

UNPACKING THE SUPERVISION POLICY IN THE SCHOOL ENVIRONMENT

WHAT IS THE SUPERVISION POLICY?

Supervision is a key practice that when employed effectively keeps children and young people safe and protected from harm and hazard. A supervision policy outlines how services meet the requirements of Sections 165 and 167 of the National Law.

WHAT WILL I FIND IN THE SUPERVISION POLICY?

The practices in place to maintain effective supervision of all children:

- Roles and responsibilities
- Practices and procedures in place, including the approach to risk management/minimisation
- Specific reference to identified high risk activities, environments, spaces Reference to applicable Law, Regs, and NQF
- Connection to other policies impacted or influenced by the supervision policy Specific supervision practices such as supervision on excursions.

SUPERVISION IS EVERYONE'S RESPONSIBILITY – THE ROLE OF EACH STAKEHOLDER:

- Approved provider is responsible for ensuring facilities, reporting processes, staffing arrangements and training supports effective supervision practices.
- Nominated supervisor must ensure that rosters, inductions, risk assessments, supervision plans, team meetings, physical environment, and training support effective supervision. Educators must ensure that they understand, contribute to and implement policies, procedures, risk assessments, supervision plans and training to support effective supervision.
- Families support effective supervision by being aware of supervision risks when at the service and communicating with educators during pick up and drop off.

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SUPERVISION INTO PRACTICE – STRATEGIES

Environment layout:

- Be familiar with the layout of the premises and grounds of the service.
- Know potential blind spots and risks within the environment, including high-risk activities.
- Know where the bathrooms are located.

Engage and redirect:

- Use information about each child's abilities and interests to plan experiences that are inviting and engaging whilst providing appropriate levels of independence.
- Guide children throughout the program using intentional strategies of role- modeling, demonstration, redirection, and encouragement.

Positioning:

- Work with colleagues to plan where you will be positioned in the learning space.
- Ensure all children are within sight and within hearing.
- Think about where children are and adapt your positioning to supervise most effectively.

Anticipate children's behaviour:

- Know and understand the children in your care – what are their likes, dislikes, strengths, triggers and learning capacities?
- Pre-empt children's behaviour to prevent escalation and provide support if needed.

Listen:

- Listen closely to identify signs of potential danger or shifts in the dynamic and mood of the play.

Scanning and accounting:

- Continuously scan the environment and conduct regular counts of children to ensure there is awareness of where children are at all times.
- Know what children are doing with consideration to respecting children's space and autonomy.