

Supervision: Safety Doesn't Just Happen

OVERVIEW

This workshop equips educators across education and care settings with the knowledge and practical skills needed to deliver safe, responsive and effective supervision. Drawing on contemporary research, trauma-informed practice and reflective supervision principles, the course breaks down what supervision truly involves and explores different approaches to supervision in everyday practice.

Participants examine how environment design, risk-benefit thinking and clear communication shape the quality of supervision, alongside a clear overview of legislative responsibilities under the National Law and Regulations. Through practical strategies, collaborative discussion and scenario-based reflection, educators build confidence in refining existing practice and strengthening supervision foundations. Participants leave with clear, actionable approaches that support children and young people's safety, wellbeing and participation across a range of routines and environments.

WE WILL...

- Explore varying styles and types of supervision and build capacity to shift from passive or reactive supervision toward fully engaged, proactive, and active practice.
- Analyse real-world examples, risk-benefit scenarios, and environmental factors to strengthen professional judgement in diverse contexts, including sleep, rest, transitions and high-movement periods.
- Examine legislation, such as the National Law and Regulations around supervision-related requirements to ensure confidence, clarity, and compliance in everyday practice.
- Engage in shared reflection and collaborative problem-solving to co-construct actionable, context specific supervision strategies that enhance both safety, wellbeing, participation and learning.

DELIVERY MODE OFFERINGS:

- Self-paced online course
- Full-day face-to-face session (up to 5 hours)
- Live online webinar
- After-hours in-service workshops with teams (up to 2.5 hours)

"Very useful and lots of information. [The course] is very helpful and lots of knowledge."

- Bree A

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PARTICIPANT OUTCOMES

By the end of this workshop, participants will possess:

1. A clear understanding of the varying supervision styles and strategies, and how to apply each effectively within varying environments.
2. The ability to implement engaging and proactive supervision strategies that enhance children and young people's safety, autonomy, participation and learning.
3. A deeper appreciation of trauma-informed and reflective supervision principles that strengthen emotional safety and relational pedagogy.
4. Confidence in interpreting and applying legislative requirements and key regulations relating to supervision, particularly in more challenging moments such as sleep, rest and busy transitions.
5. Personalised, practical action plans to strengthen supervision practices across all transitions, activities, and higher-risk moments.

THEORETICAL UNDERPINNINGS

Six Steps of Active Supervision ACECQA

Highlights the six components of effective supervision (set up environment, position staff, scan and count, listen, engage, anticipate). This framework underpins proactive, engaged supervision practices.

Preparedness and Response (CPR) Centre for Disease Control

Guides educators to supervise through the lenses of safety, trust, collaboration, empowerment, and cultural responsiveness. This ensures supervision practices support emotional regulation and resilience.

Reflective Supervision Loomis, Coffey, Mitchell & Musson Rose

Provides a relationship-focused model emphasising attunement, emotional regulation, professional wellness, and perspective-taking as essential elements for responsive, effective supervision.

Risk-Benefit Assessment Contemporary Play and Risk Theory

Supports educators to differentiate between acceptable risk and unacceptable hazard, enabling children to safely test theories, explore, and develop agency while being protected from harm.

KEY LINKS – NATIONAL

Alignment with National Quality Standard

- **QA2** – Children’s Health and Safety (Elements 2.1.2, 2.2.1): strengthens educators’ ability to maintain adequate supervision, minimise harm, and ensure safe environments.
- **QA3** – Physical Environment (Elements 3.1.1, 3.2.1): supports intentional design of spaces that enhance visibility, accessibility, safety, and effective supervision.
- **QA5** – Relationships with Children (Elements 5.1.1, 5.2.1): reinforces attuned, responsive interactions that promote security, connection, and emotionally safe supervision.

Alignment with EYLF v2.0

Principles:

- Equity, inclusion and high expectations: supports supervision practices that consider individual children’s needs, strengths, and diverse contexts.
- Collaborative leadership and teamwork: aligns with shared responsibility in supervision planning, communication, and safety strategies.

Practices:

- Responsive and reciprocal interactions: supervision as relational, attuned engagement rather than passive oversight.
- Ongoing learning and reflective practice: reflective supervision and analysis of environments to refine safety and pedagogy

Learning Outcome:

- Outcome 1: Children have a strong sense of identity: supervision practices promote security, belonging, and confidence to explore.
- Outcome 4: Children are confident and involved learners: safe, well-supervised environments encourage sustained play, problem-solving, and experimentation.

Alignment with MTOP v2.0

Principles:

- Equity, inclusion and high expectations: Supports supervision that recognises the diverse needs, strengths and contexts of children and young people, ensuring all feel safe, respected and able to participate.
- Collaborative leadership and teamwork: Reflects shared responsibility for supervision through clear communication, collective decision-making and consistent safety practices.
- Critical reflection and ongoing professional learning – Strengthens educators’ capacity to reflect on supervision, environments and decisions to continuously strengthen safety, wellbeing and participation.

Practices:

- Collaboration with children and young people – Frames supervision as a relational, responsive practice that values children and young people’s perspectives and shared responsibility for safety.
- Assessment and evaluation for wellbeing, learning and development – Supports active observation and evaluation of environments and routines to identify risk, respond to emerging needs and refine supervision practice.

Outcome:

- Outcome 1: Children and young people have a strong sense of identity – Effective supervision fosters safety, belonging and trust, supporting children and young people to explore, take appropriate risks and feel confident in their environment.
- Outcome 4: Children and young people are confident and involved learners – Thoughtful supervision supports engagement, sustained play and problem-solving by creating environments where children and young people feel safe to participate and take initiative.

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KEY LINKS – NATIONAL CONTINUED

Alignment with Australian Professional Standards for Teachers

- **Standard 1.2** – Know learners and how they learn: deepens understanding of children’s developmental stages as they relate to safe, responsive supervision.
- **Standard 4.4** – Maintain student safety: strengthens educators’ capacity to identify hazards, manage risk, and implement high-quality supervision practices.
- **Standard 6.2** – Engage in professional learning: encourages reflective practice and improves ongoing professional judgement in complex supervision contexts.

Alignment with National Principles for Child Safe Organisations

- **Principle 1:** Child safety and wellbeing are embedded in organisational leadership, governance and culture: promotes supervision practices grounded in children’s rights, safety, and dignity.
- **Principle 4:** Equity is upheld and diverse needs are respected: supervision adapts to individual needs, developmental stages, cultural contexts, and trauma histories.
- **Principle 5:** People working with children are suitable and supported: includes reflective supervision, professional learning, and legislative clarity for staff.
- **Principle 8:** Physical and online environments minimise the opportunity for harm: focuses on safe environments, visibility, planning, and proactive risk management.

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KEY LINKS – QLD

Alignment with the Kindy Uplift Key Priority Areas

Culturally Safe, Inclusive & Responsive Programs

- Equity & Access for All: Supervision strategies respond to individual developmental needs, ensuring all children can participate safely and confidently.

Social & Emotional Learning

- Supports understanding of trauma-informed care and its impact on supervision decisions.

Physicality

- Promotes active supervision strategies that support safe exploration, movement, and risk-aware play.
- Uses environmental planning to enable children to safely test physical skills and develop their sensory exploration with proprioceptive and vestibular input.

Alignment with QLD

Identity

- Encourages emotionally safe environments where children feel seen, valued, and protected.
- Supports children's agency through supervision that enables independent decision-making within safe boundaries.

Connectedness

- Strengthens community and peer relationships through relational, engaged supervision.
- Promotes secure, respectful interactions that foster belonging and collaboration.

Wellbeing

- Deepens educator understanding of emotional safety, co-regulation, and risk mitigation.
- Builds children's resilience and physical safety through proactive, engaged supervision strategies.

Communicating

- Encourages rich conversations, listening, and responsive exchanges during daily routines.
- Builds communication confidence through relational supervision practices.



KEY LINKS – VIC

School Readiness Funding Menu

Please note this workshop is not on the SRF menu. It can however be utilised under flexible funding provisions. For more information on flexible funding go to the Victorian Department of Education website here:



For more information on the Phoenix Support SRF offerings, including those on the menu as well as flexible funding options, head to our website here:



Alignment with the SRF Priority Areas for use under Flexible Funding Options

Access & Inclusion

- Ensures supervision strategies consider diverse needs, abilities, routines, and cultural expectations.
- Supports equitable participation by adapting supervision to individual children and contexts.

Wellbeing (Social & Emotional)

- Embeds trauma-informed and reflective supervision practices that promote safety, regulation, and emotional wellbeing.
- Strengthens children's capacity for social competence, confidence, and secure relationships.

Alignment with VELDYP

Outcome 1: Identity

- Builds safe, attuned environments where children feel secure, respected, and confident to explore.
- Supports children's self-expression and agency through responsive supervision practices.

Outcome 3: Wellbeing

- Strengthens physical and emotional safety through active, trauma-informed supervision.

Outcome 4: Learning

- Enables deep engagement, exploration, and problem-solving through environments that are proactively supportive of safe supervision practices.
- Encourages curiosity and persistence by reducing hazards and supporting risk-competent play.