



SUPERVISION FOR ACCREDITED PLAYBACK THEATRE TRAINERS

**Supervision is a dialogue that supports reflective practice
- in this case an opportunity to reflect on your work as a Playback Theatre
trainer. It takes place with one or more people, peers and/or a supervisor,
with the purpose of developing and maintaining excellent training.**

Accredited Playback Theatre Trainers are required to get supervision in order to remain accredited. Please also see “Supervision for Accredited Playback Theatre Trainers – More Information.”

1. Purpose of supervision in the context of Playback Theatre training: a)

Normative: a place to ensure that standards of good practice are upheld; b)
Supportive: a place to think together; to consult with experienced colleagues
about playback training and its impact; to receive emotional support in the face
of difficulties and complex dynamics; to explore options;
c) Educative: to learn from/with an experienced colleague or group; to share
good practice.

2. Forms of supervision (this can also take place by Skype as well as face to face): a)

One to one with a peer: (advantage is that this can be local, and
perhaps more easily arranged than other models);
b) Peer group: (advantage is that it generates collegiality amongst peers in
a local region);
c) Facilitated group: (advantage is that the role of supervisor is held by one
person, with others in the group able to focus on reflecting and learning);

We recommend that trainers organise supervision for themselves according to
what works for them. We recommend that all trainers take part in a facilitated
group at least every two years, if possible.

3. Who can supervise Playback Training work:

We recommend supervision with an accredited playback trainer where possible.
However, as the number of accredited trainers builds up, valuable supervision
can also take place between peers (for example, colleagues from your
Leadership class) including those who are not yet accredited trainers. A
competent and experienced playback practitioner, leader and trainer can provide
valuable supervision.

Both supervisor and supervisee should be mindful of the Code of Ethics for Playback Theatre Trainers and Practitioners.

4. Frequency and quantity of supervision:

The requirement is a minimum of 1 hour of supervision to 20 hours of teaching. The amount of supervision undertaken will, therefore, vary according to the amount of playback training delivered. If you are teaching only rarely, your need for supervision will be less. In general, we recommend discussing training events in supervision before and after the event, especially when a training topic is new for you. A longer training might benefit from supervision while it is ongoing, for example, two or three phone calls or emails to check in with a supervisor during the training course.

5. Renewal

Your renewal application should include a statement of your hours of training delivered, and hours of supervision received. We suggest but don't require you to note the topics discussed in your supervision sessions.

- MORE INFORMATION -

This document is intended to stimulate ideas rather than prescribe how supervision is used.

The supervision process:

Supervision is about support—in this case, for a Playback trainer. It's a chance for a trainer to speak about how her or his work is going; to explore questions, challenges, or conflicts that have come up; and to gain insight and further skills.

It's also a way to maintain integrity and standards of practice in our field, by allowing other experienced trainers to understand and comment on our work. We can help each other provide the best possible training to our students.

The supervision session:

In a supervision session, the supervisor and supervisee give their full attention to whatever issues or questions the supervisee brings up.

In a group supervision session, the supervisor and the rest of the group focuses on one person or one theme at a time.

In a peer supervision session, whether a group or one-on-one, each person might take turns as the one whose work is in focus.

To be efficient, it's useful for a supervisee to prepare ahead of time how they would like to use the session.

Supervision provides an opportunity to reflect on the successes and challenges of playback training.

We can dialogue about the work, critique it and consider what we want to celebrate and hold on to, what we might have done differently, what is taking us (or has taken us) to a learning edge.

It's an opportunity to ask questions of a colleague, eg 'How do you respond when...?' 'Have you ever had to...?'

It's an opportunity to share creative ideas and good playback training

practice. A supervision session, of course, can include action as well as

talking. Supervision can also take place by Skype as well as face to

face.

Topics that might come up in supervision:

- Planning a training programme (eg. 'This is the setting and goal of the training event and here is my plan. What do you think of it? Any suggestions?'); • Setting up access to reflective support during an upcoming training event— 'Could we talk at the end of Day One?';
- Managing unforeseen challenges, eg. conflicts between participants, challenges to the trainer, working in a difficult environment etc;
- Evaluating the work (this might include looking together at participant evaluation forms, and holding in mind the Code of Ethics);
- Considering further development needs of the supervisee in the light of the above.