

Supervision

Purpose

To ensure children are kept safe by educators providing effective supervision and knowing how many children are in their care at all time, whilst still engaging with them and providing intentional teaching and child agency.

Definition

Supervision - Overseeing the actions or work of a person/people.

Child agency – Given children the opportunity to express themselves, supporting the decision and choices they make by listening, acknowledging and following through on their ideas. Giving children control with real tasks and responsibilities.

Intentional teaching- An educator has planned an experience for a child or group of children that has a meaningful purpose therefore strategies and questions have been deliberately created

It can be spontaneous during educator/child interaction when an idea is suddenly introduced an educator further develop this idea with the children to extend their learning.

Procedure

- At all times educators must ensure that child/staff ratio (under 3's is 1:4, over 3's is 1:11) is acknowledged and met with regard to numbers and qualifications.
- No child or group of children are to be left unattended at any time.
- If an educator needs to leave a children's room or area where they are responsible for the supervision of children they must first call upon another educator of appropriate qualification to relieve/assist them.
- During transition times into toilet/change room, educators must ensure that at least one educator is positioned in a way that they can adequately supervise children.
- Child/educator ratios must always be met during children's sleep times and over educator's breaks.
- If children wish to leave the room i.e. to go to their bags/lockers, educators must position themselves accordingly to continue appropriate supervision.
- Whilst outside, educators must place themselves in positions that allow supervision of the whole play yard and door entrances. This is especially important when supervising a group of children alone.
- While educators are running indoor/outdoor programs simultaneously, they must consider a balance in the indoors/outdoors numbers in relation the number of children in each area.
- Whilst supervising children educators must continue to move around observing the whole yard and all children. Educators should not stay in the same position for lengthy periods of time and must always be in a position that allows them to react to different situations quickly.
- It is important that while educators supervise children they still take opportunities to include intentionally teaching moments and support child agency

- Supervision must be done in a way that they still have meaningful contact with the children, engaging and showing an interest.

Sources:

National Quality Framework Resource Kit

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2010

Quality Practices Guide – QIAS

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