



Supervision Policy and Guidance for Kindergarten

“Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues”

(Statutory Framework for the Early Years Foundation Stage 2017, 3.21)

Supervision is a two way process which promotes accountability and staff support and development. Both parties should be committed to making supervision worthwhile, positive, honest, objective and unbiased. Parties should be fair and open and promote equality and trust. Supervision should be a positive experience for all and take place regularly.

At York Steiner School we see supervision as an opportunity to meet at regular intervals and provide support and empowerment to staff to make sure they feel equipped and happy to fulfil their job effectively. We believe the meeting needs to foster a culture of open discussion where staff have the time to discuss any concerns, worries and constraints within their role and the setting as a whole.

The key elements of supervision are coaching, training, personal development and the focus on children and their well-being. A two way discussion enables both parties involved to develop a positive and mutually supportive discussion and ongoing development plan.

At York Steiner School the role of Supervisor is shared amongst the Early Years teaching staff. Each member of the teaching staff can supervise up to 3 colleagues (teachers and assistants). The practice of ‘co-supervision’ is overseen by the Supervision Co-ordinator and the Early Years Manager and any issues highlighted are brought to the Early Years team meeting for discussion

Staff supervision is effective by ensuring the supervision process involves the following:

1. **Confidentiality**

Issues of trust need to be thoroughly explored and the importance of confidentiality emphasized.

Supervision should include a joint commitment to openness and clarity about what may be treated as confidential by both parties. Any matters discussed in a supervision meeting can be

treated as confidential when it is agreed that it is unnecessary to discuss them elsewhere. However, openness requires all parties to be sensitive to those occasions when difficult issues will have to be discussed elsewhere, and to be transparent about when and why this will be necessary and how it will be done.

2. Commitment to preparation

Both supervisor and supervisee must prepare for the supervision session by reviewing previous actions identified and considering points for discussion. The structure of the agenda can be jointly agreed by both parties at the beginning of each meeting, allowing prioritisation of topics and flexibility to reflect current needs. Topics for discussion may include:

- review of last supervision and tasks undertaken
- positive feedback and recognition
- professional development and training
- individual children's progress
- interactions with families, colleagues and other professionals
- safeguarding issues, as necessary
- equality and diversity issues
- general health and safety issues
- working schedules

However, all topics cannot be covered each time and will need to be jointly prioritised at the beginning of supervision sessions.

3. Agreed frequency and duration of meetings

Staff supervision is often planned 3 times per year for each member of the team. (This maybe on an individual or group basis) Supervision is effective when meetings are scheduled in advance and timings are not changed. Meetings held at a time and venues agreed by both parties with an approximate duration of 1 hour are recommended.

4. Appropriate physical environment for supervision

Supervision should normally take place in an agreed confidential, comfortable setting where interruptions are minimised.

5. Recording a supervision meeting

The prompt recording of supervision sessions is necessary to provide an accurate record of decisions made and actions required. Often the supervisor takes responsibility for documenting the discussion during the session, formally agreeing actions at the end and providing the supervisee with a record shortly following the meeting. Any safeguarding decisions will be clearly stated and recorded in case files (in accordance with safeguarding standards) The supervisee will check the notes upon receipt and send any additions/amendments to the supervisor. In line with data protection, the supervisor is responsible for the safe storage of supervision records).

6. Supervision of volunteers

Ideally, volunteers need to take part in regular supervision in line with their role and hours of work.

7. Appraisals

Every teacher in Early Years has a yearly appraisal carried out by an independent person. This is an in-depth process which involves:

- a. completing a detailed self-evaluation form
- b. being observed teaching
- c. receiving verbal feedback
- d. receiving a detailed written report which is also shared with the mentor
- e. departmental feedback

This process creates the opportunity for continually professional development leading to continually improving practice

Review

Policy review date:

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