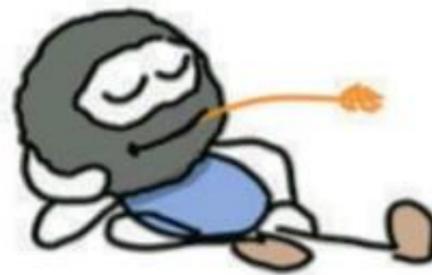


# STOP, STAY, (RE)START



STOP



STAY



RE START

**STOP:** Pause, notice and acknowledge data without judgement, be aware.

**STAY:** Explore, dig deep, question assumptions and make meaning. 'Wash away' and fill the 'toolbox' Uncover and experiment with physical-emotional-mental-spiritual-sensations.

**(RE)START:** Re-calibrate, integrate new learning, practice. SUPERvision enables us to be at our best with clients.

*(Artwork by Alexandre Goubin)*

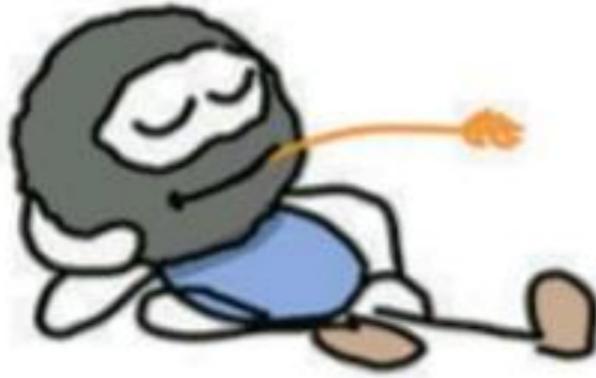
This non-linear process approach to reflective SUPERvision gives SUPERvisees (leader, coach, therapist, teacher...) a simple, repeatable way to slow down experience, learn from it, and carry that learning forward into real practice.

The rhythm of Stop, Stay, (Re-)Start makes for intentional reflection and creates a container that balances psychological safety with challenge: enough structure to prevent reflection becoming vague rumination, and enough openness to surface what matters in the work, in the relationship system around the work, and in the person doing the work.



**Stop** is the purposeful pause. In reflective practice literature, the quality of learning is shaped by our ability to notice experience as it's happening (Schön's reflection-in-action) and to make sense of it later (reflection-on-action). In SUPERvision, Stop becomes a short, grounded moment of data-gathering without judgement: what happened, what was felt in the body - somatically, what assumptions appeared, what the energy did, what impact was created, what the relational field signalled.

Preflection can sit right here too: before a challenging session, an ending, a board meeting, or a difficult contracting conversation, the SUPERvisee pauses to ask, what do I want to be true about how I show up, what might pull me off-centre, and what resources will I bring online?



**STAY**

**Stay** is where meaning-making becomes developmental. Research on experiential learning (Kolb) and critical reflection (Mezirow) suggests that insight deepens when we examine frames, test assumptions, and consider alternatives, rather than simply replaying events.

Staying with the moment in SUPERvision invites the SUPERvisee to explore their ways of showing up: thinking style, needs for control or certainty, sensitivity to power, cultural lenses, attachment to outcomes, and habitual responses to conflict and ambiguity. This is also where a systemic lens strengthens the work: noticing patterns across stakeholders and situations plus time and environments, roles being invited, loyalty binds, unspoken norms, and what is co-created in relationship.

Of importance is prefection: the forward-looking reflective move that helps a SUPERvisee prepare for what's coming, not just make sense of what's been. What if the same continues, what if I chose a different stance? Preflection enriches thinking as it focuses on application by widening the inquiry into the future: if this pattern repeats next week, what are the early signals, what choice points will appear, who can I show up as to create more impact, and what would a more mature response look like in the moment?



## RE START

**(Re-)Start** is the bridge from reflection to future professional experience and reflecting in the moment on conscious actions chosen. Reflective practice is often judged by transfer: whether learning changes future action and decision-making in context (learning-at-work perspectives are useful here).

In SUPERvision, (Re-)Start can be framed as recalibration and rehearsal: what will you do differently, what will you practise, what will you notice earlier, what support do you need, and how will you hold yourself accountable without harshness?

Preflection becomes a practical design feature at this point: the SUPERvisee identifies one or two “if/then” intentions for upcoming work (if my energy spikes, then I slow my pace and check my assumptions; if silence appears, then I name it and re-contract for what’s needed). This makes development portable across contexts because it’s anchored in principles and self-awareness, not just techniques.

The wider benefit of this approach is that it develops the person, not just the practitioner. When a SUPERvisee learns to notice energy levels, thinking styles, relational triggers, and embodied signals, that awareness tends to generalise into everyday life: conversations become less reactive, boundaries become clearer, recovery becomes more intentional, and decisions become more aligned with values. With prefection as an ongoing companion to reflection, SUPERvision supports both integration and anticipation: learning from what happened, and preparing for what's next, so the SUPERvisee shows up with greater choice - professionally and beyond.

If you'd like support embedding this Stop–Stay–(Re-)Start approach into your work, your SUPERvision, your teams retrospectives, your organisational culture (including award-winning coach training and SUPERvision pathways), BECKETT MCINROY / CoachME programmes are here: [www.beckett-mcinroy.com/shop](http://www.beckett-mcinroy.com/shop)

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# Thank You!

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