



Anti-racist supervision

This prompt sheet has been developed to be used alongside the film ‘**Anti-racist supervision**’. It will give you an opportunity to explore some of the areas of discussion highlighted in the film in more depth.

Please watch the film first before reading this.

Talking about anti-racism in supervision

In the film the contributors highlight two core functions of anti-racist supervision. Anti-racist supervision:

- 1) Challenges practitioners to think deeply about any biases, assumptions or organisational constraints that may be influencing their work with children and families from Black, Asian and minoritised ethnic groups and reflect on what it means to practise in an anti-racist way.
- 2) Actively supports the wellbeing and development of practitioners from Black, Asian and minoritised ethnic groups by acknowledging the potential impact of racism and providing opportunities for practitioners to talk about career aspirations and progression.

However, they also note that:

- > Talking about racism can make us feel uncomfortable.
- > Practitioners often report that conversations about racism do not routinely occur in supervision.
- > If we don't talk about racism in supervision, we can unwittingly re-inforce inequality.
- > Managers of practice supervisors should ensure there is a focus on anti-racism when observing supervision and giving feedback.
- > Anti-racist supervision needs to be a long-term commitment within the organisation.



Reflective points to consider

- > What points resonated for you when you watched the film?
- > Do you think that we talk enough about power, privilege and racism in supervision?
- > Has the film challenged you to think about doing anything differently (as a supervisee, supervisor or team member)?



Challenge questions: applying learning within your organisation

- > What conversations need to take place in your organisation in order to focus on anti-racist supervision? How might you contribute to these?
- > How can colleagues from Black, Asian and minoritised ethnic groups be supported to fulfil their professional aspirations and to move into more senior roles? What role can you play in supervision to support this?
- > Do your organisation's supervision policies and procedures include a focus on anti-racism? How might these be adapted to do so? For example, supervision agreements, individual and group supervision agendas and recording templates.
- > Do observations of supervision happen within your organisation? Do they include a focus on anti-racism?

Additional information you may find useful

- > This **knowledge briefing** explores how organisations can remove organisational barriers and proactively support the progression of Black, Asian and minoritised social workers into management positions and senior leadership roles.
- > The following tools can be used to support anti-racist supervision:
 - **Developing cultural competence** supports practice supervisors to reflect on the barriers that prevent a culturally-diverse staff group from being represented at all tiers within an organisation.
 - **Critical conversations in social work supervision** provides guidance about how practice supervisors can engage in conversations with supervisees about the impact of racism and other forms of structural inequality in order to develop culturally sensitive and inclusive supervision spaces.
 - **Exploring diversity in supervision** supports practice supervisors to explore the significance of race, culture, ethnicity, asylum-seeking status and faith when talking about children and families in supervision.
 - **Hearing the voices of children and families in supervision** prompts practice supervisors to use different kinds of reflections in supervision to explore the lived experiences of children and families.
 - This short **briefing** outlines how senior managers and strategic leads can support practice supervisors to ensure that understanding the lived experience of children and families is a central element of social work practice.
- > You can download three tools to support the process of observing supervision:
 - **An evidence informed approach to observing supervision**
 - **Preparing to observe supervision and give feedback**
 - **A template to guide you when observing supervision**

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