# 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 provides a valuable opportunity to practice an area of development with your peers. This can be related to any area of the Pathways programme curriculum or your role as a leader.

Here are some ideas as what you could use this final session to practice:

* One of our previous deliberate practice topics
	+ Giving feedback
	+ Practising your public narrative
	+ Conversations around Equity, Diversity & Inclusion
* A live conversation or challenge you are currently having in your role, for example:
	+ Influencing upwards or across
	+ Influencing external agency colleagues
	+ Conversations about wellbeing with staff

The session will be most useful for you and fellow leaders if you prepare in advance.

Please use the **Deliberate Practice 3 template** below to prepare and bring it to your deliberate practice session (this should only take around 10-15 minutes and will make a big difference to how you can engage with the session)

(The template referenced 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.
* Had the opportunity to re-practise based on feedback.

## If leaders are having difficulty identifying a scenario…

* Remind them of some of the key themes they have previously covered (above), reflect on a conversation they have had recently that they wished had gone differently or practice a conversation they are going to have and feel nervous about.
* 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

* Sessions will take place between 03 June 2024 – 21 June 2024
* Sessions last 1.5-hours.

## Suggested structure

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 the structured.
1. **Practice time – 75 minutes (approx. 15 minutes per leader).**

|  |  |
| --- | --- |
| **Allocate roles and set up:****A**Leader (L)​**B** Team member (TM) **C** Team member (TM)**D** Team member (TM)E Team member (TM)Please note that during the set-up period the leader will use their preparation sheet and communicate 4 areas to others as per the template.1. The area I would like to practice.
2. What I want to achieve.
3. The people I am speaking to.
4. The success criteria on which I would like feedback.
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| **Practise, get feedback, practise again**​.​**4 min:**L practices**6 min:**TM gives feedback to L:**“It was effective when..."**​**"Next time you could..."**​**4 min:**L practices again based on feedback. | Website  Description automatically generated with low confidence |
| **Rotate roles and repeat**​.​**Use the same timings for each person.** | Website  Description automatically generated with low confidence |

1. **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

## If things don’t go to plan: some potential situations and ideas to address them?

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| --- | --- |
| Leaders do not stick to the practice structure, and it becomes a general discussion or lacks focus | Remind leaders that this is the final session, and it is important that they use it to practice but that they should exchange contact details (if they haven’t already) to maintain these relationships and continue conversations beyond the programme.  |
| Not sticking to timings.  | Agree a warning signal (1 minute to go!) , ensure that there is someone keeping timings or set a timer on a phone. |
| Leaders attending without a focus or idea to practice. | Suggest that they go last so they have some opportunity to see how others have done it (this may help generate ideas for their own situations). |
| Not wanting to ‘do it’.  | Allay fears by creating a safe space, discussing the benefits of practice and how it’s an opportunity to test out ideas in a safe environment. |

Template shared with leaders.

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The session will be most useful for you and fellow leaders if you prepare in advance.

Please use the template below to prepare and bring it to your deliberate practice 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)** |
|  |

**Deliberate practice template example**

|  |  |
| --- | --- |
| **Context setting** | **Details**  |
|  The area I would like to practice is:  |  Opening 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.  |
|  The person(s) I am speaking to are:  |  My team members: 5 social workers and 1 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):  |  1. Understanding that my team members will have different perspectives and experience in relation to trauma and resilience.

 1. Clarity about what the benefits of vicarious resilience look like in practice.

 1. 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  |