

The following is an extract from:

**Barnardos. (2020). Support and Supervision in Early Learning and Care. Dublin: Barnardos.**

See <https://shop.barnardos.ie/products/support-and-supervision-in-early-learning-and-care>

## KEEPING A RECORD OF SUPERVISION

The most important resource in an early learning and care setting is its educators. When educators are supported in their professional development as part of a trusting relationship with a supervisor, they will be able to perform their role well. Supervision and support in early learning and care offers educators a space to reflect on their practice, assess their own strengths, and review where they might need coaching and support from a supervisor to plan for future practice. This is fundamental to children receiving quality early learning and care. Regular supervision also provides a protective factor in ensuring that group settings are a safe place for children to spend time. The link between supervision and safeguarding practice is an important one that managers and providers need to ensure educators understand (Sturt & Wonnacott, 2016).

It is essential to set an agenda for each supervision session, either at the start of the session or, if possible, in advance so that you and the supervisee have adequate time to prepare for discussions that might arise. It is also important that you keep a record of each session. There are a number of ways you might choose to record notes from a supervision session and it can be helpful to use a template to ensure that you cover everything discussed at each session.

You may choose to separate the record into what you discuss in supervision about each child and what you discuss relating to the educator. Action planning is part of the supervision process for both supervisor and supervisee so it is very helpful to list the actions planned and agree who will be doing them along with an agreed timeline. If there is agreement on the supervision record, then you will both sign off on the supervision. This gives you opportunity to clarify that what you have recorded is accurate.

The sample completed supervision record on the following page uses a simple format for recording supervision. The following page contains a useful supervision record template.

Sturt, P., & Wonnacott, J. (2016). Supervision for Early Years Workers. A guide for early years professionals about the requirements of supervision. East Sussex: Pavilion.

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Date	Agenda Items	Discussion	Action Agreed	By Whom
<b>Children</b>				
11/02/20	<b>Key children (KC) support</b>	Reflected on the interest the KC expressed about babies following the news about Jordan's new brother.	Provide small group activities to KC relating to their interests in newborn babies over the following week.	Gita will buy materials for bathing newborn.  Liz will ask parents if she can borrow materials used with newborn babies.
	<b>Added support for individual children</b>	Liz described an incident that had upset her, a number of children and their parents. She considered options and will try these and then review.	Observe Davy over next two weeks for hitting behaviour.  Put a plan in place with parents to support Davy.  Follow strategies to help Davy.	Gita will observe Davy in Liz's room and write up notes.  Liz will meet with Davy's parents.  Liz and Gita will meet in two weeks' time to review observation.  Liz will put in place strategies to support Davy.
	<b>Contact with parents</b>	Discussed the parents meeting on 'Learning Together' that Liz had planned and facilitated. Liz was happy as parents had provided positive feedback. Gita acknowledged how well Liz had carried out this project.	N/A	N/A
<b>Early years educator</b>				
	<b>Child protection training</b>	Liz wished to update her child protection training and discussed this with Gita.	Gita will check with local agencies to access child protection training dates and times.	Gita will provide Liz with dates of available training.





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Staff member/supervisee:

Manager/supervisor:

Date:

## Agenda

1. Check in (any particular issues or needs the supervisee or supervisor wish to highlight; how supervisee is feeling generally; feedback to be sought periodically re. the supervisee's experiences of the supervisee/supervisor relationship)
2. Review of record of last supervision session (if anything has been discussed since the last formally recorded session which should be treated as supervision and has not been recorded elsewhere, this should be formally noted in supervision record now)
3. Child protection and any other risk issues
4. Reflection on practice (including main responsibilities; relationships with other members of the team, children and families)
5. Work load planning
6. Personal development

7.

8.

9.

10.

**Record of items discussed** (should include key discussion points, decision and actions, who to carry out and timeframe):

Issues for next supervision session

Time and date of next supervision session

Signature supervisee:

Date:

Signature supervisor:

Date:

