Supervision records and agreement

All formal supervision sessions should be recorded via supervision notes. While is the responsibility of the supervisor to ensure supervision notes are kept, the supervisor and supervisee can negotiate who will write and maintain supervision notes with the option of this being a shared responsibility. However, supervision notes should be transparent and made available to the supervisee, so that both the supervisor and supervisee can author and agree to the record.

Establishment of a supervision agreement between the supervisor and graduate is recommended to clarify supervision expectations, confidentiality, roles and communication channels. An example of a supervision agreement is below.

Supervision agreement between [supervisor] and [supervisee][[1]](#footnote-1)

This agreement sets the scene for how we will work together and what works for each another. [Note: If the supervisee is new to the field, the supervisor will need to explain the purpose of supervision, confidentiality (including limits to this) and the supervision model your agency uses.]

* What supervisory style works best for the supervisee? (Supervisee to share previous supervisory history and relationship experiences. What worked or did not work?)
* What expectations do we have of supervision and each other? (For example, how often we will meet, how long we will meet for, where we will meet, we will be on time, we will commit to our supervision sessions, and we will be emotionally present)
* How does the supervisee like to receive feedback – both positive/constructive – or feedforward (focus on future behaviour)?
* How does the supervisor like to receive feedback or feedforward?
* As the supervisee develops, how can they indicate they want more of a coaching style (where supervisor asks reflective questions) rather than a directive/mentoring (where supervisor leads by example, advises) approach?
* What shall we do when we notice signs of transgressing boundaries of enmeshment or disconnection as a way of coping with the work?
* How will we discuss the use of power in our work and within the supervisory relationship?
* How will we develop relationships based upon ‘power with’ rather than ‘power over’?
* Conflict is a normal part of any relationship. What shall we do when the relationship is ruptured or is not working, and how will we communicate this with one another?
* What is our respective go-to conflict styles (such as using avoidance strategies or going quiet)?
* What methods will we use to resolve or repair any difficulties in working together?
* How will we ensure supervision is trauma- and violence-informed?
* How do we want to structure supervision to ensure we cover the four functions – supportive, managerial, systemic, developmental? What questions might frame this?
* When we do not cover all four functions in our session or arrangement, what should we do to ensure we do not lose sight of the missing ones?
* How do we make sure supervision is reflective, covering the four phases of the learning cycle (what happened – experience; feelings and reactions regarding what happened – reflection; how we made sense of what happened – analysis; and what to do next – action) when discussing our work?
* How will we incorporate discussions about cultural safety?
* How will we incorporate discussions about intersectional feminism with our case practice, systemic advocacy, justice-doing and how these impact on our relationship?
* How will we incorporate safety/self-care and team-care plans into supervision and this agreement?
* How will we document these sessions and jointly sign the session notes?

**Date agreement is to be reviewed:**

**Signed:**

|  |  |
| --- | --- |
| [Supervisor] | [Supervisee] |

1. Adapted from *Best practice supervision guidelines: Family violence, sexual assault and child wellbeing*, Department of Families, Fairness and Housing, 2024. Available at https://www.vic.gov.au/best-practice-supervision-guidelines [↑](#footnote-ref-1)