

The St Michael Steiner School Early Years Supervision of staff in kindergarten Policy

'Every education is self-education, and as teachers we can only provide the environment for children's self-education. We have to provide the most favourable conditions where, through our agency, children can educate themselves according to their own destinies. This is the attitude that teachers should have towards children and such an attitude can be developed only through an ever-growing awareness of this fact.'

Rudolf Steiner, *"The Kingdom of Childhood"*

Supervision is part of a process of individual self-reflection, mentoring, team sharing (meetings), and advisory visits. (Supervision is different from appraisal. It is part of the wider appraisal and mentoring system.). This policy applies specifically to the kindergarten and is in line with the EYFS.

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 reflect and look at their practice and to facilitate discussion.

According to the EYFS, supervision meetings 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.
- Receive coaching to improve their personal effectiveness.

This works in conjunction with mentoring and weekly staff meetings.

Supervision is a legal requirement (EYFS, 2025): *Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. 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.*

Supervision is a formal and recorded process through which the professional actions of staff are looked at and reviewed. It supports a system of decision-making in order to improve practice and the care provided to children and parents.

All staff who work directly with the children and families are supervised by their designated supervisor.

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 also form part of this evidence.

Supervision meetings are held during the year for all kindergarten staff, conducted in line with procedures and held in a confidential suitable space. A copy of the supervision record is kept by the supervisor and supervisee, and a further copy kept in the staff file.

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 may include support from external agencies.

All aspects of supervision must ultimately focus on providing a safe and caring environment where children can thrive. During supervision meetings, staff are able to discuss any concerns

they may.

“In our midst, spread across the earth, in all zones and climatic conditions, there lives a folk that cannot express its message, who’s people communicate with one another through their activity, in play, without a need for translators - the CHILDREN. The belief, love and hope of all human beings connect themselves to them wherever they appear. Children do not fight for their rights and living space. They appear again and again with ever-renewing trust, with an immense hunger for love, and they assume that we adults are wise and good and possess what we need to learn from the children - Selflessness.”

Helmut von Kügelgen