**(Student’s name) Supervision Chair**

Building the chair from the bottom up…

Chair legs

What do you need in order to feel that supervision and your supervisor are available, stable and predictable?

Chair Seat

What do we need to know about each other so that we can sit comfortably with each other?

How can we learn more about each other?

How do our values, beliefs, life and work experiences, cultural similarities and differences impact on how we ‘sit’ with each other? (for example, use the Social GGRRAAACCEEESSS, Burnham 2012)

What do we need to acknowledge in terms of the seat of power and privilege? (for example, think about White Privilege, the power difference between student and PE)

How will we sit with and manage challenge or conflict?

Chair Arms

What do you need from me as a Practice Educator to feel accepted, emotionally contained and supported?

How will you know this is happening?

How might previous experiences of supervision impact on the creation of an emotionally containing supervisory relationship?

Chair back

What are the ground rules that will help us to stay sitting up and paying attention to each other?

What learning style or thinking styles do we prefer and how will we utilise these?

What has helped you to keep focus in previous supervisions?

Getting in and out of the chair

At each supervision, what activity or ritual would help you settle into your chair at the start of supervision and to leave your chair at the end of supervision?

Having left the supervision chair, how will we remember the main points from the supervision?

Review

What will we do if the chair feels uncomfortable?

When will we review the continued comfort and effectiveness of our supervision chair?

Review questions:

Which aspects of the chair do we need to pay more attention to?

How comfortable does the supervision chair feel?

What could we do to improve the comfort of the chair?

Agreed on ……………….

By………………………..Student

And…………………………..Practice Educator