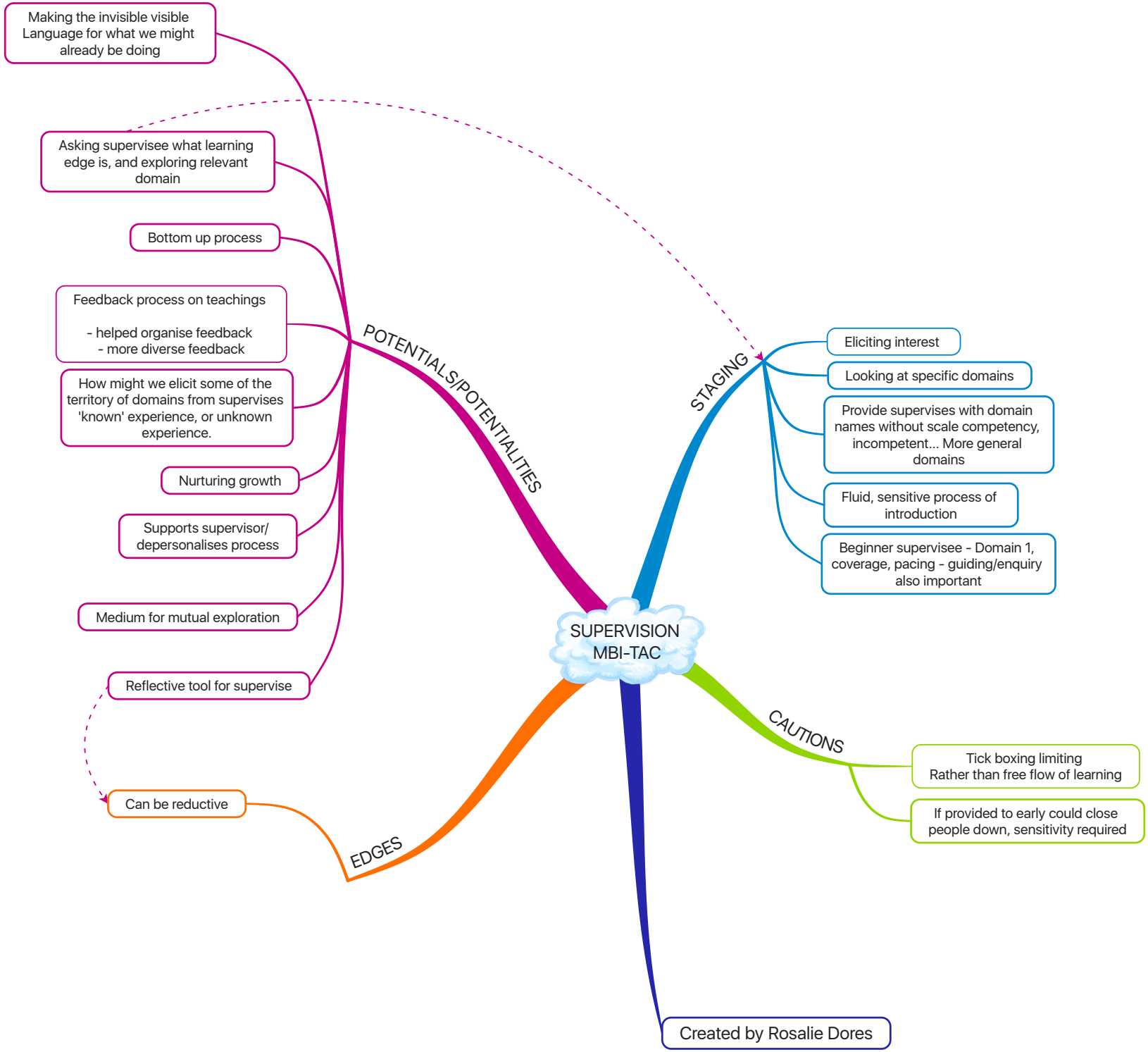
SUPERVISION
MBI-TAC
POTENTIALS/POTENTIALITIES
Making the invisible visible
Language for what we might already be doing
Asking supervisee what learning edge is, and exploring relevant domain
Bottom up process
Feedback process on teachings
- helped organise feedback
- more diverse feedback
How might we elicit some of the territory of domains from supervises 'known' experience, or unknown experience.
Nurturing growth
Supports supervisor/ depersonalises process
Medium for mutual exploration
Reflective tool for supervise
STAGING
Eliciting interest
Looking at specific domains
Provide supervises with domain names without scale competency, incompetent... More general domains
Fluid, sensitive process of introduction
Beginner supervisee - Domain 1, coverage, pacing - guiding/enquiry also important
CAUTIONS
Tick boxing limiting
Rather than free flow of learning
If provided to early could close people down, sensitivity required
EDGES
Can be reductive
Created by Rosalie Dores