

## APPENDIX 4

### Morrison's 4x4x4 Supervision Model

The policy utilises Tony Morrison's 4x4x4 model of reflective supervision as its basis, whilst also acknowledging and incorporating the use of different operational models of practice across the directorate, including Signs of Safety and Outcomes Focussed, Strengths based practice, both operational models are compatible with reflective supervision.

Morrison's model identifies four functions of supervision that the supervisor should address, although it is recognised that it may not be possible to cover all four aspects in every supervision session. The four functions

Quality of assessment, decision-making and intervention is at the heart of the 4x4x4 approach to reflective supervision and hinges on the four main functions of supervision:



Managerial and Accountability Function



Developmental and Educational Function



Supportive Function



Mediation/ Advocacy Function

It is not necessary to have a complete balance of the four functions in every supervision session, but it is important not to let any one of them consistently dominate. Supervisors and supervisees should monitor any tendency to concentrate on one function and think about why this may be happening.

### The Managerial and Accountability Function

...is concerned with ensuring that the work of the supervisee is carried out to the Directorates expectations and standards:

Managers taking responsibility for supervising their staff and monitoring the quality of their work

Ensuring supervisees are clear about their roles, responsibilities and statutory obligations

Ensure supervisees understand and follow all Directorate policies, procedures and adapt to changes and developments in practice

Ensure supervisees act in the best interests of individuals

Ensure supervisees are clear about the purpose and practice of supervision

Promoting reflection, establishing clear and appropriate priorities and subsequent action plans for evaluation

Supervisees can develop bespoke outcomes focussed plans in partnership with individuals/families

Maintain case records that demonstrate analysis, decision making and professional judgement

Balancing feedback on positive practice and performance and identifying and addressing areas for development

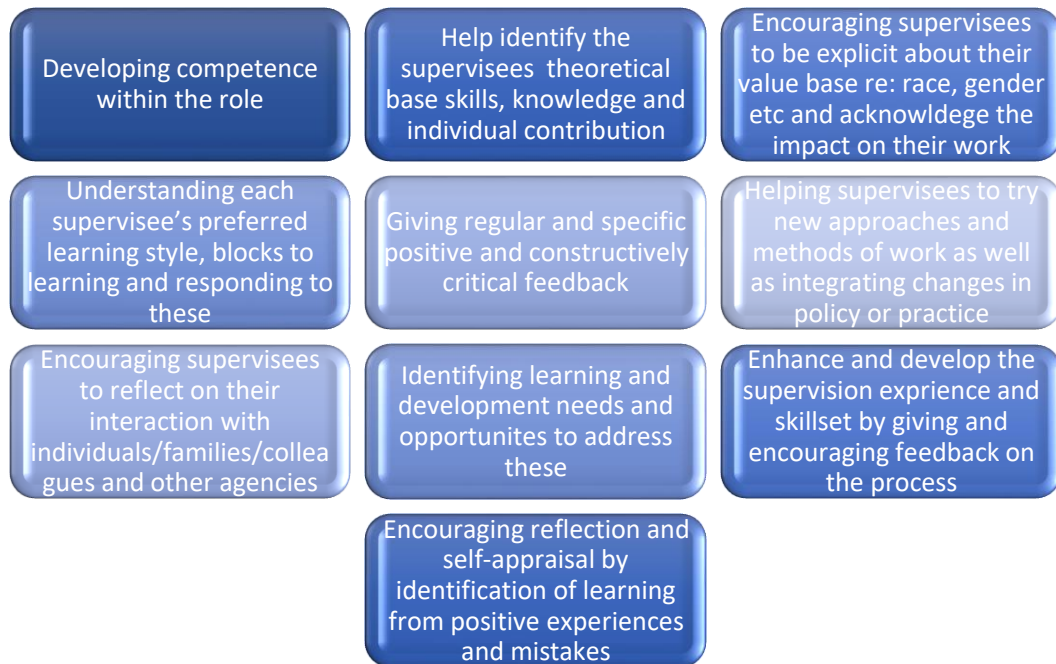
Embedding and promoting equity and anti-discriminatory practice

Promoting team cohesion and multi-agency working

Promote the management of professional difference constructively

## The Development/Educational Function

The supervisory process is a key element in the continuing professional development and education of staff. Supervisors can help staff reflect on their current performance, identify development and education needs including:



## The Supportive Function

The nature of the work carried out in the Directorate can mean that staff are faced with difficult situations, uncertainty, and stress. An important function of supervision is to help staff cope with these difficulties by:



## The Mediation/Advocacy Function

This function is concerned with building the relationship between the individual and the Directorate as an organisation, and includes:



The link below is to a short video that explains the model simply.

<https://www.researchinpractice.org.uk/all/content-pages/videos/the-4x4x4-supervision-model/>