

Using Progressive Focusing In Your Supervision

If you print out the progressive focusing diagram it can be a useful tool when used in the following ways:

- Begin by having the illustration by you when you work and when you are with your student/trainee, until you become familiar with the four areas. Then try frequently checking out yourself and your activity. As a supervisor you might expect to be constantly moving around all areas of the diagram.
- Also use the figure to help you think about 'where your student/trainee is at' in this way as you talk together. Perhaps you can identify your student/trainee as being located more in one area than the others? Is this helpful? Are there ways to make your student/trainee more aware of the type of talk (professional or everyday) they are using and the level (global or local) at which they are operating?
- Consider asking questions, or talking and explaining, in a way that requires your student/trainee to move between levels and ways of talking. For example:
 - 'How would you put that in everyday/professional language?'
 - 'You've just had a lengthy talk with Mrs X. Try describing this to me as one professional to another.'
 - 'Would it be helpful to think about what that means at a national/local level?'
 - 'You've described that very well to me as a professional – how would you put it to a client?'
 - 'You understand the policy on this, how would this apply in your day to day work?'
- Examine whether your talk with a student/trainee tends to be based more in one area of the diagram, depending on the situation you are both involved in. If that is the case, as you are working together, try out another area.

