

Supervision questions focusing on analysis

The emphasis of these questions is on analysis, probing the meaning that the supervisee and the student(s) attribute to the situation, considering other explanations, identifying what is known or understood, and the areas that need further assessment.

- Taking account of your feelings, what does this tell us about what the students may be feeling in this situation?
- How do you explain or understand what happened?
- How would this have been different if the student had been female/Black/disabled, etc.?
- Did power relations shift? If so, how and why?
- What went well, or not well, and why?
- How far did this experience confirm or challenge your previous understanding or hypothesis?
- What new information emerged?
- What theory, training, research, policy or values might help you make sense of what happened?
- How else might you have managed the situation?
- What are the current needs, risks and strengths in this situation?
- What is unknown?
- What conclusions are you drawing from this work so far?
- How do you now define your role in this situation?
- How would the students define your role?
- What expectations does the school have of your role?

Other methods to assist analysis include sharing articles, references, case presentations, external speakers, attending in-service training, group supervision and action learning sets.