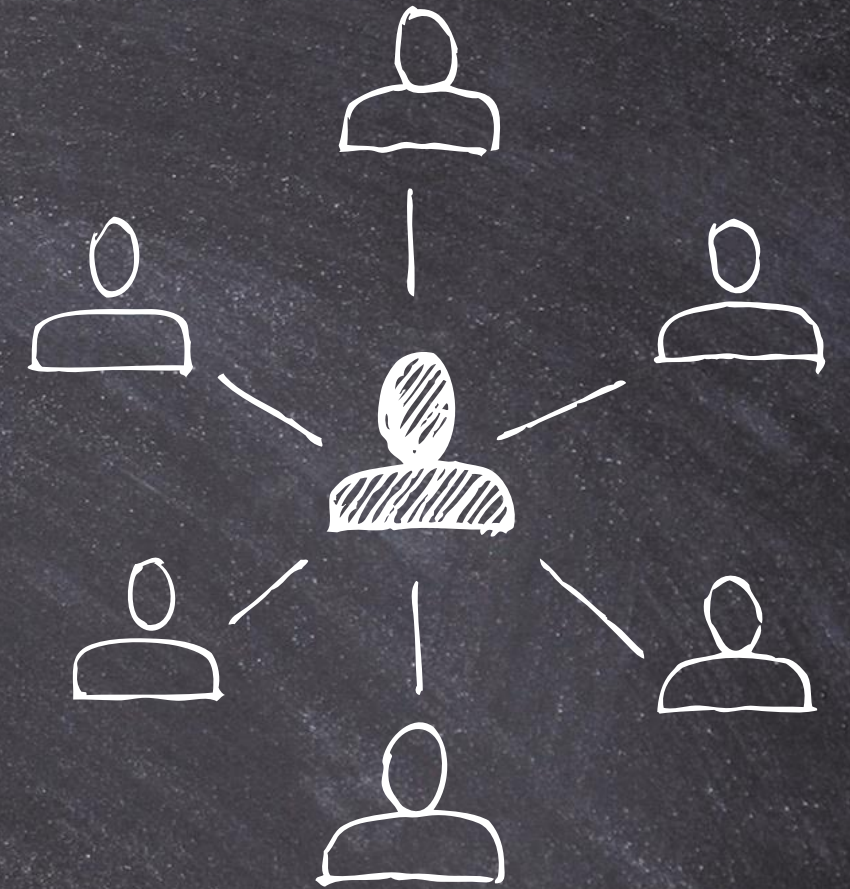
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AN EXAMPLE OF BAD SUPERVISION



ACTIVITY


- CONSIDER THIS EXCHANGE
- HOW DID WATCHING IT MAKE YOU FEEL?
- DID YOU NOTICE ANY SPECIFIC ISSUES WITH THE APPROACH?
- WHAT ADVICE WOULD YOU GIVE THE SUPERVISOR ABOUT HOW TO APPROACH THINGS DIFFERENTLY?



STRUCTURE OF TODAY



WHAT IS SUPERVISION?



THE PARENT
ADULT-CHILD-
MODEL



SUPERVISION
PRACTICE



THE NEXT
SESSION!

WHAT IS SUPERVISION?

THE TERM CAN MEAN DIFFERENT THINGS IN DIFFERENT CONTEXTS.

SOME TERMS TO BE USED TODAY INCLUDE:

- Practice supervision
- Professional supervision
- Managerial supervision

1

A way of structuring discussion around issues

2

'Ringfenced' time dedicated to constructive and creative problem solving

3

Safe space for discussion and exploration



WHAT IS SUPERVISION?

AIM OF SUPERVISION



A safe space to explore issues relevant to professional practice/ role

Feel supported by peers

Potentially gain insight into different solutions

THE PARENT-ADULT-CHILD MODEL

BERNE NOTED THAT PEOPLE CAN SWITCH BETWEEN DIFFERENT STATES OF MIND OVER THE COURSE OF A DAY, WHICH WAS PARTICULARLY EVIDENT DURING 1:1 MEETINGS OR SUPERVISION.

BERNE USED HIS OBSERVATIONS TO INFORM HIS THEORY OF TRANSACTIONAL ANALYSIS WHICH WAS BASED AROUND THREE DISTINCT PERSONALITIES ; PARENT, CHILD, ADULT.

THREE COMPONENTS RELVANT TO SUPERVISION



PARENT ROLE

- Contains behaviours, thoughts and feelings copied from our parents / parental figures.

- Use of messages such as 'you/ I should', 'under no circumstances', 'always' and 'never forget' 'don' t/ do...'

ADULT ROLE

Describes our ability to think and act for ourselves. In this ego state, we can draw on resources from both parent and child state.

CHILD ROLE

- In this state individuals behave, feel, and think similarly as they did as a child. For example, someone who receives feedback that they don't like may respond by looking at the floor, crying, or getting angry.
- Highly emotional state:
- Sometimes wants to be told what to do by the adult
- Sometimes will refuse / rebel against interaction from the adult

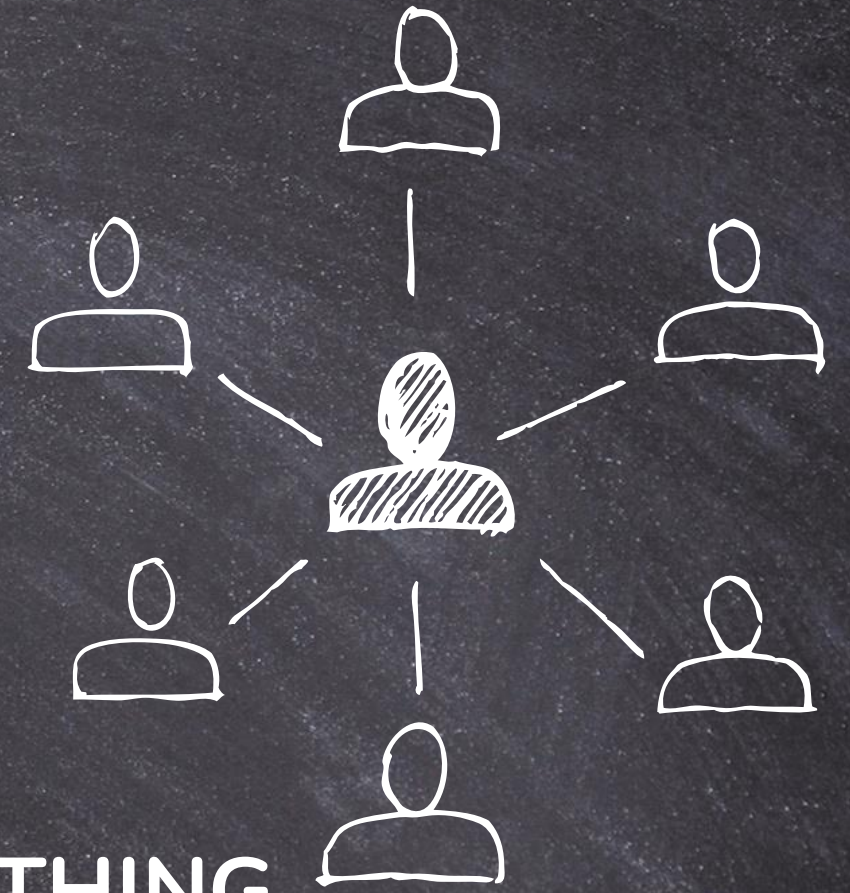
PARENT ROLES

TWO SUB-EGO STATES

- NURTURING- AFFIRMING, POSITIVE, ENCOURAGING, SOOTHING.
- Critical – corrective, reinforce the prohibitive aspects of society, ‘you must not...’.

Potential for someone in ‘parent’ mode to be angry, impatient, potentially critical or patronising.

Opinions can be forced on others as if telling a child



1. Critical/ judgemental language

2. Authoritative tone

- Tone of authority/ superiority (similar to how a parent might instruct a child).
- Rigid body language/ potentially stern facial expression.

PARENT COMMUNICATION



3. Imposing rules and regulations

- Tendency to set rules, boundaries, and expectations for others. You may enforce these rules even if they aren't necessary or appropriate for the situation,

4. Parental nurturing

- Parental comfort and support.

PARENT COMMUNICATION



CHILD ROLE



TWO SUB EGOS

Adapted

- BEHAVIOUR IS IN RESPONSE TO PARENT, IN A WAY WHICH WAS LIKELY IMPRINTED ON US AS A CHILD. THIS COULD INVOLVE TOTAL COMPLIANCE OR SOME RESISTANCE.
- REPRESENTS A HUMAN RESPONSE WITH SOME NEGATIVITY. THIS MAY MANIFEST AS RESISTANCE, REFUSAL, REACTION AND POTENTIALLY SOME DEEPER HOSTILITY.

FREE

- FREE CHILD STATE REPRESENTS A PLAYFUL AND SPONTANEOUS ASPECT OF HUMAN BEHAVIOUR

CHILD ROLE

TWO SUB EGOS

→ ADAPTED

→ FREE

IN GENERAL, SOMEONE WHO IS IN 'CHILD' STATE WILL BEHAVE MORE EMOTIONALLY THAN AT OTHER TIMES. FOR EXAMPLE DISPLAYING SIGNS OF BEING 'SAD', 'FEARFUL', 'ANGRY', 'DESPAIRING', 'DEPRESSED'.



MAY USE BODY LANGUAGE SIMILAR TO THE CHILD, FOR EXAMPLE, SUCH AS SQUIRMING, GIGGLING, WHINING, SHRUGGING, TEASING.

Phrases such as 'I want', 'I need', 'I don't care', 'I don't know'. (most teachers will be well versed in the use of child phrases.)

CHILD COMMUNICATION / BEHAVIOUR

EMOTIONAL RESPONSES

- STRONG EMOTIONAL RESPONSES, ANGER, FEAR, EXCITEMENT OR JOY. EMOTIONS CAN BE VERY INTENSE.

SPONTANEITY

- BEHAVIOUR MAY BE MORE SPONTANEOUS AND IMPULSIVE. MIGHT ACT ON FEELINGS WITHOUT CONSIDERATION OF CONSEQUENCES.

Dependency

- Seek guidance, validation or support from others – resemble a child looking to an adult for help and support.

Playful and rebellious

- Playful, carefree, creative (free)
- Compliant or rebellious (adapted)

ADULT ROLE

SOMEONE IN THEIR 'ADULT' ROLE WILL

- SHOW INTEREST
- PAY ATTENTION
- NOT BE DEFENSIVE AND/OR THREATENING IN ANY WAY.

A CONVERSATION WITH 'ADULT' IS

- REASONABLE
- STRAIGHTFORWARD
- ORIENTED TOWARDS SOLVING PROBLEMS

AN ADULT TENDS TO ASK FOR INFORMATION BEFORE FORMING OPINIONS, STATING VIEWS/PERSPECTIVES. 'WHAT, HOW, WHERE, WHEN, WHO' ETC.

Use of logic statements, true, false, probably, possibly.

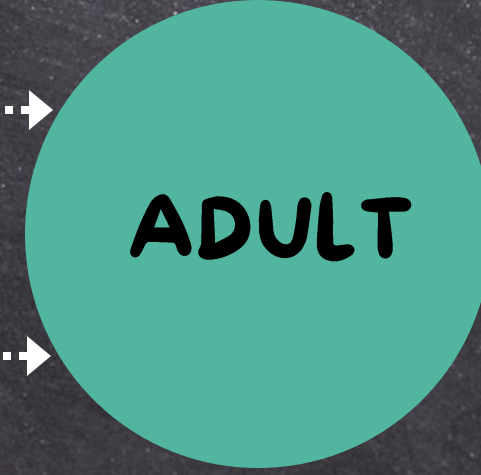
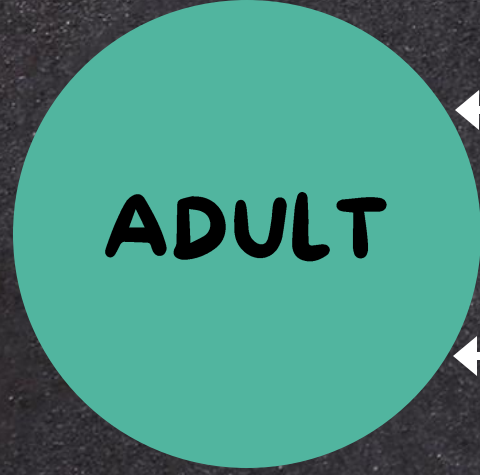
An adult doesn't force opinions on you as if talking to a child BUT will offer thoughts in the form of 'I think', 'I realise', 'I see', 'I believe' etc

WHEN/ WHY DO WE ENTER EACH STATE?

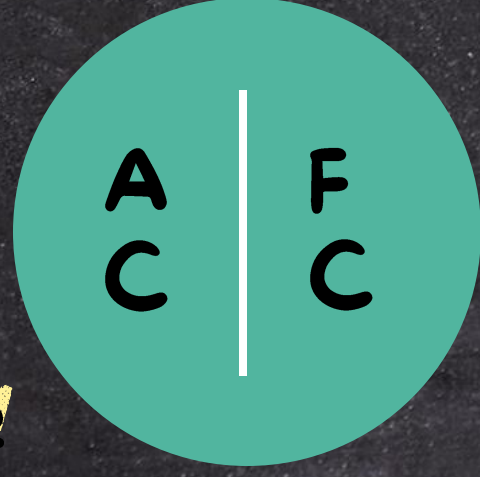
CHILD

- COMPLETELY NORMAL TO ENTER THE CHILD STATE – IT'S PART OF WHO WE ARE AND SERVES A FUNCTION OF OUR DAILY LIVES.
- AS THE CHILD STATE IS CLOSELY TIED TO EMOTIONAL RESPONSES IT IS NATURAL THAT WE ENTER THAT STATE DURING A CHARGED SITUATION, FOR EXAMPLE WHEN RECEIVING UNEXPECTED PRAISE OR CRITICISM.
- OUR UPBRINGING AND PAST EXPERIENCES CAN HAVE AN IMPACT ON HOW QUICKLY/ REGULARLY / EASILY WE ENTER THE CHILD STATE. PEOPLE'S EMOTIONAL DEVELOPMENTS CAN DIFFER. IF YOU WERE TAUGHT TO EXPRESS YOUR EMOTIONS AS A CHILD THEN YOU MAY FIND IT EASIER TO ENTER THE CHILD STATE.
- WHEN EXPERIENCING STRESS/ OVERWHELM. CAN MANIFEST AS A DESIRE TO SEEK COMFORT OR ESCAPE FROM THE STRESS (SIMILAR TO SEEKING SOLACE FROM A CAREGIVER).

TRANSACTIONS

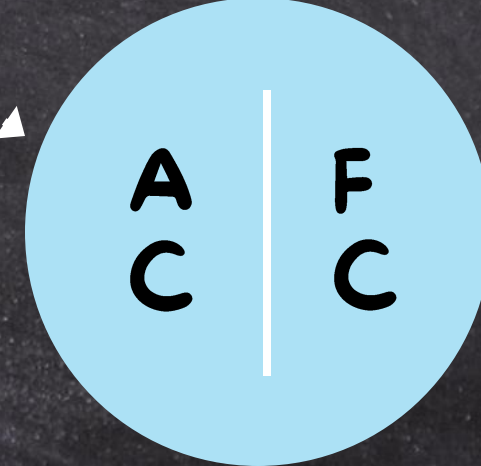
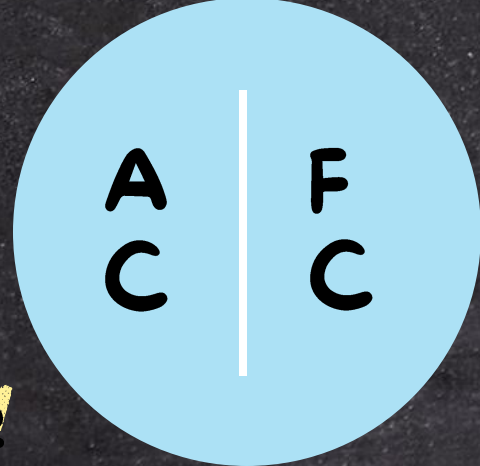
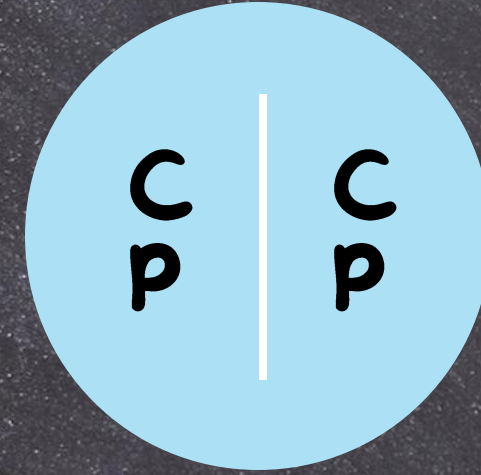
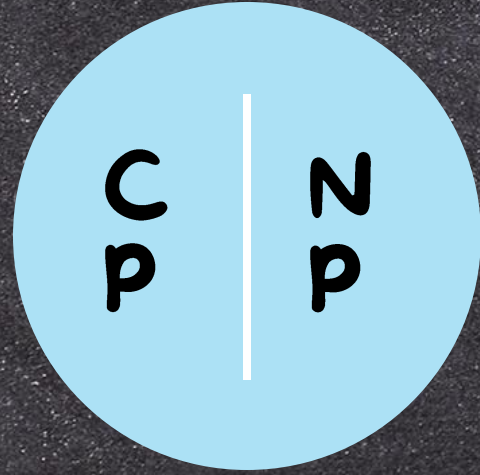


Complementary Transaction



TRANSACTIONS

Complementary Transaction



STIMULUS (S)

THE WORKSHOP IS REALLY BORING!
(JUDGEMENT FROM DOMINATING
PARENT)



Response (R)

Yes I don't know why they keep using this
trainer! (agreement from other Dominating
Parent)



→ (S) What did you discover from your exploration? (question from Adult)

(R) I found out that there had been due process followed and there is the correct documentation, (straightforward response from Adult)

→ (S) Why are you so lazy? You never follow up on what you commit to doing! (scolding from Dominating Parent)

(R) How dare you judge me like that? (reaction from Resistant Child)

STIMULUS (S)

Response (R)



(S) I'M FEELING SO LOST NOW THAT MY FAMILY HAS MOVED OVERSEAS (EXPRESSION OF SADNESS FROM SPONTANEOUS CHILD)

→ (R) LET ME GIVE YOU A HUG! (RESPONSE FROM NURTURING PARENT)

(S) LET'S GO OUT AND CELEBRATE SIGNING THAT CONTRACT! (EXCITED IDEA FROM SPONTANEOUS CHILD)

→ (R) GREAT IDEA! (MATCHING EXCITED RESPONSE FROM SPONTANEOUS CHILD)

STIMULUS (S)

Response (R)



(S) THE WORKSHOP IS REALLY BORING I (OPINION FROM DOMINATING PARENT)

(R) What shall we do that can change things? (Adult response - not joining the other person in moaning)

(S) WHAT DID YOU DISCOVER FROM YOUR EXPLORATION? (QUESTION FROM ADULT)

(R) More than you know. You never follow up on things! (judgemental response from Dominating Parent)

(S) WHY ARE YOU SO LAZY? YOU NEVER FOLLOW UP ON WHAT YOU COMMIT TO DOING! (SCOLDING FROM DOMINATING PARENT)

(R) I'm sorry. Please help me to plan differently so that I can deliver on time (initial response from Spontaneous Child and a shift into Adult asking for help)

STIMULUS (S)

Response (R)



(S) I'M FEELING SO LOST NOW THAT MY FAMILY HAS MOVED OVERSEAS (EXPRESSION OF SADNESS FROM SPONTANEOUS CHILD)

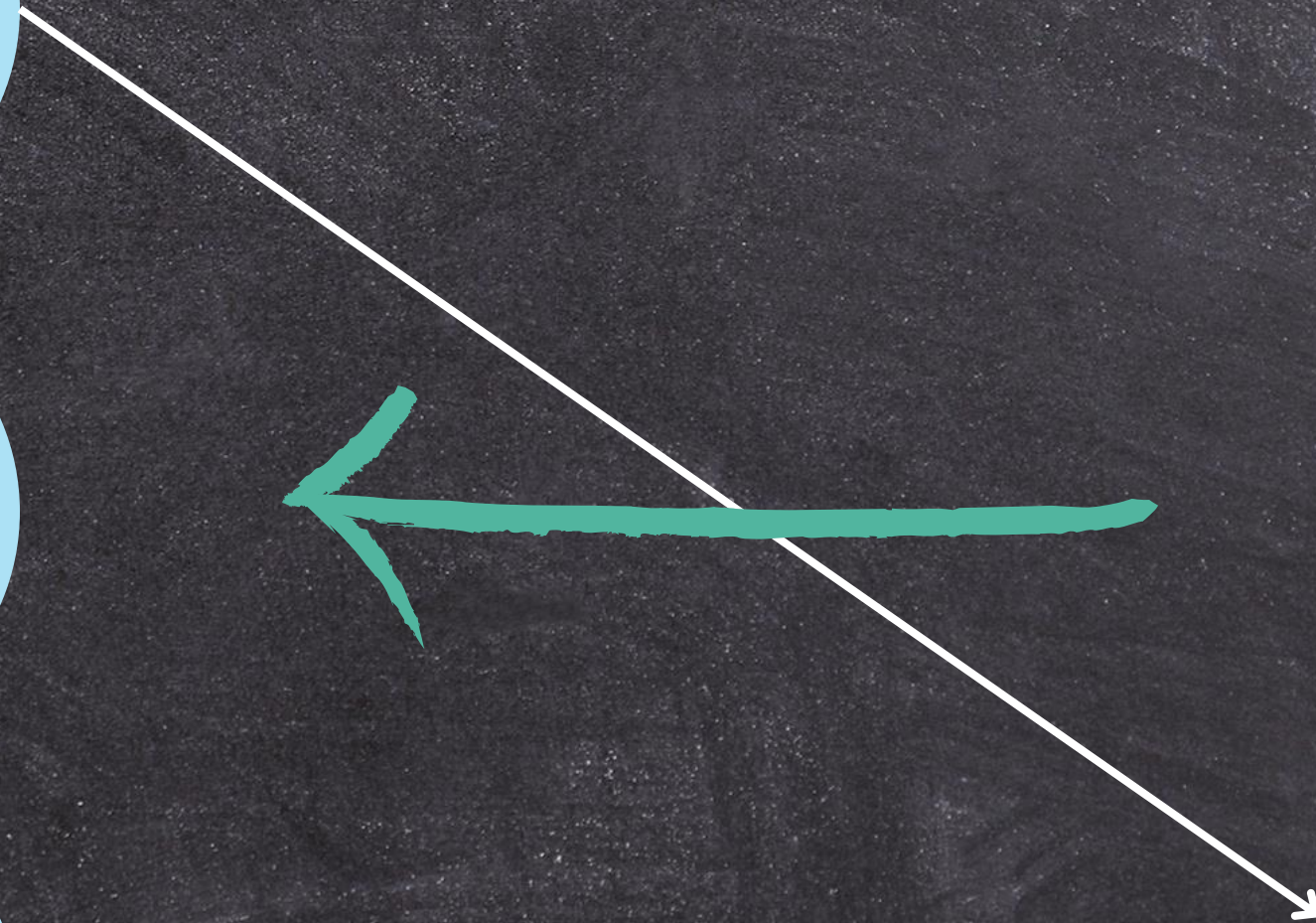
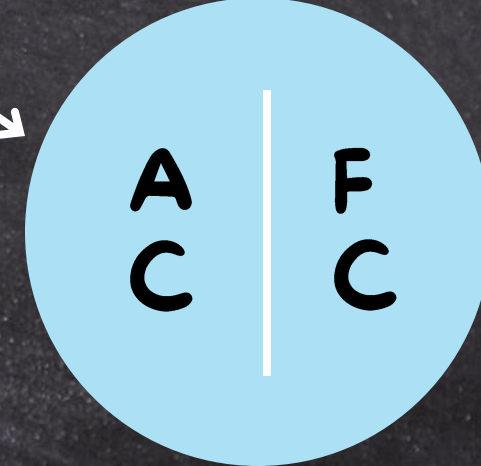
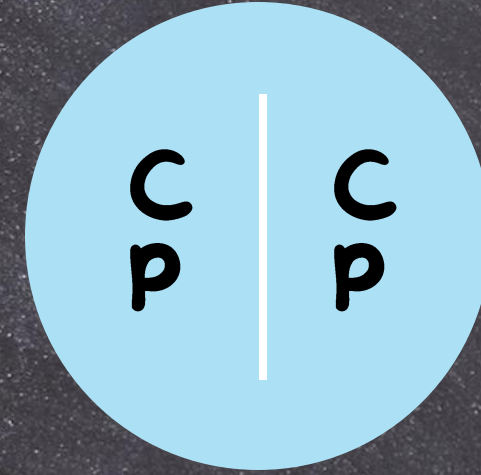
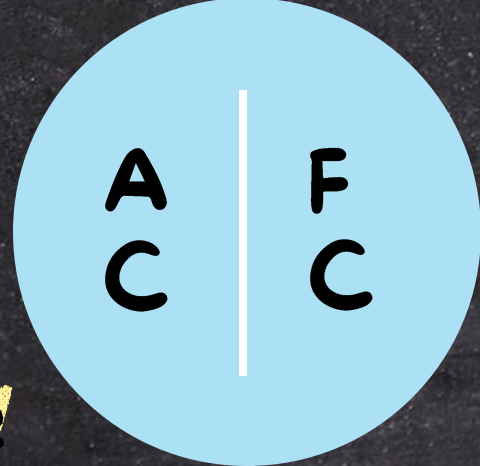
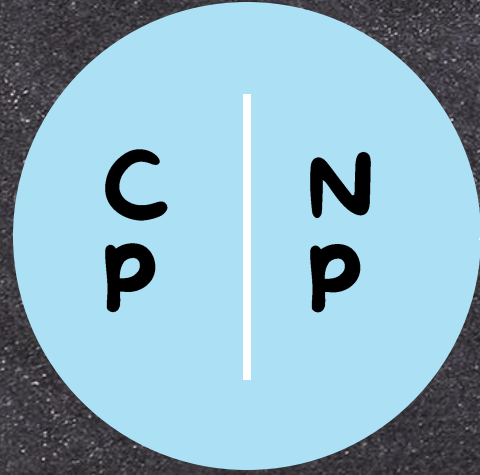
(R) That's what happens in today's age. You just need to get used to it! (unexpected response from Dominating Parent)


(S) LET'S GO OUT AND CELEBRATE SIGNING THAT CONTRACT! (EXCITED IDEA FROM SPONTANEOUS CHILD)

(R) I don't think that's a good idea. We need to be prepared for that important meeting tomorrow (response from Adult with a flavour of Dominating Parent stating the rules)

TRANSACTIONS

CROSSED
Transaction



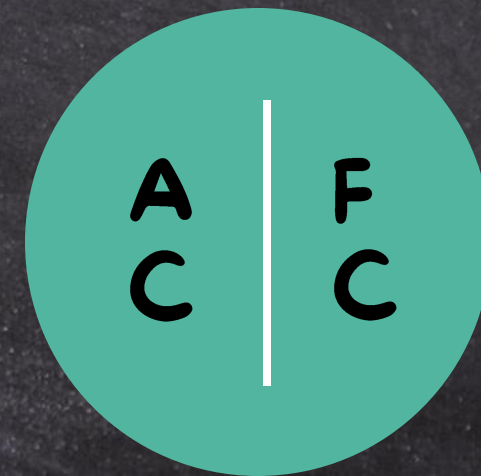
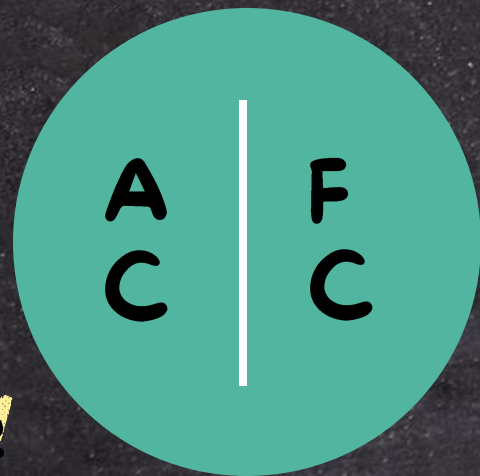
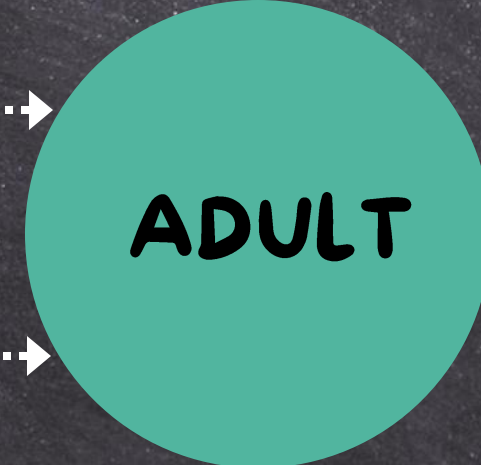
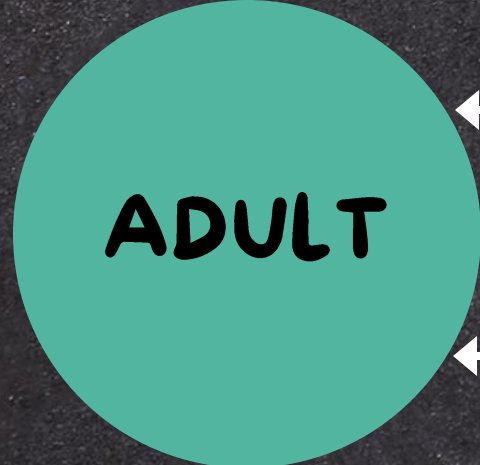


**"WHEN A TRANSACTION IS
CROSSED, A BREAK IN
COMMUNICATION RESULTS
AND ONE OR BOTH
INDIVIDUALS WILL NEED TO
SHIFT EGO STATES IN ORDER
FOR COMMUNICATION TO
BE RE-ESTABLISHED."**

Eric Berne

OCTOBER 2024

TRANSACTIONS ADJUSTED



WHEN A TRANSACTION IS
CROSSED THEN A
BREAKDOWN IN
COMMUNICATION HAPPENS.

In order for communication to
resume then one or both people
will need to shift ego state for
communication to be
reestablished.

ONE MORE...



FINAL POINT ABOUT TRANSACTIONS

- SOMETIMES JUST FOCUSING ON THE WORDS someone uses in an interaction can be misleading.
- In reality transaction is more psychological than social. The tone that people use (for example) makes a big difference:

ON THE FACE OF IT, THIS APPEARS TO BE AN **ADULT:ADULT** TRANSACTION, BUT THE TONE CAN CHANGE ITS PSYCHOLOGICAL MEANING.


EXAMPLE:

S "What did you do with my shirt?"

R "I put it in the drawer"


SO WHAT?

FIRST STEP IS TO HAVE AN INITIAL AGREEMENT ABOUT THE NATURE OF THE SUPERVISION, ESTABLISH SOME INITIAL RULES



HOW DO WE MAKE SURE THAT SUPERVISION IS A COMPATIBLE EXCHANGE?

This is in addition to typical ideas around confidentiality (for example).



- One person talks at one time.
- Focus on a clearly defined problem or issue
- Establish and agree the purpose of the session from the outset
- Agree on roles within the session (who presents the problem , who facilitates, who feeds back)
- Problem presenter stipulates the type of feedback that would be helpful.

A BREAK!



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THE "DILEMMA" ASKING GOOD QUESTIONS..

- 10 words maximum
- specific
- clear
- focused
- singular
- realistic
- easy to understand

EACH PERSON IN THE GROUP SHOULD THINK ABOUT A QUESTION THAT YOU WOULD LIKE TO EXPLORE WITHIN YOUR GROUP (THINK DEEPLY!)

WRITE IT DOWN – CLEAR
QUESTIONS ARE ESSENTIAL
FOR SUPERVISION

EXAMPLES OF A GOOD QUESTION...



INVOLVES THINKING DEEPLY ABOUT AN ISSUE, FOR EXAMPLE:

"JAKE CAN'T DO MATHS"
(VAGUE, UNFOCUSED, AND NOT A QUESTION)

"Will Jake ever learn maths?" / "Why can't Jake learn maths?"
(a question, but an impossible one – probably not what you want to know either...)

A BETTER QUESTION...



“WHY CAN'T I TEACH JAKE MATHS?”

(TAPS INTO THE THING THAT YOU MAY BE REALLY WORRIED ABOUT, BUT STILL MAY NOT GO DEEP ENOUGH TO BE HELPFUL FOR YOU).

THE REAL QUESTION...



"AM I A BAD TEACHER, IF I CAN'T
TEACH JAKE MATHS"?

Asking the **right/real** question gives you
helpful feedback...

STEP 1 GROUND RULES

5 MINUTES

FORM GROUPS OF APPROX. 4-6 PEOPLE
(IDEALLY ONES THAT YOU DON'T ALREADY
KNOW/ USUALLY WORK WITH)

ESTABLISH GROUND RULES RELATING TO:

- CONFIDENTIALITY
- TURN TAKING
- HANDLING SITUATIONS WHERE MORE THAN ONE PERSON KNOWS A 'CLIENT'



IN YOUR GROUP

- IN YOUR GROUP, HAVE EACH MEMBER COMPLETE THE SENTENCE:

**“WHAT YOU NEED TO
KNOW ABOUT ME, FOR ME
TO GET THE MOST AND
GIVE THE MOST TO THIS
GROUP IS.....”**



(THIS MAY CAUSE A CHANGE IN GROUND RULES.)

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STEP 2 CHOOSING A QUESTION

3 MINUTES

IN YOUR GROUP...

EACH PERSON READS OUT THEIR QUESTION TO THE REST OF THE GROUP.

- GROUP DECIDES ON WHOSE QUESTION TO FOCUS ON (OTHER QUESTIONS CAN BE ADDRESSED ON DIFFERENT OCCASIONS).
- ENSURE THAT CHOSEN QUESTION FITS WITH THE QUESTION CRITERION IN ORDER FOR THE PROCESS TO BE HELPFUL.
- QUESTION HOLDER BECOMES 'SUPERVISEE'.

STEP 3 JOB ROLES

1 MINUTE

(PERSON WHO HAS THE QUESTION BECOMES THE SUPERVISEE)

- ELECT A 'SUPERVISOR' (FACILITATES SUPERVISEES DISCUSSION)
- ELECT A 'SECRETARY' (BRIEF ANONYMISED NOTES)
- ELECT A 'TIME KEEPER'

SECRETARY THEN WRITES THE QUESTION DOWN ON A PIECE OF PAPER AND PLACES IT IN THE MIDDLE OF THE GROUP.

STEP 4 CASE PRESENTATION

- SUPERVISEE IS ALLOWED TO TALK FOR 5 MINUTES WITHOUT INTERRUPTION, OUTLINES THE CASE AND CONCERNS, ISSUES, FEELINGS, WORRIES.
- IF THE SUPERVISEE FINISHES BEFORE THE TIME THEN THE GROUP SITS IN SILENCE AND REFLECTS ON WHAT HAS BEEN SAID.
- SUPERVISOR'S JOB IS TO FACILITATE, BY ASKING OPEN QUESTIONS WHICH ALLOW THE SUPERVISEE TO EXPLORE THE PROBLEM, ENSURE THAT THE SUPERVISOR DOES NOT DOMINATE THE SESSION.
- REST OF GROUP LISTENS SILENTLY.

7-12 MINUTES

- UPON COMPLETION, SUPERVISOR CHECKS THAT THIS IS STILL THE QUESTION THAT WOULD LIKE TO BE ASKED. (THIS MAY HAVE CHANGED). MAY NEED TO REPEAT THIS STEP IF QUESTION HAS CHANGED SUBSTANTIALLY – MAX 3 MINUTES ON SECOND ATTEMPT.
- ENSURE THAT THE QUESTION IS CORRECT BEFORE PROCEEDING.

STEP 5 REFLECTING POOL

ASK THE SUPERVISEE WHAT TYPE OF FEEDBACK THEY WOULD LIKE (MUST BE COMPATIBLE WITH QUESTION):


GROUP WORKS HARD TO OFFER IDEAS WITHIN THE CHOSEN METHOD, SECRETARY TAKES NOTES AS WELL AND CONTRIBUTING. FACILITATOR ENCOURAGES WHERE NECESSARY. SUPERVISEE IS SILENT DURING THIS PROCESS AND IDEALLY TURNS AWAY.

10 MINUTES


1. ADVICE
2. BRAINSTORMING
3. FLIP THE QUESTION
4. REFLECTING TEAM
5. SHOW ME
6. SOUNDING BOARD
7. IN X'S SHOES
8. OTHER.

STEP 6 ACTIONS


3 MINUTES




SECRETARY
SUMMARISES
ANONYMISED,
SUGGESTIONS AS
NEEDED.



SUPERVISEE
DESCRIBES 1 OR 2
NEXT STEPS
BASED ON THE
FEEDBACK
(RECORDED BY
SECRETARY).



SUPERVISEE
THANKS THE
GROUP; COMMENT
ON HOW THE
PROCESS FELT.



SECRETARY
PRESENTS
SUPERVISEE
WITH NOTES.

STEP 7

2 MINUTES

- FACILITATOR COLLECTS FEEDBACK FROM THE REST OF THE GROUP ABOUT THE PROCESS.
- THIS IS AN IMPORTANT STEP IN ORDER TO ALLOW THE SESSIONS TO EVOLVE OVER TIME.
- WHILST IT IS COMPLETELY POSSIBLE TO WORK WITH DIFFERENT PEOPLE, IT CAN BE MORE EFFECTIVE TO HAVE A CONSISTENT GROUP.
- CLOSE/ ROTATE ROLES (CAN START AT STEP 3 ON SECOND OCCASION ONWARDS).

ACTIVITY

- Practice using this model with your group.
- Switch roles after each session
- Take care to keep to time – this is essential!
- Get ready to briefly feedback to the rest of the group at the end of the session.

1 Please arrange to meet with your supervision group to practice supervision at least once before the December session.

2 After the first session, please take the problem-solving session and try to run a session with other staff in your school.

3 Please come back to me in the meantime if it is helpful to discuss anything.

4 Get ready to feed back at the start of the next session.

NEXT TIME...



THANK YOU FOR LISTENING



IF YOU WOULD LIKE TO
EXPLORE MORE
TRAINING,
INFORMATION OR
EDUCATIONAL
PSYCHOLOGY
SUPPORT, REACH OUT:

**EDUCATIONAL
PSYCHOLOGY**

**SUPPORT AND SERVICES
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