

Kindergarten Supervision Policy and Procedures

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"Every education is self-education, and as teachers we can only provide the environment for children's self-education." Rudolf Steiner, "The Kingdom of Childhood".

Supervision is part of a process of individual self-reflection, mentoring, coaching, team sharing at meetings, peer to peer observations and advisory visits. Supervision is part of the wider appraisal and mentoring system.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision provides opportunities for staff to:

- Discuss any issues concerning children's development and wellbeing.
- Identify solutions to address those issues.
- Identify personal goals.
- Develop a plan, in collaboration with a supervisor, for meeting those goals.

Supervision is a legal requirement under the EYFS 2023. Paragraph 3.22 states that, "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." Paragraph 3.23 states that "supervision should provide opportunities for staff to: discuss any issues – particularly concerning children's development or well-being, including child protection concerns; identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness."

One to One Supervision Sessions

A supervision session is a formal and recorded process, which helps track the professional progress and development of staff. At Greenwich all kindergarten staff are supervised. Supervisors include: the early years manager, and external mentor and coach: an adviser from the Steiner Fellowship.

The actions agreed at supervision meetings will be the starting point for providing evidence of the effectiveness of staff supervision and impact on children's well-being, learning and development. Induction, training and professional development records will also form part of this evidence.

Supervision meetings are held at least once a term for all kindergarten staff members. Any member of staff may request additional meetings when required. Supervision meetings are held in a confidential space suitable for the task. Coaching forms (see Appendix A) are used to record these meetings and kept on each staff member's personal file. Copies are sent to the supervisee.

New teachers in their first year will receive more intense one to one supervision with meetings at least once a half-term and additional paperwork supervision.

Where concerns regarding children's needs are raised, the supervisor and supervisee must seek to identify solutions and further actions that need to be taken: these are recorded on the child's file and may include support from external agencies. Where a safeguarding concern is raised this must be reported to the DSL.

All aspects of supervision must ultimately focus on providing a safe and caring environment where children can thrive.

During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues, parents or carers.

Supervision within Early Years Meetings

The weekly early years meetings provide opportunities for peer support and team

building. All staff are invited to share observations and concerns about children for feedback from the group.