

Deliberate Practice Session 3: Guidance for coaches

This is the third and final deliberate practice session. The following guidance has been provided to leaders:

Your deliberate practice session will allow you the opportunity to practice an area of learning and development related to any area of the curriculum or your role as a leader you would find helpful.

This could be related to one of our previous topics (giving feedback, practising your public narrative, conversations around Equity, Diversity & Inclusion) or could draw more widely on conversations or challenges you are having in your role. Some further examples of this might be influencing upwards, influencing across or with external agency colleagues or conversations about wellbeing with staff

Leaders have been provided with an example and a template which can be found at the end of this document.

What are the outcomes of your deliberate practice session with leaders?

By the end of your session, leaders will have:

- Deliberately practised their identified area
- Received feedback from their coach and peers and had the opportunity to re-practise based on that feedback

If leaders are having difficulty identifying a scenario...

If any leaders are having difficulty identifying a scenario to work on, you could remind them of some of the key themes they have covered, previous exercises, or reflect on a conversation/exchange they have had that they wished had gone differently.

We wanted to share some guidance for one potential route to take if there is a requirement for more structure in the session.

A theme we have visited throughout the Pathway 2 curriculum is resilience and wellbeing so this may be one common area leaders could draw easily on. Some leaders will have completed a self-selected module on 'Surviving and thriving as a leader in children's social care' as part of their options.



Dates and times

- Running between 1 and 26 April 2024
- 1.5-hour session

How might you structure it?

Structure and timekeeping will support you to give leaders equal opportunity and feedback from the group so we would recommend outlining the time each scenario would be given.

1. Warm the context – 7 minutes

- Share the outcomes (see above)
- Explain how the session will be structured

2. Practice time – 75 minutes (approx 15 minutes per leader). Please note that during the set-up period, the leader will use their preparation sheet and communicate 3 areas to others

- The area I would like to practice and what I want to achieve
- The people I am speaking to
- The success criteria on which I would like feedback



3. Reflection and debrief



- How they found the process from planning and thinking of an example to the session itself
- What they have learned from others and what they will do next

What snags or sticking points might you want to be aware of?

- The session becoming an open discussion forum – as this is the final session, you could encourage the group to retain these relationships and space for future discussion and remind them that this is a practical space
- Not sticking to timings – could ask a person for each round to keep timings or set timer on a phone
- Coming without any inspiration – could ask them to go last so they have some opportunity to see how others have done it
- Not wanting to ‘do it’ – allay fears by creating a safe space, discussing the benefits of practice and how it’s an opportunity to ‘fly the plane without any passengers on it!’

Template shared with leaders

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Please complete this document and bring it to your deliberate practice session to help you with getting the most out of the session. There is an example on the second page that might be useful to refer to.

Context setting	Details
The area I would like to practice is: What I want to achieve is:	



The person(s) I am speaking to is/are:	
The success criteria that I would feedback on is/are (no more than 3 areas):	
Please use the space below to plan for your practice (please note that there is no need for others to play a role)	

An example

The area I would like to practice is:	Opening up a conversation in group supervision with my supervisees about the concept of vicarious resilience and how it might benefit our individual and collective wellbeing.
What I want to achieve is:	There is a very established narrative around vicarious trauma in the team, however I would like to create room for my supervisees to explore vicarious resilience by contrast and feel safe in discussing what they can learn from it, so in the long term they see the power of changing our narratives.
Self and the person(s) I am speaking to are:	My team members are made up of 5 social workers and one advanced practitioner who are working in family safeguarding. As this is a well-established team with some key longstanding members, I am aware that there can be a fixed mindset approach to things and am mindful of how I navigate that while remaining respectful of their thinking.
The success criteria that I would feedback on is/are (no more than 3 areas):	<ul style="list-style-type: none">• Understanding that my team members will have different perspectives and experience in relation to trauma and resilience• Clarity about what the benefits of vicarious resilience look like in practice• Curiosity in terms of allowing space for people to share their thoughts
Please use the space below to plan for your practice (please note that there is no need for others to play a role)	



Recognise that we have different perspectives on this concept within the group. That we can learn from each other and can only do this if we feel safe to communicate where we are at and any challenges or barriers we may be facing.

Recognise that we need to be respectful, and open to others and that we should maintain curiosity while being sensitive to others and that there will be an opportunity to debrief at the end about how people felt about the introduction of this concept in the supervisory space.

Share some detail about the concept:

Vicarious resilience

Whilst concepts of vicarious trauma are well known throughout the profession, there is also a concept of vicarious resilience

Hernandez-Wolfe, Pillar (2018)

- This concept highlights how, as well as being affected by the trauma of service users' experience, as professionals we can also learn from those we work with and be positively affected by people's strength, and how children and families cope with adverse events.
- Whilst there are complexities to this idea and you might want to develop your understanding further, examples of the learning for professionals cited include:
- Changes in life goals and perspectives
- Client-inspired hope
- Increased self-awareness and self-care practices
- Increased capacity for resourcefulness
- Increased recognition of spirituality as a therapeutic resource
- Increased consciousness of power relative to social location

Pause and ask team members for their thoughts and reflections.