**Supervising under the MCB Supervision Policy | Supervisor Evaluation Form**

Dear Supervisor

This form is confidential to the trainee supervisor concerned, to you as supervisor, to their minister in oversight and to the dedicated Ministry Development Officer for Supervision.

The purpose of the evaluation is to ensure that appropriate knowledge, skills and attitudes are being developed for supervision as oversight within the context of the Methodist Church and to support the development of the supervisee.

An initial assessment was made by the training team at the initial supervision training (days 1-3) and a further assessment will happen at the final training sessions (days 5 & 6). This form asks for an opinion based on the evidence you have from supervising their supervisory work. The final decision about whether or not the trainee supervisor will be eligible to supervise under the Supervision Policy will be taken by the training team who will inform the trainee supervisor and the person responsible for implementing the relevant Supervision Implementation Plan. You will be copied into the information about their decision.

Supervisees are asked to complete a self-evaluation form as preparation for their discussion of this evaluation form with you and that self-evaluation should be submitted together with this form.

|  |  |
| --- | --- |
| **Name of trainee supervisor**  |  |
| **Your name (supervisor)** |  |
| **Dates of trainee’s initial training in supervision under this policy****(Days 1-3) & Day 4** |  |
| **Number of supervisions received by the trainee since their initial training (at least 3)** |  |
| **Details of practice supervisions undertaken by the trainee during that period (at least 3) and discussed in supervision or witnessed by the supervisor** |  |
| **Anticipated dates of Days 5 & 6** |  |

**Comments from the supervisor on the development of the trainee supervisor.**

***Before finalising this form please discuss it with the trainee supervisor concerned.***

***In completing the form please refer to***

* ***The initial assessment and feedback form from the training team – your supervisee will have access to that***
* ***Any process reports, recordings or notes on supervisions you have observed***
* ***The trainee’s self-evaluation form***
* ***Your own assessment using the tick boxes below***

**Knowledge and Skills as an Advocate for Supervision**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | **Evidenced** | **Partly** | **Not Evidenced** |
| 1. Demonstrate knowledge of the Methodist Church’s policies regarding supervision
 |  |  |  |
| 1. Describe the main features of the supervision process and identify key tools for reflecting on the practice of self and others
 |  |  |  |
| 1. Articulate the relationship between structured supervision and other processes of the Methodist Church including MDR, the competence and complaints processes, the re-invitation process
 |  |  |  |
| 1. Articulate a theological rationale for supervision as a contribution to oversight and as a redemptive structure
 |  |  |  |
| 1. Identify a range of supervision tools for use with people of different learning styles
 |  |  |  |
| 1. Demonstrate knowledge of opportunities for further training, development and advice
 |  |  |  |

**Skills and Attitudes as a Supervisee**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | **Evidenced** | **Partly** | **Not Evidenced** |
| 1. Able to identify important issues to bring to supervision
 |  |  |  |
| 1. Able to distil the heart of an issue either before the session or with help from the supervisor
 |  |  |  |
| 1. Open to the process of supervision and able to benefit from it
 |  |  |  |
| 1. Open to the suggestions of the supervisor and able to weigh their interventions
 |  |  |  |
| 1. Able to identify learning to take away or next steps to take
 |  |  |  |

**Overall Skills and Attitudes as a Supervisor**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | **Evidenced** | **Partly** | **Not Evidenced** |
| 1. Trustworthy with sensitive and confidential information. Making the space safe enough for the work within the boundaries of the Supervision Policy.
 |  |  |  |
| 1. Role clarity as a supervisor – not straying too much into other modes, e.g. pastoral, coaching, giving advice, minister in oversight
 |  |  |  |
| 1. Intentional use of time according to the agreed method of supervision
 |  |  |  |
| 1. Empathetic and responsive to the feelings of the supervisee and the context of the supervision
 |  |  |  |
| 1. Able to challenge the supervisee to help them assess risk and find effective ways forward
 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Specific ability to offer supervision as demonstrated on the course** | **Evidenced** | **Partly**  | **Not Evidenced** |
| **Hosting & Containing** |
| * Welcoming people and putting them at ease
 |  |  |  |
| * Putting aside your personal agenda and focusing on the person and the matter in hand
 |  |  |  |
| * Setting up a room to be hospitable and appropriate to the occasion
 |  |  |  |
| * Offering prayer in a way that is not manipulative but opens up encounter with God and the possibility of common discernment
 |  |  |  |
| **Eliciting & Focusing** |
| * Clarifying the issue to be brought and the aim in exploring it
 |  |  |  |
| * Active listening
 |  |  |  |
| * Listening at different levels (e.g. tone; body language)
 |  |  |  |
| * Negotiating the agenda ensuring that important areas are not neglected, e.g. risk
 |  |  |  |
| **Exploring and Reflecting** |
| * Offering methods of exploration appropriate to the person and the issue at stake
 |  |  |  |
| * Avoiding instant problem solving and advice giving
 |  |  |  |
| * Inviting new ways to think about things
 |  |  |  |
| * Offering theological resources and other perspectives
 |  |  |  |
| **Bridging and Enacting** |
| * Remembering the context to which participants are returning
 |  |  |  |
| * Rehearsing strategies for next steps
 |  |  |  |
| **Tracking and Evaluating** |
| * Time keeping – making good use of the time and allowing time for the whole process
 |  |  |  |
| * Evaluation. Is the Supervisor meeting the needs of the Supervisee?
 |  |  |  |
| * Are the Methodist Church’s policies being met, e.g. safeguarding?
 |  |  |  |
| * Have issues of risk been explored/appropriately referred
 |  |  |  |
| **Reviewing and Closing** |
| * Inviting the naming of learning/impact of session
 |  |  |  |
| * Naming issues that cannot be left
 |  |  |  |
| * Completing necessary forms
 |  |  |  |

***Wherever possible make clear the variety of methods used within the supervision practice phase as both supervisee and supervisor, note any substantive comments from supervision practice partners about their experience and highlight any areas for improvement that remain even if approval is recommended.***

***Please expand the boxes as necessary.***

|  |  |
| --- | --- |
| **As an advocate** |  |
| **As a supervisee** |  |
| **As a supervisor** |  |
| **Please circle as appropriate** | 1. **Overall I am content that this person is ready to begin supervising under the Methodist Church’s Supervision Policy.**
2. **Overall I do not think that this person’s gifts are best used as a formal supervisor under the Methodist Church’s Supervision Policy.**
3. **I believe that further development is necessary before this person should begin supervising under the Methodist Church’s Supervision Policy.**
 |
| **Training needs identified** | **If you have circled/highlighted 1 or 3 above please make a note here of any specific supervision training needs you have identified.** |
| **Signed by the supervisor** |  |
| **Date discussed with the supervisee** |  |
| **Comments from the supervisee (if desired)** |  |
| **Signed by the supervisee** |  |

**Please submit a signed copy of this form to the dedicated Ministry Development Officer for Supervision cc to the trainee supervisor concerned at** **supervision@methodistchurch.org.uk**

**Thank you.**