

Practice
Tool

Time 60 minutes



Intervision model of group supervision

Format: online or in person

- > Intervision is a peer-led model of group supervision. The various roles are shared within the group and members swap roles from session to session.
- > This can be a helpful model to begin with if you are unsure about facilitating a group process.
- > **Basic principles:** one person presents, one person facilitates, one takes notes, and the rest reflect as a team on the presented challenge. At no point is there direct interaction between the reflecting team and the presenter. The facilitator guards ground rules and time.

How to use intervision:

1. Group: deciding on roles (2 minutes)

Who wants to present a situation? Who facilitates and who takes notes? It is helpful if participants can think of a challenging situation in advance.

Tip: Remember, practice situations that left you with a feeling of unease, or generated more questions than answers, could enable the most valuable learning.

2. Presenter: presentation of a challenging situation (5-10 minutes)

The person presenting the situation describes their challenge:

What exactly happened?

What was difficult?

How did I feel?

What would I have liked to happen?

3. Presenter: my question for the intervision session (2 minutes)

The presenting person draws the group's attention to a main question in relation to the situation for them to discuss.

Tip: If the discussion is online, the presenter then turns off their camera and goes on mute. It is helpful if everyone notes down the question so that they can see this during the discussion.

4. Participants (without presenter) – reflections on situation (15 minutes)

Each participant shares their observations, suppositions and insights: Why might this situation have evolved the way it did? What underlying issues might play a role? Why did the people involved behave the way they did?

The note taker notes briefly the ideas and themes during the discussion. Once the discussion has concluded, the note taker provides a quick summary.

Tip: The presenter may find that they remember additional information, or the group members have more questions. Hold on to these and, as a group, work with the information you have (as in practice, this tends to be incomplete).

5. Presenter: feedback on reflections (5 minutes)

The presenter chooses the discussion points or notes that resonate the most with them and gives a rationale for this choice. The group will consider these points in more depth in the next round of discussion.

Tip: Remember, this is not about the people who have provided the ideas, but about the ideas themselves. Which ideas would you as presenter like the group to explore further?

6. Participants (without presenter) – reflection on the question of the presenter in relation to the key points they chose (15 minutes)

Following up on the ideas that resonated with the presenter, each participant shares their ideas in relation to answers or solutions to the question posed. Again, the note taker takes short notes.

Tip: If the discussion is online, the presenter turns off their camera and goes on mute again.

7. Presenter: feedback on ideas (5 minutes)

The presenter chooses the discussion points or notes that resonate most with them and explains why.

8. Summarising by the presenter (5 minutes)

The presenter summarises their learning and experience (I realised that...; I would like to try...; I noticed that...) and thanks the group.

9. Each participant sums up their learning

This could be a learning slogan, a maxim or principle, or the most important thing to take away.

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Adapted from Staempfli, A. (2019.) *Intervision model of peer led group reflection*. Research in Practice.